

PROGRESSIVE SERIES.

ELEMENTS

OF

ENGLISH GRAMMAR,

SYNTHETIC AND ANALYTIC.

DESIGNED FOR THE USE OF

Schools, Academies, and Private Learners.

BY

ANDREW BURTT, A.M.

PITTSBURGH:
PUBLISHED BY A. H. ENGLISH & CO.
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PREFACE.

THIS work is designed to be a plain, concise, and practical treatise on the subject of English Grammar. No effort has been spared to present, arrange and illustrate the well established principles of the language so as to render them easily comprehended, and hence attractive to the young learner.

A considerable space has been devoted to furnishing models, which, it is believed, will be found very beneficial to both pupil and teacher, as they will serve to suggest the manner in which the lesson may be prepared and the recitation conducted.

Analysis of sentences has been fully presented, and is placed as the last division of Syntax. Teachers who wish to introduce the analysis at an earlier stage of the pupil's progress than that

indicated by its relative position can easily do so; for it is not supposed that the teacher is bound in all cases to follow the arrangement of the text.

The author acknowledges himself much indebted to a number of eminent teachers for valuable aid in preparing the work; especially to B. M. Kerr, A.M., for important suggestions relative to analysis of sentences, and Miss Martha Glass, to whose inspection and criticism the entire work has been submitted.

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GRAMMAR.

GRAMMAR is the science of language.

Language is the medium for the communication of thought.

A *medium* is the means by or through which any thing is done.

Language is divided into *spoken* and *written*.

Spoken language is the utterance of significant oral sounds to express thought.

Significant sounds are those which convey a meaning.

Oral sounds are those which are made by the human voice.

Written Language is a system of characters or letters used by common consent to represent spoken language.

Many nations have a language peculiar to themselves; as the French, German, Italian, &c.

There are, therefore, *many* languages.

The principal difference between languages is that different sounds are used to express the same thought.

By studying English Grammar, we may learn to speak and write the English language correctly.

Questions.—What is Grammar? What is language? What is a medium? How is language divided? What is spoken language? What is meant by significant sounds? By oral sounds? What is written language? Is there but one language, or many? Name as many as you can recollect. What is the principal difference between languages? When persons use the same sounds to express the same thoughts, do they speak the same or different languages? When do they speak different languages? What language do you speak? How may you learn to speak and write the English language correctly? What language is used in all printed books? What language is used in speaking or singing?

ENGLISH GRAMMAR.

English Grammar is the art of speaking and writing the English language correctly.

Speaking and writing *correctly* means in accordance with the usage of good speakers and writers.

ILLUSTRATION.

Him studies is incorrect: it should be, "*He studies*," because it is so expressed by good speakers and writers: if, however, it were good usage to write *Him studies*, it would then be correct. *Good usage* is, therefore, the standard of grammatical accuracy.

GRAMMAR is generally divided into four parts, namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

Orthography treats of oral sounds, letters, syllables, words, and spelling.

Etymology treats of the derivation, classification, and modification of words.

Syntax treats of the arrangement of words in sentences.

Prosody treats of punctuation and versification.

Hence the *first two* treat of the formation of words, and the *last two*, of the formation of sentences.

Questions.—What is English Grammar? What is meant by speaking and writing correctly? Why is the expression *Him studies* incorrect? What should it be? and why? If good writers used the expression *Him studies*, would it be correct? Is the expression *It was me* correct? What should it be? and why? What, then, is the standard of grammatical accuracy? Into how many parts is Grammar generally divided? What are they called? Of what does Orthography treat? Etymology? Syntax? Prosody? Of what do the first two treat? The last two?

NOTE.—When questions are inserted which are not answered in the text, it is intended that the pupil shall exercise his judgment or consult his dictionary.

PART I.

ORTHOGRAPHY.

Orthography is the art of spelling words correctly: it treats of oral sounds, letters, syllables, words, and spelling.

SOUNDS.

A simple or single oral sound is called an *elementary sound*.

In the English language there are about *forty* elementary sounds; but authors differ with regard to the number.

Elementary sounds are divided into three kinds, called *Vocals*, *Subvocals*, and *Aspirates*.

Vocals consist of *pure tone*, or *voice*.

Subvocals are *imperfect tones*, or *voice and breath united*.

Aspirates are *breath only*.

Questions.—What is Orthography? Of what does it treat? What is a sound? What is an oral sound? What is a significant sound? What is an audible sound? What is an elementary sound? How many elementary sounds in the English language? Do authors agree with regard to the number? How many kinds of elementary sounds? What are they called? Describe a vocal. Describe a subvocal. Describe an aspirate. What sounds do we use in reading and talking aloud? What sounds do we use in whispering?

LETTERS.

Letters are characters used by common consent to represent the sounds used in spoken language.

In the English language there are *twenty-six* letters, which, when arranged in the following order, are called the English *Alphabet*:—a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Letters are of three kinds,—Roman, *Italic*, and *Script*.

Roman letters form the principal part of all printed matter.

The *Italic* are used for the purpose of emphasis or distinction.

Words which the author considers of special importance are in Italics, to mark the emphasis.

The silent letters in spellers are generally in Italics, to distinguish them from those which represent sounds.

In the English Bible, the words supplied by the translators are in Italics, to distinguish them from those found in the original.

Script is generally used to represent manuscript.

Questions.—What are letters? How many are used in the English language? When arranged in order, what are they called? Name them in alphabetical order. How many kinds of letters? What are they called? What do Roman letters form? For what are Italic letters used? What is meant by emphasis? By distinction? What words are italicized to mark emphasis? For what are Italics generally used in spellers? What words are italicized in the English Bible? For what is script generally used? What is manuscript?

ROMAN.		ITALIC.		SCRIPT.	
<i>Capital.</i>	<i>Small.</i>	<i>Capital.</i>	<i>Small.</i>	<i>Capital.</i>	<i>Small.</i>
A	a	A	a	A	a
B	b	B	b	B	b
C	c	C	c	C	c
D	d	D	d	D	d
E	e	E	e	E	e
F	f	F	f	F	f
G	g	G	g	G	g
H	h	H	h	H	h
I	i	I	i	I	i
J	j	J	j	J	j
K	k	K	k	K	k
L	l	L	l	L	l
M	m	M	m	M	m
N	n	N	n	N	n
O	o	O	o	O	o
P	p	P	p	P	p
Q	q	Q	q	Q	q
R	r	R	r	R	r
S	s	S	s	S	s
T	t	T	t	T	t
U	u	U	u	U	u
V	v	V	v	V	v
W	w	W	w	W	w
X	x	X	x	X	x
Y	y	Y	y	Y	y
Z	z	Z	z	Z	z
&		&		&	

Each kind of letters has two forms,—CAPITAL and small.

CAPITALS are used for ornament and emphasis, and also for commencing certain words.

Small letters are those principally used in ordinary printing or writing.

LETTERS are divided with reference to oral sounds into three classes, called *vowels*, *consonants*, and *mutes*.

A *vowel* is a letter which represents a vocal.

A *consonant* is a letter which represents a subvocal or an aspirate.

A *mute* is a letter which represents no sound, and is sometimes called a silent letter.

A and e when not silent are always vowels.

I, o, u, w, and y may be vowels or consonants.

B, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z are always consonants.

B, d, g, j, l, m, n, r, v, w, y, z, always represent subvocals.

H, k, p, q, t always represent aspirates.

C, s, f, x sometimes represent subvocals and sometimes aspirates.

A *silent letter* is neither a vowel nor a consonant, but a mute. Most of the letters are sometimes mutes.

Questions.—How many forms has each kind of letters? What are they called? What are small letters? For what are capitals used? How are letters divided with reference to oral sounds? What is a vowel? What is a consonant? What is a mute? Which letters, when not

mutes, are always vowels? Which letters may be vowels or consonants? Which letters are always consonants? Which consonants always represent subvocals? Which consonants always represent aspirates? Which consonants may represent subvocals or aspirates? What may most of the letters be? Is a mute a vowel, or a consonant? Why?

SOUNDS AND LETTERS.

There are *fourteen* simple vowels and *two* compound vowels, *fifteen* subvocals, and *ten* aspirates.

These are represented by *single letters, double vowels, double consonants, combinations, and diphthongs.*

A *double vowel* is a vowel taken twice to represent one sound; as, *oo* in good, or *ee* in tree.

A *double consonant* is two consonants taken to represent one sound; as, *th* in the, or *ng* in song; or it may be the same consonant taken twice; as, *ll* in bell, or *ss* in miss.

A *combination* is the union of a vowel and consonant representing but one sound; as *ti, si, and ci* in nation, vision, social.

A *diphthong* is a union of two vowels in one syllable, representing a compound vocal; as, *oi* in boil, and *ou* in our.

NOTE.—The terms *improper diphthong* and *triphthong* are omitted, as the author supposes them to be unnecessary.

An improper diphthong is a vowel and a mute. A triphthong is a consonant and a diphthong, as, *uoy* in buoy, or *uoi* in quoit; or a vowel and two mutes, as, *iew* in view.

Questions.—How many simple vowels? How many compound vowels? How many subvocals? How many aspirates? Do these belong to spoken or written language? What is a double vowel? *Give some examples of words containing double vowels.* What is a double consonant? *Give examples of words containing double consonants.* What is a combination? *Give examples of words containing combinations.* What is a diphthong? *Give examples of words containing diphthongs.*

ILLUSTRATION OF THE ELEMENTARY SOUNDS.

Simple Vocals.

1. a long...ape, fate, they, rain, reign.
2. a grave...arm, ask, calm, heart, ah.
3. a broad...all, law, nor, broad, aught.
4. a short...at, can, sat, drab, fancy.
5. e long...me, see, seize, shire, quay.
6. e short...met, men, any, said, bury.
7. i long...ire, die, eye, my, buy.
8. i short...it, hymn, been, busy, pretty.
9. o long...old, door, boat, sew, beaux.
10. o close...do, tour, pool, move, prove.
11. o short...on, not, what, was, squat.
12. u long...mute, mule, ruse, pure, cube.
13. u short...up, fur, sir, rough, flood.
14. u close...full, put, wolf, wool, would.

Compound Vocals.

1. oi or oy...oil, toil, quoit, boy, joy.
2. ou or ow...out, thou, now, brow, town.

Subvocals.

1. b...be, ebb, rob, barb, bulb.
2. d...do, did, and, kind, bind.

3. g...*gay, gone, ghost, gong, got.*
4. j...*joy, June, jam, gem, ginger.*
5. l...*lad, let, tell, fill, lull.*
6. m...*man, men, mum, him, hum.*
7. n...*no, not, on, nun, nine.*
8. r...*run, red, roar, are, far.*
9. v...*van, vine, save, have, Stephen.*
10. w...*we, wet, wise, one, quit.*
11. y...*ye, yes, you, alien, use.*
12. z...*z, zone, zero, is, suffice, xerxes.*
13. z...*azure, glazier, measure, leisure.*
14. th...*thy, the, with, this, beneath.*
15. ng...*song, sung; thing, bank, think.*

Aspirates.

1. f...*fan, if, laugh, rough, phase.*
2. h...*he, his, hold, harm, hand.*
3. k...*kid, kite, ink, cat, quit, lock.*
4. p...*pin, pen, up, map, lip.*
5. s...*so, sum, miss, vice, cent.*
6. t...*tin, ten, net, at, fixed, locked.*
7. ch...*chin, chime, church, such.*
8. th...*thin, thing, faith, truth, youth.*
9. sh...*shy, shun, ocean, portion, pension, social, sure.*
- 10.**wh...when, where, why, what, who.*

EXERCISE.

Models for describing letters and elementary sounds.

Same:—is a word containing three elements, which are†
s, a, m.

s is a consonant with an aspirate sound.
a is a vowel with its long sound.

* This is a *compound* aspirate, being the sounds of *h* and *w* united.

† Let the pupil utter the elements without naming the letters, except when the vowels have their name-sounds.

m is a consonant with a subvocal sound.

e is a mute.

Thing:—is a word containing three elements, which are
th-i-ng.

th is a double consonant with an aspirate sound.

i is a vowel with its short sound.

ng is a double consonant with a subvocal sound.

Coughed:—is a word containing four elements, which are
k-au-f-t.

c is a consonant with the aspirate sound of *k*.

e is a vowel with the broad sound of *a*.

u is a mute.

gh is a double consonant with the aspirate sound of *f*.

e is a mute.

d is a consonant with the aspirate sound of *t*.

Quotient:—is a word containing seven elements, which are
k-w-o-t-i-e-n-t.

q is a consonant with the aspirate sound of *k*.

u is a consonant with the subvocal sound of *w*.

o is a vowel with its long sound.

ti is a combination with the aspirate sound of *sh*.

e is a vowel with its short sound.

n is a consonant with a subvocal sound.

t is a consonant with an aspirate sound.

Boyhood:—is a word containing five elements, which are
b-oy-h-oo-d.

b is a consonant with a subvocal sound.

oy is a proper diphthong proper sound.

h is a consonant with an aspirate sound.

oo is a double vowel with the close sound of *a*.

d is a consonant with a subvocal sound.

Words to be described according to the foregoing models.

Fame, surely, nauseate, emotion, ocean, social, national, Savior, soldier, convey, church, that, measure, zealous, syllables, vexed, text, once, abounding, annoying, phrase, toiled, township, loquacious, auction, grazier, brasier, inch, laugh, rough, phlegm, been, Stephen, examine, eulogy, abroad, Xerxes, prove, beaux, beauty, said, many, marine, unseen, floor, flood, food, book, thatched, suffixes, archbishop, architect, acknowledge, synopsis, ascetic, rhinoceros, assure, gazette, rejoice, employ, aqueous, sardonyx, psalmody, raspberry, raillery, halcyon, handkerchief, filial, bilious, seraglio, onion, eight, abominable, alphabetically.

SYLLABLES AND ACCENT.

A *syllable* is a word or part of a word which may be pronounced with one impulse of the voice.

To give proper utterance to words, one or more syllables must be pronounced more forcibly than the others: this is called *accent*. Therefore,

Accent is stress of voice placed on certain syllables of words, to give them proper expression; as, *ba* in baker.

When a word has two syllables accented, one accent is stronger than the other, and is called the *primary*; and the weaker is called the *secondary*. Therefore,

Primary accent is a full stress of voice placed on a certain syllable of a word.

Secondary accent is the weaker of two accents occurring in the same word; as, in *pòpularity*, the primary accent is on the third syllable, and the secondary on the first.

Accent does not apply to words of one syllable, except with regard to poetry.

Questions.—What is a syllable? How many syllables in the word man? In mankind? In lived? In landed? In extempore? In extraordinary? What is necessary to give proper utterance to words? What is this called? What, then, is accent? What is primary accent? What is secondary accent? Does accent apply to words of one syllable?

Tell what syllables are accented in the following words.

Thankful, until, primary, animal, opponent, mischievous, integral, interesting, museum, lyceum, artificer, advertise, ascertain, antediluvian, simplification, obligatory, combating, depot, costume, preferable, comparable, recess, contrary.

WORDS.

WORDS are expressions used by common consent as the signs of ideas.

They may be divided, with reference to the divisions of language, into two kinds, *written* and *spoken*.

A *written word* is so much of the language as by custom is expressed separately in writing.

A *spoken word* is the utterance of the sound or sounds represented by the written word.

Words are divided with reference to their syllable into monosyllables, dissyllables, trisyllables and polysyllables.

A *monosyllable* is a word of one syllable.

A *dissyllable* is a word of two syllables.

A *trisyllable* is a word of three syllables.

A *polysyllable* is a word of four or more syllables.

DERIVATION.*

Words are divided, with reference to derivation, into *primitive* and *derivative*.

Derivation treats of radicals or roots, prefixes, and suffixes.

A *radical* or root is a word in its simplest form.

A *prefix* is one or more syllables placed before the radical.

A *suffix* is one or more letters or syllables placed after the radical.

* Derivation properly belongs to the department of Etymology: it is introduced here for the purpose of having the several classifications together.

Prefixes and suffixes are generally used to modify the meaning of the root.

A *primitive word* is the root or radical word; as, *man, true, learn.*

A *derivative word* is one formed from a radical by adding a prefix, suffix, or both; as, *manful, untrue, unlearned.*

COMPOUNDS.

Words are divided with reference to simplicity into *simple* and *compound*.

A *simple word* is one which cannot be separated into two words; as, *learn, grieve.*

A *compound word* is one formed by uniting two or more simple words; as, *something, heretofore, inkstand.*

Compound words are of two kinds, *separable* and *consolidated*.

A *separable compound* is one having the simple words which compose it joined by a hyphen; as, *red-hot, barn-door.*

A *consolidated* compound is one in which the simple words are joined without the hyphen; as, *nothing, gentleman.*

Questions.—What are words? How may they be divided? What is a written word? A spoken word? How are

words divided with reference to their syllables? What is a monosyllable? A dissyllable? A trisyllable? A polysyllable?

How are words divided with reference to derivation? Of what does derivation treat? What is a radical? A prefix? A suffix? For what are prefixes and suffixes generally used? What is a primitive word? A derivative?

How are words divided with reference to simplicity? What is a simple word? A compound word? How are compound words divided? What is a separable compound? A consolidated compound?

To what part of grammar does derivation properly belong? (*See note, page 20.*)

EXERCISE.

Models for describing words and accents.

Book is a monosyllable: it is a primitive word.

Study is a dissyllable, accented on the first: it is a primitive word.

Dishonest is a trisyllable, accented on the second: it is a derivative word: *honest* is the root, *dis* is the prefix.

Mismanagment is a polysyllable, composed of four syllables, accented on the second: it is a derivative word: *manage* is the root, *mis* is the prefix, and *ment* the suffix.

Whithersoever is a polysyllable, composed of five syllables, having the primary accent on the first syllable, and the secondary on the fourth: it is a compound word, formed by uniting *whither*, *so*, and *ever*.

*Describe the following words.**

Built, heard, horses, something, governed, museum, praiseworthy, thoughtfulness, generosity, capitalist, notwithstanding, abecedarian, heretofore, dismissed, commenced, hyperbole, extraordinary, quarrelsome, superfluous, vehemently, anti-trinitarianism, circumpolar, etymology, combined, scholarship, derivative, alphabetically, analytically, commonwealth, bookselling, malefactor, sympathy, superiority, animation, inquiry, camphene, extant, supernatural, respectable, intermediate, phenomenon, remediless, hymeneal, vibratory, numerator, commenced, impressed, blasphemously, unconquerable, uninteresting, construe, obligatory, assets, sinecure, acknowledgment, overburden, professorship, alabaster, advertiser, adulatory, celibacy, enlighten, indictment, consented, measured, indecorous, coadjutor, semicolon, notwithstanding, nevertheless.

SPELLING.

SPELLING is the art of expressing words by the proper letters.

Spelling is not generally included in the grammar-recitations, but is learned by studying the speller and dictionary, and by writing dictation-exercises, &c.

* Let the pupil consult his dictionary, and be careful to accent the proper syllables.

DIRECTIONS FOR USING CAPITALS.

1. The words *I* and *O* should be written in capitals; as, *O*, sir! but *I* was there.

Certain words should begin with capitals, generally in accordance with the following directions:—

2. The first word of every distinct sentence; as, *Go* quickly. Study carefully.

3. The first word of every line of poetry; as,
See, the time for sleep has run :
Rise before, or with, the sun.

4. All names of the Deity; as, *God*; *The Supreme Being*; *Our Father in heaven*; *Our Blessed Savior*.

5. All proper names and words derived from proper names; as, *Rome*; *France*; a *Roman soldier*; the *French people*.

6. Titles of honor or respect; as, *Her Majesty*; *His Excellency*; *Your Grace*.

7. The first word of a direct quotation; as, *The poet says, "Be wise to-day."*

8. Words which represent inanimate objects as persons; as, *Better to sit in Freedom's hall*; *Doth not Wisdom cry*, and *Understanding put forth her voice*?

9. The principal words in the titles of books; as, *A Treatise on the English Language*.

EXERCISE.

Model.

He said that *I* lived in *Boston*.

He begins with a capital, because it is the first word of a distinct sentence.

I is a capital, because it is the word *I*.

Boston begins with a capital, because it is a proper name.

Tell why the capitals are used in the following sentences.

He cried aloud, "*O*, sir, it was *I*."

Have you read *Pope's Essay on Man*?

The French officer rode on an *Arabian horse*.

Assyria, *Greece*, *Rome*, *Carthage*, what are they?

The principal races of mankind are the *Caucasian*, the *Mongolian*, the *African*, the *American*, and the *Malay*. *The most famous Grecian orator* was *Demosthenes*. Then *Agrippa* said unto *Paul*, "*Thou art permitted to speak for thyself.*"

Hearken to the voice of *Wisdom*.

Nothing great is lightly won;

Nothing won is lost;

Every good deed nobly done

Will repay the cost.

The first class use *Osgood's Fifth Reader*. Hark! *Truth* proclaims thy triumphs cease. *Joy* has her tears, and *Transport* has her death. I saw his *Excellency the President of the United States*. Did you see *Her Majesty, Queen Victoria*?

Remember the great *Being* who has made all things.

PART II.

ETYMOLOGY.

Division 1.

Etymology treats of the *derivation, classification, and modification* of words.

Derivation is drawing or forming words from their roots. It has been treated of in the previous chapter.

CLASSIFICATION.

Classification is twofold,—the classification of words into parts of speech, and the classification of the parts of speech into divisions.

The former may be called the classification of words, and the latter, the classification of parts of speech.

Words are divided, with reference to their signification and use, into sorts or classes, called *parts of speech*.

THE PARTS OF SPEECH.

There are *eight* parts of speech, the Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

Questions.—What is the second general division of English Grammar called? Of what does etymology treat? What is derivation? Where has it been treated of? What is said of classification? What may the first division of classification be called? The second? How are words divided with reference to their signification and use? How many are the parts of speech? What are they called?

THE NOUN.

A *noun* is the name of an object; as, *man, river, truth*.

The word *noun* signifies name.

1st. It may be the name of a visible object; as, *John, city, book*.

2d. It may be the name of a thing invisible or indefinite as, *nothing, something, any thing, space, time*.

3d. It may be the name of a quality apart from its possessor; as, *goodness, wisdom, truth*.

4th. It may be the name of an action without reference to the actor; as, *Walking* is pleasant. *Reading* is profitable. *To lie* is base.

5th. It may be a word, letter, or sign spoken of; as, *Good* is a monosyllable. *A* is an article. Without one *if* or *but*. Cross your *t's* and dot your *i's*. + denotes addition.

Questions.—What is a noun? Give examples. What does the word noun signify?

What may it be 1st? Give examples.

What may it be 2d? Give examples.

What may it be 3d? Give examples.

What may it be 4th? Give examples.

What may it be 5th? Give examples.

In this last sense, may not any word become a noun?

EXERCISE.

Tell which words are nouns, and why, in the following sentences.

Washington was a native of Virginia. Peter and John went to the temple. The moon and stars were shining. George or James will go. Wisdom is better than riches. Wealth often produces misery. Grammar is the science of language. London is the largest city in the world. A is the first letter of the alphabet. E is the letter most frequently used. A good name is rather to be chosen than great riches. Spelling, Reading, Writing, and Arithmetic are the most important studies of the school-room. Industry, constancy, and discretion will insure success. Running is a pleasant exercise. The Greeks took Troy by stratagem. Studies serve for delight, for ornament, and for ability. Remember this truth, that God is the common parent of all mankind. Improvement and pleasure are the products of industry.

Let each pupil write on his slate a number of nouns.

- 1st. Which are the names of visible objects.
- 2d. The names of things invisible or indefinite.
- 3d. Of qualities apart from their objects.
- 4th. Of actions without reference to the actor.
- 5th. Of words, letters, and signs spoken of as things.

Let the nouns of the last two divisions be used in sentences.

THE PRONOUN.

A *pronoun* is a word used instead of a noun; as, George has a book, and *he* studies *it*.

Pro means *for*: hence *pronoun* means *for a noun*.

The following words are generally used as pronouns.

I, my, mine, me; We, our, ours, us; Ye, you, your, yours; Thou, thy, thine, thee; He, his, him; She, her, hers; It, its; They, their, theirs, them; Who, whose, whom, which, that; myself, ourselves, thyself, yourself, himself, herself, itself, yourselves, themselves; what, whatever, whatsoever, whoever, whosoever, whosesoever, whichever, whichsoever.

REMARK.

The noun for which a pronoun is used is not always expressed: it is sometimes understood; as, *You* and *I* will go; and it is sometimes indefinite; as, *He who* studies will improve.

Questions.—What is a pronoun? What does *pro* mean? What does *pronoun* mean? In the sentence "George has a book, and he studies it," which words are pronouns? and why? What words are generally used as pronouns? Is the noun for which a pronoun is used always expressed? What may it be?

EXERCISE.

Model.

James is kind to *his* parents, and *they* love *him*.

His is a pronoun, because it is a word used instead of the noun James.

They is a pronoun, because it is used instead of the noun parents.

Him is a pronoun, because it is a word used instead of the noun James.

Describe the pronouns in the following sentences.

Ann has a fine book, and she studies it. A teacher loves his pupils when they respect him. We esteem our friends, because they are kind to us. I heard you recite your lesson, and you recited it well. The boy who studies will improve. Do you know the lady whose house we occupy? Whatever is, is right. I heard what you said. I knew the lady when she spoke to me.

THE ADJECTIVE.

An *adjective* is a word used to qualify or limit the meaning of a noun or pronoun; as, *A good boy. That man. You are industrious.*

The word *adjective* means *joined to*.

Questions.—What is an adjective? What does the word adjective mean?

EXERCISE.

Model.

A diligent student will become a good scholar.

A is an adjective, because it is a word used to limit the meaning of the noun student.

Diligent is an adjective, because it is a word used to qualify the meaning of the noun student.

A is an adjective, because it is a word used to limit the meaning of the noun scholar.

Good is an adjective, because it is a word used to qualify the meaning of the noun scholar.

Tell which words are adjectives in the following sentences, and why.

A good book is a choice treasure. Good, studious boys learn many long, hard lessons. A wise son makes a glad father. A kind look gladdens the heart. Large, deep rivers float long, heavy rafts. He is wise. You are young. They are noble. We are needy. Gold is heavy and precious. A virtuous man loves virtuous men. She was young, noble, and beautiful.

EXERCISE.

Models for exercise in using adjectives.

Trees. 1st. High trees, low trees, large trees, small trees, young trees, old trees, many trees, some trees, ten trees, no trees, &c.

2d. The trees are high. The trees are low. The trees are large. The trees are small. The trees are green. The trees are dead. The trees are useful, &c.

Let the pupil write on his slate for recitation as many appropriate adjectives to each of the following nouns as he can think of, using each of the models: Books, horses, house, bird, man, garden, water, school, ink, apple, river, pen, grass, carriage, street, desk, beauty, sun, son, pupil, &c.

THE VERB.

A verb is a word* which signifies to be, or to do; as, *They are. John writes.*

The term *verb* means word.

* The term "word," as here, used signifies part of speech: strictly speaking, the verb and some of the other parts of speech often include several words.

The verb often includes two or more words; as, John *has been working*. It *might have been accomplished*.

Questions.—What is a verb? What does the word verb mean? Is the verb always a single word? What does it often include?

EXERCISE.

Model.

The sun *shines*, and it *is* very warm.

Shines is a verb, because it signifies to do. *Is* is a verb, because it signifies to be.

Tell which words are verbs, and why, in the following sentences.

The fire burns. Birds fly. Horses trot. The wind blows. Pupils study. They learn. You read. We write. The stars twinkle. The mountains stand. They are. She is. I rest. Trees grow. They increase. He must go. He has gone. It will be finished. You may play. She has read. He will have written. It rains. It thunders. It must have been chosen. He can come. It may be said. He is walking. They are coming. It must be done.

THE ADVERB.

An *adverb* is a word used to modify the sense of a verb, adjective, or another adverb; as, The bird sings *sweetly*. The tree was *very* high. She reads *remarkably well*.

An adverb generally denotes time, place, quantity,

manner, or negation; as, He came *yesterday*. He came *here*. He wants *little*. He recites *well*. He hears *not*.

The word *adverb* means joined to a verb.

Questions.—What is an adverb? Repeat the first sentence, and tell which word is an adverb, and why. The second. The third. What does an adverb generally denote? Repeat the first sentence given as an example, and tell which word is an adverb, and what it denotes. The second. The third. The fourth.

EXERCISE

Model.

Be *very* careful to understand *well* what you study, and then you will improve *very fast*.

Very is an adverb, because it modifies the sense of the adjective careful.

Well is an adverb, because it modifies the sense of the verb to understand.

Then is an adverb, because it modifies the sense of the verb will improve.

Very is an adverb, because it modifies the sense of the adverb fast.

Fast is an adverb, because it modifies the sense of the verb will improve.

Tell which words are adverbs, and why, in the following sentences.

He acts justly. He reads badly. Come here. Stop there. It is known everywhere. Washington was a truly great man. You knew him very well. Vice may be seen too often. We cannot act too

wisely. When will he come? Where do you live? How much did he take? Why did he run so fast? He does not like study. Will you not go? I am extremely weary. John is diligently employed. Act wisely and prudently.

THE PREPOSITION.

The *Preposition* is a word used to express the relation of a noun or pronoun to some other word; as, The love *of* wisdom. Walk *before* him. He lives *in* the city.

The word *preposition* means placed before.

Some of the most common prepositions are—

about,	below,	near,
above,	beneath,	of,
according to,	beside,	on,
across,	between,	out of,
after,	beyond,	over,
against,	by,	through,
along,	concerning,	to,
amid,	down,	towards,
amidst,	during,	under,
among,	except,	up,
amongst,	for,	unto,
around,	from,	upon,
at,	in,	with,
before,	into,	within,
behind,	instead of,	without.

Questions.—What is a preposition? Repeat the first sentence given as an example, and tell which word is a preposition, and why. The second. The third.

What does the word preposition mean?
Repeat some of the most common prepositions.

EXERCISE.

Model.

The way *of* the wicked leads to ruin.

Of is a preposition, because it shows the relation between the words way and wicked.

To is a preposition, because it shows the relation between leads and ruin.

Tell the prepositions, and why, in the following sentences.

Go to the city. He lives in Pittsburgh, on Wood Street. He went over the river. Walk in the path of virtue. The love of money is the root of all evil. The book lay before him on the table. He will return during the day. He rode in the cars to New York. By his imprudence, he got into difficulty. He went up the road, and down the lane, and across the field, and into the barn.

THE CONJUNCTION.

A *Conjunction* is a word used to connect words, phrases, and clauses; as, John *and* James were there. He commenced to teach *and* to preach. Jane went to the country, *but* John came to the city.

The word *conjunction* means connecting or joining together.

The principal words used as conjunctions are—

And, if, that, both, then, since, for, because, therefore, wherefore, provided, besides, but, or, not, as, than, lest, though, unless, either, neither, yet, notwithstanding, nevertheless, except, whether, whereas, as well as, inasmuch as.

Questions.—What is a conjunction? Repeat the first sentence given as an example, and tell which word is a conjunction, and why. The second. The third. What does the word conjunction mean?

EXERCISE.

Models.

Wisdom or folly governs us.

Or is a conjunction, because it connects the words wisdom and folly.

She dreamed of her home, *and* of her parents.

And is a conjunction, because it connects the phrases of her home and of her parents.

I wrote, *because* it amused me!

Because is a conjunction, because it connects the clauses I wrote and it amused me.

Tell which words are conjunctions, and why, in the following sentences.

God created the heaven and the earth. A great and good man has fallen. John is good, therefore he is happy. Dispel the mist and clear the skies, and bring my Cora to my eyes. He will improve, if he will study. Thomas will come if you will

come. She is firm, though she is gentle. I cannot trust you, for you have deceived me. The soul of man is rational and immortal. Not vice, but virtue, gives happiness. The day of life, spent in honest and benevolent labor, comes to an evening calm and lovely. The weather was fine, and the roads were excellent. He lives and labors. He felt his strength diminish as he proceeded. Take heed lest you fall. I will trust in him, though he slay me.

THE INTERJECTION.

An *Interjection* is an exclamatory word used to express some emotion of the mind; as, *Hail!* happy morn! He is, *alas!* undone. Lift up your heads, *O,* ye gates.

The word *interjection* means something thrown between.

The words generally used as interjections are,—Ah! Alas! Alack! Aha! Fie! Ha! Ho! Hallo! Hurra! Huzza! Heyday! Lo! O! Oh! Pshaw! Welladay!

Many other words are sometimes used as interjections; as, *Strange!* that he should be so foolish. Indeed! are you the man? What! will he not come?

Questions.—What is an interjection? Repeat the sentence given as examples, and tell which words are interjections, and why.

What words are commonly used as interjections?

Are other words sometimes used? Give the examples.

EXERCISE.

Model.

Huzza! He comes.

Huzza is an interjection, because it is a word used to express some emotion of the mind.

Tell which words are interjections, and why, in the following sentences.

Alas! my noble boy! that thou shouldst die.
Strange! that men will not hear wisdom. Oh!
fudge! why did you say so. Pshaw! it is all
nonsense. Oh, blissful days! Ah me! how soon
ye pass!

REMARKS.

1. Frequently two or more words are taken together to form one part of speech; as in

NOUNS.

Mary Johnson goes to school.
William Henry Harrison died.
His Excellency the President has arrived.

ADJECTIVES.

A *most benevolent* man.
A *more excellent* way.

VERBS.

He *would go*.
He *must have been betrayed*.

ADVERBS.

He walked *step by step*.
The idler studies *none at all*.
Is he angry? *Not at all*.

PREPOSITIONS.

He went *according to* custom.
It came *from under* the bridge.
Hard by a cottage chimney smokes,
From between two aged oaks.

CONJUNCTIONS.

John, *as well as* James, was there.

Inasmuch as you have laboured hard, you deserve to succeed.

In most cases, however, a single word forms a part of speech.

2. The same word is not always the same part of speech, but varies in accordance with its signification and use; as in the following examples. Get the *bar*, and *bar* the door. Here the first word *bar* is a noun, because it is a name, and the second is a verb, because it signifies to do.

That man *that* lives in the country told me *that* you had visited him.

Here the first *that* is an adjective, because it limits the meaning of the noun man; the second is a pronoun, because it is a word used instead of a noun; the third is a conjunction, because it connects clauses.

The *good* are *good*.

Here the first word *good* is a noun, because it is a name;

the second is an adjective, because it qualifies the meaning of the noun *good*.

Hence, you must determine the part of speech to which any word belongs by its signification and use.

Questions.—What is remark first? Give examples of two or more words forming a noun. Of two words forming an adjective. Of two or more words forming a verb. Of two or more words forming an adverb. Of two words forming a preposition. Of two or more words forming a conjunction.

What is remark second? Repeat the first sentence given as an example. What part of speech is the first word *bar*? and why? The second? and why? Repeat the second sentence. What part of speech is the first *that*? and why? The second? and why? The third? and why? Repeat the third sentence. What part of speech is the first *good*? and why? The second? and why? How, then, must you determine to what part of speech any word belongs?

EXERCISE.

Models for naming the parts of speech.

Truth is not a stagnant pool, but a fountain.

Truth.....is a noun, because it is a name.

Is.....is a verb, because it signifies to be.

Not.....is an adverb, because it is a word used to modify the sense of a verb.

A.....is an adjective, because it is a word used to limit the meaning of a noun.

Stagnant is an adjective, because it is a word used to qualify the meaning of a noun.

Pool.....is a noun, because it is a name.

But.....is a conjunction, because it is a word used to connect clauses.

A.....is an adjective, because it is a word used to limit the meaning of a noun.

Fountain is a noun, because it is a name.

Hallo! come here to me.

Hallo is an interjection, because it is a word used to express some emotion of the mind.

Come is a verb, because it signifies to do.

Here is an adverb, because it is a word used to modify the sense of a verb.

To is a preposition, because it is a word used to show the relation of a noun or pronoun to some other word.

Me is a pronoun, because it is a word used instead of a noun.

Describe the words in the following sentences in accordance with the foregoing models.

Negligent servants drive horses carelessly. Time flies swiftly. Evil communications corrupt good manners. Time and tide wait for no man. The evil bow before the good. Say ye to the righteous, it shall be well with him. Profane swearing is abominable. Obscene language is disgusting. Avoid all vice, and aim at usefulness. Never be ashamed of honest labor. Socrates and Plato were Grecian philosophers. Good and bad men are found in all countries. Consider, O man! thou art but dust. Measure your life by acts of goodness, not by years. Intrinsic worth, and not riches, ought to procure esteem. Who can look only at the muscles of the hand, and doubt that man was made to work?

Turn, gentle hermit of the dale,
 And guide my lonely way
 To where yon taper cheers the vale
 With hospitable ray.

Sleep seldom visits sorrow. A truly good man worships God. Here will I rest. - Where are you going? Alas! how rapidly time passes away! Bravo! renew your efforts. He will not abandon the attempt, though he has been deceived. The time has passed, and you did not improve it. The earth is dark, but the heavens are bright. Hail, Columbia, happy land! True happiness is an enemy to pomp and noise. Julius Cæsar defeated Pompey, and Augustus Cæsar defeated Anthony. Wisdom and virtue ennoble us. Vice and folly degrade us.

Profanity is a sure mark of an irreligious mind. If we have not always time to read, we have always time to reflect. Pride goeth before destruction, and a haughty spirit before a fall. A great soul is known by its enlarged, strong, and tender sympathies. True courage is the exercise, result, and expression of the highest attributes of our nature. Industry, honesty, and temperance are essential to happiness.

The Assyrian came down like* a wolf on the fold,
 And his cohorts were gleaming in purple and gold,
 And the sheen of their spears was like* stars on the sea
 When the blue wave rolls nightly on deep Galilee.

* A preposition.

ETYMOLOGY.

DIVISION II.

Of the parts of speech, their classifications, modifications, and relations.

Classification is the division into classes or sorts.

Nouns, pronouns, adjectives, verbs, adverbs, and conjunctions are classified.

Prepositions and interjections are not classified.

Modification is a change in the form or meaning of a word.

The modifications of the parts of speech are also called *properties* and *accidents*.

When a word changes its form to express different properties, it is said to be inflected.

Nouns, pronouns, adjectives, verbs, and adverbs are inflected.

Prepositions, conjunctions, and interjections are not inflected.

The inflection of nouns and pronouns is called *declension*; that of adjectives and adverbs, *comparison*; and that of verbs, *conjugation*.

Relation is the reference which one word has to another in sense.

Questions.—Of what does this chapter treat? What are the parts of speech? How many? and what are they called? What is classification? Which parts of speech are classi-

fied? Which are not classified? What is modification? What other names are given to the modifications of the parts of speech? When is a word said to be inflected? Which parts of speech are inflected? Which parts of speech are not inflected? What is the inflection of nouns and pronouns called? The inflection of adjectives and adverbs? The inflection of verbs? What is relation?

In the sentence *John saw a white horse*, to what does *John* relate? To what does *white* relate?

EXERCISE.

Model.

Good children obey their parents cheerfully.

Good.....relates to *children*, because the meaning is *good children*.

Children...relates to *obey*, because the meaning is *children obey*.

*Obey**.....relates to *children*, because the meaning is *children obey*; it also relates to *parents*, because the meaning is *obey parents*.

Their.....relates to *parents*, because the meaning is *their parents*.

Parents...relates to *obey*, because the meaning is *obey parents*.

Cheerfully relates to *obey*, because the meaning is *obey cheerfully*.

Tell the relation of each of the words in the following sentences.

The boy studies diligently. Time flies swiftly. Wise kings rule nations prudently. Coming events cast their shadows before. John loves study. A kind look gladdens the heavy heart.

* Obey relates to children as its subject, and to parents as its object.

King Solomon was a wise man.¹ The eagles build their nests in the inaccessible rocks. Studious boys learn many long lessons. Grass is green.² Snow is white. Gold is heavy. The cars run rapidly. Queen Victoria governs England. A good book is a choice treasure.³ A soft answer turns away wrath.

¹ Man relates to Solomon, because the meaning is the man Solomon.

² Green relates to grass, because the meaning is green grass.

³ Treasure relates to book, because the meaning is book is a treasure.

NOUNS.

A *noun* is the name of an object; as, *John, tree, truth*.

CLASSIFICATION.

Nouns are divided into two general classes, called *common* and *proper*.

A *common noun* is a general name, or the name of a sort or species; as, *man, town, river*.

A *proper noun* is a particular name, or the name of an individual; as, *Charles, Pittsburgh, Amazon*.

EXERCISE.

Model.

John is a scholar.

John...is a noun, it is a name; proper, it is a particular name.

Scholar is a noun, it is a name; common, it is a general name.

Describe the nouns in the following sentences.

Washington is called the father of his country. The Amazon is the longest river in the world. Children, obey your parents. James and John study Geography, Grammar, and Arithmetic. Alexander lives in Boston. The earth is the Lord's. Harrisburg is the capital of Pennsylvania. The surface of the earth is diversified by hills, vales, and plains. Walking and riding are pleasant exercises.

Common nouns include three classes, called *collective*, *verbal*, and *abstract*.

A *collective noun* is the name of a collection of objects; as, *assembly*, *army*, *flock*.

A *verbal noun* is one which signifies action or being, and has the form of a participle or infinitive; as, The *singing* was good. Its *being* I made no difference. *To lie* is base.

An *abstract noun* is the name of a quality apart from the object to which it belongs; as, *Goodness* should be preferred to *wisdom*. He was remarkable for *docility* and *kindness*.

Remark.—We say, A good man; but if we wish to speak of the quality *good*, without reference to the man or any thing else, we say *goodness*: *goodness*, therefore, is an abstract noun.

Questions.—What is a noun? How many general classes of nouns? What is a common noun? Give examples.

What is a proper noun? Give examples. What should the first letter of a proper noun be? What three particular classes of nouns? What is a collective noun? Give examples. A verbal noun? Give examples. An abstract noun? Give examples. To which of the general classes do these belong?

MODIFICATIONS OF THE NOUN.

Nouns have modifications of *gender*, *person*, *number*, and *case*.

GENDER.

Gender is a modification to distinguish objects with regard to sex.

There are *four genders*; the *masculine*, the *feminine*, the *common*, and the *neuter*.

Nouns which denote *males* are of the masculine gender; as, *boy*, *brother*, *hero*.

Nouns which denote *females* are of the feminine gender; as, *girl*, *sister*, *heroine*.

Nouns which denote *either* or *both sexes* are of the common gender; as, *person*, *cousin*, *children*, *friends*.

Nouns which denote *things without sex* are of the neuter gender; as, *tree*, *river*, *goodness*, *faith*.

REMARKS.

1. Let the pupil observe that gender is a property of the *word*, and sex a property of the *object*. Every object is either male, female, or without sex. Every name of an object is either of the masculine, feminine, common, or neuter gender.

2. When we speak of the human species without regard to sex, we use the masculine gender; as, *Man* is mortal. Every person should do *his* duty.

3. By a figure of speech, sex is sometimes attributed to inanimate objects; as, The sun pursues *his* course. The ship spreads *her* sails. Then Fancy *her* magical pinions spread wide.

SEX.

There are three methods of distinguishing the sex of objects.

1. *By the use of different words; as—*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid,	Husband,	wife,
Beau,	belle,	King,	queen,
Boy,	girl,	Lad,	lass,
Brother,	sister,	Landlord,	landlady,
Buck,	doe,	Lord,	lady,
Drake,	duck,	Master,	mistress,
Earl,	countess,	Nephew,	niece,
Friar or monk,	nun,	Son,	daughter,
Gander,	goose,	Uncle,	aunt,
Gentleman,	lady,	Wizard,	witch.

2. *By a different termination; as—*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot,	abbess,	Governor,	governess,
Actor,	actress,	Heir,	heiress,
Author,	authoress,	Hero,	heroine,
Baron,	baroness,	Jew,	jewess,
Bridegroom,	bride,	Landgrave,	landgravine,
Count,	countess,	Lion,	lioness,
Czar,	czarina,	Prince,	princess,
Duke,	duchess,	Sultan,	sultanness or sultana,
Emperor,	empress,	Testator,	testatrix,
Executor,	executrix,	Widower,	widow.

3. *By prefixing another word; as—*

<i>Masculine.</i>	<i>Feminine.</i>
Man-servant,	maid-servant,
He-goat,	she-goat,
Male-child,	female-child,
Male-descendants,	female-descendants.

EXERCISE.

Model.

Boy is a noun of the masculine gender, because it denotes a male.

Tell the gender of the following nouns.

Man, king, queen, sister, friends, people, person, child, house, book, ability, comfort, condition, captain, goddess, tree, mountain, town, cow, bird, hostess, hunter, husband, peer, widow, grandfather, letter, philosopher, priest, patron, poetess, gentleman, parents, cousin, niece, kindred, servants, companion, dove, wolf, lawyer.

Questions.—What are the modifications of nouns? What is gender? How many genders, and what are they called? What nouns are of the masculine gender? Give examples. What nouns are of the feminine gender? Give examples. What nouns are of the common gender? Give examples. What nouns are of the neuter gender? Give examples. What should the pupil observe concerning gender and sex? What is said of every object? Of every name of an object? When we speak of the human species without regard to sex, what gender is used? Give examples. Is sex ever attributed to inanimate objects? By what? Give examples. How many ways of distinguishing the sex of an object? What is the first? Give examples. The second? Give examples. The third? Give examples.

PERSON.

Person is a modification of the noun to show its relation to the speaker.

Remark.—The noun represents the speaker, or the object addressed by the speaker, or the object spoken of by the speaker, and, hence, the relation to the speaker.

Nouns have *three* persons: the *first*, *second*, and *third*.

The *first person* denotes the speaker; as, *I, Paul*, beseech you.

The *second person* denotes the object addressed; as, Listen, O *Earth!*

The *third person* denotes the object spoken of; as, The *earth* smiles with *plenty* for *man*.

Questions.—What is person? How many persons have nouns? What are they called? What nouns are of the first person? The second? The third?

NUMBER.

Number is a modification of the noun to distinguish unity and plurality; as, John has a *book*, and Mary has three *books*.

There are *two numbers*, the *singular* and the *plural*.

The *singular number* expresses but one; as, *book*, *man*, *ox*.

The *plural number* expresses more than one; as, *books, men, oxen*.

FORMATION OF THE PLURAL.

The plural of nouns is regularly formed by annexing *s* or *es* to the singular; as, *book, books; box, boxes*.

REGULAR PLURALS.

1. Nouns whose last sound will unite with *s* take *s* only; as, *boy, boys; pen, pens; field, fields; Mussulman, Mussulmans*.

2. Nouns whose singular ends with the sound of *s* or *ch* take *es*; as, *mass, masses; fox, foxes; inch, inches; church, churches*.

3. Some nouns ending in *o* take *s*; as, *folio, folios; grotto, grottos; memento, mementos*; others take *es*; as, *hero, heroes; negro, negroes; potato, potatoes*.

IRREGULAR PLURALS.

1. Some nouns ending in *f* and *fe* drop this ending, and take *ves*; as, *half, halves; wife, wives; wolf, wolves*.

2. Nouns ending in *y*, preceded by a consonant, drop *y* and take *ies*; as, *city, cities; pony, ponies; country, countries*.

3. Compounds generally change the basis or principal part; as, *cupful, cupfuls; bondman, bondmen*;

court-martial, courts-martial; son-in-law, sons-in-law; commander-in-chief, commanders-in-chief.

4. When the title Miss or Mr. is prefixed, there appear to be two methods in use; as, The *Misses* Smith, or the Miss *Smiths*; The *Messrs.* Johnson, or the Mr. *Johnsons*.

The *names* of married women are made plural, and not the title; as, The *Mrs.* Johnsons, the *Mrs.* Smiths.

5. Some nouns, from the nature of the things they represent, are used only in the singular; as, *gold, pride, news, rum, goodness, flour, milk, measles, molasses, &c.*

Others are used only in the plural; as, *annals, ashes, bitters, clothes, goods, oats, morals, scissors, tongs, &c.*

Others have the same form in both numbers; as, *deer, sheep, swine, sail* (a ship), *species, series, apparatus, head* (cattle).

6. Letters, figures, and signs are made plural by annexing an apostrophe and *s*; as, Dot your *i's* and cross your *t's*; His *3's* and *5's* were badly made. Your *+'s* exceed your *-'s*.

7. The following nouns form their plurals very irregularly: *child, children; foot, feet; goose, geese; louse, lice; mouse, mice; man, men; ox, oxen; tooth, teeth; woman, women.*

Many nouns from foreign languages retain their original plurals; as,

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumnus,	alumni,	Hypothesis,	hypotheses,
Amanuensis,	amanuenses,	Larva,	larvæ,
Analysis,	analyses,	Miasma,	miasmata,
Antithesis,	antitheses,	Momentum,	momenta,
Axis,	axes,	Nebula,	nebulae,
Basis,	bases,	Oasis,	oases,
Beau,	beaux,	Parenthesis,	parentheses,
Crisis,	crises,	Phasis,	phases,
Criterion,	criteria,	Phenomenon,	phenomena,
Datum,	data,	Radius,	radii,
Effluvium,	effluvia,	Scoria,	scoriae,
Ellipsis,	ellipses,	Speculum,	specula,
Emphasis,	emphases,	Stimulus,	stimuli,
Erratum,	errata,	Stratum,	strata,
Focus,	foci,	Thesis,	theses.
Genus,	genera,		

Some have an English and a foreign plural; as,

<i>Singular.</i>	<i>English Plural.</i>	<i>Foreign Plural.</i>
Apex,	apexes,	apices,
Appendix,	appendixes,	appendices,
Automaton,	automatons,	automata,
Bandit,	bandits,	banditti,
Cherub,	cherubs,	cherubim,
Formula,	formulas,	formulae,
Fungus,	funguses,	fungi,
Medium,	mediums,	media,
Memorandum,	memorandums,	memoranda,
Scholium,	scholiums,	scholia,
Seraph,	seraphs,	seraphim,
Stamen,	stamens,	stamina,
Vortex,	vortexes,	vortices.

A few nouns have two forms of the plural with different significations; as,

<i>Singular.</i>	<i>Plural.</i>
Brother,	{ brothers, sons of the same family. brethren, members of the same society.
Die,	{ dies, stamps used for coining. dice, cubes used for gaming.
Genius,	{ geniuses, men of genius. genii, a kind of imaginary beings.
Index,	{ indexes, tables of contents. indices, signs in Algebra.
Penny,	{ pennies, the coins. pence, the value.

Questions.—What is number? How many numbers, and what are they called? What nouns are of the singular number? Give examples. What nouns are of the plural number? Give examples. How is the plural regularly formed? What nouns form their plurals by taking *s* to the singular? By taking *es*? What is said of nouns ending in *o*? Repeat some endings in *o* which take *s*. Some which take *es*. What are those plurals called which are not formed by annexing *s* or *es* to the singular? What is said of some nouns ending in *f* or *fe*? Give examples. Give examples of nouns ending in *f* or *fe* which form their plurals regularly. What nouns drop *y* and take *ies*? How do compounds form their plurals?

Give the plural of *handful*, *father-in-law*, *outpouring*, *knight-errant*, *sister-in-law*. Give the two methods of forming the plural of *Miss Abel*, *Miss Anderson*, *Mr. Patterson*, *Mr. Alexander*. Give the plural of *Mrs. Thompson*, *Mrs. Osgood*. Give examples of nouns which are used only in the singular. Nouns which are used only in the plural. Nouns which are alike in both numbers. How is the plural of *letters*, *figures*, and *signs* formed? What is said of many nouns from foreign languages?

EXERCISE.

Spell the plural of the following nouns.

Alumnus, *analysis*, *axis*, *basis*, *criterion*, *focus*, *genus*, *larva*, *oasis*, *phenomenon*, *radius*, *stimulus*, *stratum*.

Spell the English and the foreign plural of each of the following nouns.

Apex, *automaton*, *bandit*, *cherub*, *formula*, *fungus*, *medium*, *memorandum*, *stamen*, *vortex*.

Spell both plurals of each of the following nouns, and give the meaning.

Brother, *die*, *genius*, *index*, *penny*.

Spell the plural of each of the following nouns.

Table, *door*, *chair*, *house*, *face*, *place*, *box*, *wish*, *class*, *watch*, *bench*, *loss*, *lass*, *seraglio*, *cuckoo*, *cameo*, *volcano*, *calico*, *tomato*, *mulatto*, *motto*, *story*, *history*, *lady*, *fancy*, *study*, *cherry*, *fury*, *sty*, *day*, *play*, *chimney*, *ray*, *turkey*, *valley*, *calf*, *shelf*, *leaf*, *life*, *muff*, *staff*, *scarf*, *chief*, *child*, *mouse*, *tooth*, *deer*, *sheep*, *means*, *odds*, *news*, *Mussulman*, *mother-in-law*, *Miss Burns*, *Mrs. Black*, *Mr. Campbell*, *miasma*, *fungus*.

Spell the singular of data, *foci*, *specula*, *strata*, *errata*, *phenomena*, *genii*, *stimuli*, *fungi*, *media*, *miasmata*, *bases*, *effluvia*, *radii*, *phases*, *nebulæ*.

EXERCISE.

Name the nouns in the following sentences, and give the class and modifications of each, as far as learned.

MODEL.

Napoleon Bonaparte was an emperor.

Napoleon Bonaparte is a noun, it is a name; proper, it is a particular name; of the masculine gender, it denotes a male; third person, it denotes the object spoken of; singular number, it expresses but one.

Emperor is a noun, it is a name; common, it is a general name; of the masculine gender, it denotes a male; third person, it denotes the object spoken of; singular number, it expresses but one.

EXAMPLES.

The man and his horse are out in the rain. I, Alexander, Emperor of Russia, make this decree. I, John, said these things. Charles, bring me the book. Boys, study your lessons. Victoria is Queen of England. Romulus founded Rome. The phenomena of the heavens are wonderful. The rays came to a focus. John brought good news. Goodness, Wisdom, and Justice are Divine attributes. The running of the brook and the skipping of the lambs were delightful. Reading and spelling are important exercises of the school-room. The butterfly, child of the summer, flutters in the sun. Hope, the balm of life, lightens every misfortune. False delicacy is affectation, not politeness. Honor, affluence, and pleasure seduce the heart.

CASE.

*Case** is a modification of the noun to distinguish its relation to other words.

The principal relations are:—

1. The *subject* relation to a verb; as, *John* studies.
2. The *possessive* relation to another noun; as, *John's* book.
3. The *objective* relation to a verb or preposition; as, He saw *John*. He spoke to *John*.
4. The *defining* relation to a noun or pronoun; as, The Apostle *John* was loved. He, *John*, was there.
5. The *predicate* relation, being used as the complement to the verb; as, He was called *John*.
6. The *adverbial* relation, when it expresses some adverbial circumstance; as, He went last *week*.
7. Nouns are sometimes used independently, having no grammatical relation to other words; as, *John*, study your lesson. Oh, foolish *man*!

Nouns have four cases, the *nominative*, *possessive*, *objective*, and *absolute*.

The *nominative case* is generally the subject of a finite verb.

It represents its object as acting or being; as, *John* writes. *John* is a scholar.

The *possessive case* denotes possession; as, *John's* book. The *boys'* class.

The *objective case* is generally the object of a transitive verb or preposition; as, He saw *John*. He spoke to *John*.

* The cases of nouns and pronouns cannot be fully understood without a knowledge of the modifications of the verb, and hence should be revised after the verb has been studied.

The *absolute case* is independent of any governing word. It is used

1. By address; as, *Friends, Romans, countrymen*, lend me your ears.

2. By exclamation; as, Oh! mighty *Cæsar!*

3. Before a participle, and independently of other words; as, The *hour* having arrived, we commenced our journey.

4. By ellipsis, in the titles of books, subjects, or chapters; as, Webster's *Dictionary*. The Daily *Dispatch*. Section 4th. Or when the noun by ellipsis is used in an adverbial sense; as, He started last *week*. He lived two *centuries* before Christ. The street is sixty *feet* wide.

The nominative, objective, and absolute cases of nouns are alike in form.

The possessive case is formed from the nominative by annexing an apostrophe and *s*, or an apostrophe only, generally in accordance with the following

RULES.

1. Nouns not ending in the sound of *s* or *z* take the apostrophe and *s*; as, *man, man's; men, men's; John, John's*.

2. Plural nouns ending in *s* take the apostrophe only; as, *boy, boys'; lady, ladies'*.

3. Singular nouns ending in the sound of *s* or *z* generally take the apostrophe and *s*; as, *Collins's odes. Burns's poems. James's writing*.

A few take the apostrophe only; as, *Achilles' shield. Conscience' sake*.

DECLENSION.

To decline a noun is to express its numbers and cases.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Lady,	ladies,	Man,	men,
<i>Poss.</i>	Lady's,	ladies',	Man's,	men's,
<i>Obj.</i>	Lady,	ladies,	Man,	men,
<i>Abs.</i>	Lady,	ladies.	Man,	men.

Questions.—What is case? What is the first relation mentioned? Give an example. The second relation? Give an example. The third? Give an example. The fourth? Give an example. The fifth? Give an example. The sixth? Give an example. Are nouns ever used without a grammatical relation to other words? Give examples. How many cases have nouns? What are they? What is the nominative case? How does it represent its object? Give examples. What is the possessive case? Give examples. What is the objective case? Give examples. What is the absolute case? How is it used first? Give examples. Secondly? Give examples. Thirdly? Give examples. Fourthly? Give examples. What cases of nouns are alike in form? What is the first direction for forming the possessive? The second? The third?

Spell the possessive case of the following nouns.

Teacher, Mary, wisdom, men, girl, girls, boy, boys, goodness, conscience, Burns, Wells, horse, horses, eagle, eagles, John, James, Thomas.

EXERCISE.

Model.

James brought John's book from school.

The noun *James* is in the nominative case, because it is the subject of the verb *brought*.

The noun *John's* is in the possessive case, because it denotes possession.

The noun *book* is in the objective case, because it is the object of the transitive verb *brought*.

The noun *school* is in the objective case, because it is the object of the preposition *from*.

Tell the case of each noun in the following sentences.

Mary sings. John's dog barks. The traveler killed the robber. Benjamin went to town. Fishes swim in the sea. Man's works decay. Julia's father bought the man's farm. Washington's genius triumphed. Anger rests in the bosom of wicked men. A good cause makes a strong arm.

The nouns italicized in the following sentences are in the absolute case: let the pupil tell why.

Charles, come to me. Oh! foolish *man*. The *general* being slain, the army fled. Osgood's *Speller*. *Chapter* 1st. *Lesson* 4th. *Act* 1st. *Scene* 4th. He arrived last *night*. The lake is ten *miles* broad. *John*, *James*, and *Harry*, listen, all of you. Happy *people*! Wonderful *man*! The *sun* having risen, he pursued his journey.

EXERCISE.

Models for parsing nouns.

Julius prints children's primers.

Julius.....is a noun, it is a name; proper, it is a particular name; of the masculine gender, it denotes a male; third person, it denotes the object spoken of; singular number, it expresses but one; and in the nominative case, being the subject of the verb *prints*, according to RULE I.—*The subject of a finite verb is put in the nominative case.*

Children's is a noun, it is a name; common, it is a general name; of the common gender, it denotes both sexes; third person, it denotes the object spoken of; plural number, it expresses more than one; and in the possessive case, it denotes possession, according to RULE III.—*A noun or pronoun denoting possession is put in the possessive case.*

Primers...is a noun, it is a name; common, it is a general name; of the neuter gender, it denotes things without sex; third person, it denotes the object spoken of; plural number, it expresses more than one; and in the objective case, being the object of the verb *prints*, according to RULE IX.—*The object of a transitive verb is put in the objective case.*

John, make haste to school.

John...is a noun, it is a name; proper, it is a particular name; of the masculine gender, it denotes a male; second person, it denotes the object addressed; singular number, it expresses but one; and in the absolute case by address, according to RULE IV.—*A noun or pronoun not governed is put in the absolute case.*

School is a noun, it is a name; common, it is a general name; of the neuter gender, it denotes a thing without sex; third person, it denotes the object spoken of; singular number, it expresses but one; and in the objective case, being the object of the preposition *to*, according to RULE XVI. :—*The object of a preposition is put in the objective case.*

Parse the nouns in the following sentences.

Man labors. Men labor. Water flows. Waters flow. Rain descends. Rains descend. John walks. Ladies visit. Fires burn. Milton wrote. Time flies. Man's works decay. Men's labors cease. John's dog barks. The lady's bird sings. Solomon's wisdom was great. The elephant's tusk is white. Washington's plans prevailed. Sarah's sister purchased the lady's bonnet. Columbus discovered America. Farmers mow the grass. The multitude pursue pleasure. Charles has a horse. The man owns a farm. Newton studies law. Some boys love study. Most boys love play. Seek wisdom. Respect old age. Thomas went from the city to the country. Surely goodness and mercy shall follow me all the days of my life. Virtue produces happiness. Julia's father bought the man's farm. The road leads through Pennsylvania into Ohio. The farmer went out of the house across the field and into the barn. My son,¹ be wise to-day. Give ear, O Earth.¹ Great man!² the nations wondered much and praised. The night³ having passed, the sun arose. Shame³ being lost, all virtue is lost. Ossian's poems.⁴ Chapter⁴ 1st.

Section⁴ 4th.—Soul of the just, companion of the dead, where is thy home, and whither art thou fled? Allegheny City, May 16th, 1858.

¹ In the absolute case by address.

² In the absolute case by exclamation.

³ In the absolute case before a participle.

⁴ In the absolute case by ellipsis.

PRONOUNS.

A *Pronoun* is a word used instead of a noun; as, George has a book, and *he* reads *it*.

CLASSIFICATION.

Pronouns are of four classes: *Personal*, *Relative*, *Interrogative*, and *Definitive*.

PERSONAL PRONOUNS.

A *personal pronoun* is one that has a form to denote its person.

They are, *I* of the first person,
Thou or *You* of the second person,
He, *She*, and *It* of the third person.
 Their plurals are, *We*, *Ye* or *You*, and *They*.

The simple personal pronouns are rendered compound by annexing *self* or *selves*.

The compound personal pronouns are, *myself*, *thyself*, *yourself*, *himself*, *herself*, and *itself*.

Their plurals are *ourselves*, *yourselves*, and *themselves*.

Questions.—What is a pronoun? Give the classification of pronouns. What is a personal pronoun? Of what per-

son is *I*? *You*? *They*? Name the personal pronouns. Give their plurals. How are the simple personals rendered compound? Repeat the compound personals.

RELATIVE PRONOUNS.

A *relative pronoun* is one which relates to an antecedent and unites clauses; as, The man is happy *who* is virtuous.

The relatives are, *who*, *which*, *what*, *that*, and *as*.

That is a relative when it is used in the sense of *who* or *which*; as, He *that* (who) came. The tree *that* (which) fell.

As is a relative when it follows *such*, *many*, or *same*; as, They are *such as* labor. Take as many *as* you want. I read the same *as* you; i.e. I read the same *which* you read.

Than has sometimes the construction of a relative, when it follows *more*; as, He has more *than* you want.

Questions.—What is a relative pronoun? In the example given, which word is a relative? What is its antecedent? What clauses does it unite? Name the relatives. When is *that* a relative? When is *as* a relative?

EXERCISE.

Model.

The bird *which* sang so sweetly has flown.

Which is a relative pronoun: it relates to *bird* for its antecedent, and unites the clauses *The bird has flown* and *which sang so sweetly*.

atives in the following sentences.

which produces no fruit. The *which* will improve. The child *that* is prosper. The grass *that* was cut. *He* that governs his pasture. The house in *which* we lived has such as you want. The apples *me* are sour. The gentleman *was* a teacher. The boat *which* *he* has the same studies as

DOUBLE RELATIVES.

ve is one which is equivalent to antecedent and the relative; as, I *heard* *the thing which* he *ins* will suffer; i.e. The *person who*

relatives are, *whoever*, *whosoever*, *hever*, *whichsoever*, *what*, *whatever*,

is a double relative? Which word is a *the first example*, and *to what is it* *second example*, which word is a double *at is it equivalent?* Name the double

EXERCISE.

ing sentences, tell which words are and give the equivalent for each.

he did. He studies what is useful.

6*

Do Not
Remove

Whosoever believeth in me shall be saved. Whatsoever thy hand findeth to do, do with thy might. Take whatever he gives you. Whatsoever he says, observe.

INTERROGATIVE PRONOUNS.

An *interrogative pronoun* is one used in asking a question; as, *Who* came? *What* is it?

The interrogatives are, *who*, *which*, and *what*: they have the same form as the relatives.

Questions.—What is an interrogative pronoun? Name the interrogatives. What is said of their form? Give three sentences in which *who* shall be an interrogative. Three, in which *which* shall be an interrogative. Three, in which *what* shall be an interrogative.

DEFINITIVE PRONOUN.

A *definitive pronoun* is one which limits a noun understood; as, Some men are wise, *others* are foolish.

The definitives are, *each*, *every*, *either*, *neither*, *this*, *that*, *these*, *those*, *former*, *latter*, *first*, *last*, *some*, *other*, *any*, *one*, *all*, *such*, *both*, *same*, *another*, *none*, *few*, and *many*.

REMARK.

The definitive pronoun may be considered to be a definitive adjective limiting a substantive understood.

Questions.—What is a definitive pronoun? Repeat the definitives.

EXERCISE.

Model.

Each should endeavor to please the other.

Each is a definitive pronoun, being equivalent to *each person*: therefore its substantive is *person* understood.

Other is a definitive pronoun, being equivalent to *other person*: therefore its substantive is *person* understood.

Describe the definitives pronouns in the following sentences.

He took one book, and I took the other. This rule is better than that. These words are easier than those. That book is yours, this is mine. Few persons are without faults; but some are better than others. This is the man. These are prosperous times. All or any of you may come. Many are called, but few chosen. Neither of the verses pleases me, for both are defective. Of the two propositions, the former is correct, the latter is defective. Here are the books; and you may take any or all of them.

REMARKS.

A pronoun may represent a *noun*, *phrase*, or *clause*.

That which the pronoun stands for, or represents, is called its *substantive*.

The substantive of the personal pronoun, and also of the relative, usually precedes it, and is called its *antecedent*.

The substantive of the interrogative pronoun is the answer to the question, and is called its *subsequent*.

The substantive of the definitive pronoun is the noun understood which it limits.

A substantive is a noun or pronoun, or a phrase or clause having the construction of a noun or pronoun.

Questions on Remarks.—What may a pronoun represent? What is the word, phrase, or clause, which the pronoun represents, called? What is said of the substantive of the personal and relative pronoun? Of the substantive of the interrogative pronoun? Of the substantive of the definitive pronoun? What is a substantive?

MODIFICATIONS OF PRONOUNS.

Pronouns have modifications of *gender, person, number, and case.*

DECLENSION OF PERSONAL PRONOUNS.

FIRST PERSON.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	I,	<i>Nom.</i>	we,
<i>Poss.</i>	my or mine,	<i>Poss.</i>	our or ours,
<i>Obj.</i>	me,	<i>Obj.</i>	us,
<i>Abs.</i>	I or me.	<i>Abs.</i>	we.

SECOND PERSON (GRAVE STYLE).

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	thou,	<i>Nom.</i>	ye,
<i>Poss.</i>	thy or thine,	<i>Poss.</i>	your or yours,
<i>Obj.</i>	thee,	<i>Obj.</i>	you,
<i>Abs.</i>	thou.	<i>Abs.</i>	ye.

SECOND PERSON (COMMON STYLE).

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	you,	<i>Nom.</i>	you,
<i>Poss.</i>	your or yours,	<i>Poss.</i>	your or yours,
<i>Obj.</i>	you,	<i>Obj.</i>	you,
<i>Abs.</i>	you.	<i>Abs.</i>	you.

THIRD PERSON (MASCULINE GENDER).

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	he,	<i>Nom.</i>	they,
<i>Poss.</i>	his,	<i>Poss.</i>	their or theirs,
<i>Obj.</i>	him,	<i>Obj.</i>	them,
<i>Abs.</i>	ho.	<i>Abs.</i>	they.

THIRD PERSON (FEMININE GENDER).

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	she,	<i>Nom.</i>	they,
<i>Poss.</i>	her or hers,	<i>Poss.</i>	their or theirs,
<i>Obj.</i>	her,	<i>Obj.</i>	them,
<i>Abs.</i>	she.	<i>Abs.</i>	they.

THIRD PERSON (NEUTER GENDER).

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	it,	<i>Nom.</i>	they,
<i>Poss.</i>	its,	<i>Poss.</i>	theirs,
<i>Obj.</i>	it,	<i>Obj.</i>	them,
<i>Abs.</i>	it.	<i>Abs.</i>	they.

REMARKS.

1. Only the third person singular of the personal pronoun has a form to denote its gender.
2. The pronoun *it*, though generally neuter, is sometimes of the other genders; as, *It* was John. *It* was a woman. I saw the child when *it* was sick.
3. The first form of the possessive case, *my, thy, her, our, your, and their*, is used when the noun denoting the object possessed is expressed; as, *my* book; *your* book, &c.

The second form, *mine, thine, hers, ours, yours, and theirs*, is used when the noun denoting the object possessed is understood; as, The book is *mine*; i.e. The book is *my* book. The book is *yours*; i.e. The book is *your* book.

DECLENSION OF RELATIVE PRONOUNS.

<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
Who,	whose,	whom.
Which,	whose,	which.
Whosoever,	whosoever,	whomsoever.

The other relatives are indeclinable.

The definitives, *one*, *other*, and *another*, are declined as follows:—

	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>
<i>Nom.</i>	One,	ones,	other,	others,	another,
<i>Poss.</i>	One's,	ones',	other's,	others',	another's,
<i>Obj.</i>	One,	ones.	other,	others.	another.

Questions.—What are the modifications of pronouns? Decline the first person in both numbers. The second. The third in each of the genders. Which of the personal pronouns has a form to denote gender? What is said of the gender of *it*? When is the first form of the possessive case used? When is the second form used? Decline *who*, *which*, *whosoever*, *one*, *other*, *another*.

EXERCISE.

Models for parsing pronouns.

John, *I* saw the man *who* talked with *you*.

I.....is a pronoun, a word used instead of a noun; personal, it has a form to denote its person; of the first person and singular number, to agree with its antecedent understood, according to RULE VI. :—*Pronouns agree with their substantives in gender, person, and number.* *I* is in the nominative case, being the subject of the verb *saw*, according to RULE I. :—*The subject of a finite verb is put in the nominative case.* (*Decline I.*)

Who is a pronoun, a word used instead of a noun; relative, it relates to an antecedent and unites clauses; of the masculine gender, third person, and singular number, to agree with its antecedent *man*, according to RULE VI. (*Repeat the rule.*) *Who* is in the nominative case, being the subject of the verb *talked*, according to RULE I. (*Repeat the rule.*) (*Decline who.*)

You is a pronoun, a word used instead of a noun; personal, it has a form to denote its person; of the masculine gender, second person, and singular number, to agree with its antecedent *John*, according to RULE VI. (*Repeat the rule.*) *You* is in the objective case, being the object of the preposition *with*, according to RULE IX. :—*The object of a preposition is put in the objective case.* (*Decline you.*)

Whoever sins will suffer.

Whoever is a pronoun, it is a word used instead of a noun; double relative, it is equivalent to *the person who*; of the common gender, third person, and singular number, to agree with *the person who* for which it stands, according to RULE VI.* *Whoever* supplies two cases, being the subject of the verb *sins* and *will suffer*, according to RULE VII. :—*Double relatives supply two cases.*

Who founded Rome? Romulus.

Who is a pronoun, a word used instead of a noun; interrogative, it is used in asking a question; of the masculine gender, third person, and singular number, to agree with its subsequent *Romulus*, according to RULE VI. *Who* is in the nominative case, being the subject of the verb *founded*, according to RULE I. (*Decline who.*)

This is John's book.

This is a pronoun, a word used instead of a noun; definitive, it limits a noun understood; of the neuter gender, third person, and singular number, to agree with the noun *book* understood, for which it stands, according to RULE VI. *This* is in the nominative case, being the subject of the verb *is*, according to RULE I.

* Let the pupil repeat each rule referred to.

Parse the nouns and pronouns in the following sentences.

I, James, saw my uncle at his house. We besought our friends to give their advice. Thy money perish with thee. She uttereth her voice in council. It shall be well with them who fear the Lord. Joseph knew his brethren, but they knew not him. His lessons are easier than mine. This book is mine; that is yours. The diligent scholar makes easy work of his lessons. The lady whose house we occupy lives in the city. Lessons which require much thought develop the mind. The man that is diligent in business will be successful. Do you know the gentleman whose kindness we experienced? The tree which produces no fruit shall be cut down.

Who invented the telescope? Galileo. Whom do you want? James. Which road shall we take? The east road. What did you say? Nothing. Who went with you? To what are you inclined? In whose house do you live? You may say what you please. He will do what is right. The Lord chasteneth whomsoever he loveth. Take whatever is offered. Whoever is virtuous is happy. Whosoever is not with me is against me. Few persons are without faults, but some are better than others. He took one road, and I took the other. Many are called, but few are chosen. Take such as you like. He has the same studies as you.

ADJECTIVES.

An *adjective* is a word used to qualify or limit the meaning of a noun or pronoun; as, *A useful book.* *This boy is industrious.*

CLASSIFICATION.

Adjectives are divided into two general classes, *descriptive* and *definitive*.

A *descriptive adjective* is one which expresses quality, kind, or condition; as, *A tall tree.* *An oak tree.* *A dead tree.*

A *definitive adjective* is one which defines or limits; as, *This book.* *One book.* *Many books.*

The definitives are—

One, two, first, second, third, a, an, the, each, every, either, neither, this, that, these, those, former, latter, first, last, some, other, any, one, all, such, both, same, another, no, many, few, much, more, most, which, and what.

Questions.—What is an adjective? How many are the general classes, and what are they called? What is a descriptive adjective? What is a definitive adjective? Give the list of definitives. Are these words sometimes definitive pronouns? In the sentence "This book is new," what part of speech is the word *this*? In the sentence "This is the best," what part of speech is the word *this*?

Descriptive adjectives include those called *proper* and *participial*.

A *proper adjective* is a descriptive adjective

formed from a proper noun; as, A *Roman* soldier. The *French* people.

A *participial adjective* is a descriptive adjective which has the form of a participle; as, A *running* stream. A *broken* arm.

Definitive adjectives include those called *interrogatives*, *numerals*, and *articles*.

Interrogatives are those used in asking questions; as, *Which* road did he take? *What* places did you visit?

Numerals are such as are used to express numbers; as, *one*, *ten*, *twelfth*.

Numerals are principally of two kinds, called *cardinal* and *ordinal*.

The *cardinals* are those used in counting; as, *one*, *two*, *three*, &c.

The *ordinals* are those used to express order; as, *first*, *second*, *third*, &c.

The *articles* are, *a*, *an*, and *the*.

The is called the *definite article*, because it is generally used when we refer to some particular object or class of objects.

A or *an* is called the *indefinite article*, because it is used when we refer to some one of a class, but to no particular one.

Each, *every*, *either*, and *neither*, are called *distributives*, because they represent the objects that make up a number as taken separately.

This, *that*, *these*, *those*, *former*, *latter*, *first*, and *last*, are called *demonstratives*, because they precisely point out the object to which they relate.

Questions.—What is a proper adjective? Give three sentences each containing a proper adjective. What is a participial adjective? Give three sentences each containing a participial adjective. To what general class do proper and participial adjectives belong?

What is an interrogative adjective? What is a numeral adjective? How are numeral adjectives divided? What is a cardinal numeral? Repeat the first ten cardinals. What is an ordinal numeral? Repeat the first ten ordinals. What words are called articles? Which is called the definite article? Why is it so called? Which is called the indefinite article? Why is it so called? To what general class of adjectives do interrogatives, numerals, and articles belong? What adjectives are called distributives? Why are they so called? What adjectives are called demonstratives? Why are they so called?

MODIFICATIONS.

Descriptive adjectives have modifications of *comparison*.

Definitive adjectives have no modifications.

Comparison is a modification of the adjective to express its sense in different degrees; as, *wise*, *wiser*, *wisest*.

There are three degrees of comparison, the *positive*, the *comparative*, and the *superlative*.

The *positive degree* is expressed by the adjective in its simple form; as, A *good* man. He was *wise*.

The *comparative degree* is the higher or lower of two contrasted; as, A *better* man. He was *less wise*.

The *superlative degree* is the highest or lowest of all contrasted; as, The *best* man. He was *least wise*.

The comparative degree is formed from the positive by adding *er*, or by prefixing *more* or *less*; as, *great*, *greater*; *bountiful*, *more bountiful*; *cheerful*, *less cheerful*.

The superlative degree is formed from the positive by adding *est*, or by prefixing *most* or *least*; as, *great*, *greatest*; *bountiful*, *most bountiful*; *cheerful*, *least cheerful*.

COMPARISON BY INCREASING THE POSITIVE.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Warm,	warmer,	warmest.
Great,	greater,	greatest.
Frugal,	more frugal,	most frugal.
Benevolent,	more benevolent,	most benevolent.

COMPARISON BY DECREASING THE POSITIVE.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Wise,	less wise,	least wise.
Kind,	less kind,	least kind.
Mindful,	less mindful,	least mindful.

A few adjectives are irregular in their comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad, ill, or evil,	worse,	worst.
Little,	less,	least.
Late,	later or latter,	latest or last.
Near,	nearer,	nearest or next.
Far,	farther,	farthest.
Forth,	further,	furthest.
Fore,	former,	foremost or first
Old,	older or elder,	oldest or eldest.

Questions.—What modifications have adjectives? What kind of adjectives is compared? Are definitive adjectives compared? What is comparison? How many are the degrees of comparison? What are they called? How is the positive degree expressed? What is the comparative degree? What is the superlative degree? How is the comparative degree formed? How is the superlative degree formed?

EXERCISE.

Compare the following adjectives.

Great, large, small, rough, smooth, happy, noble, worthless, ambitious, benevolent, old, young, good, bad, much, late, far, skillful, excellent.

REMARKS.

1. Words which are generally used as nouns sometimes become adjectives; as, A *gold* ring. A *silver* cup. *Sea* water. These cannot with propriety be compared.

2. Such adjectives as *superior*, *inferior*, *exterior*, *interior*, *preferable*, *previous*, &c., though they involve the idea of comparison, are nevertheless considered to be in the posi-

tive degree, since they have no more simple form in the language.

For a like reason, the adjectives *perfect*, *supreme*, *chief*, *universal*, *omnipotent*, *eternal*, &c.; which have a superlative signification, are in the positive degree.

3. The words *more*, *most*, *less*, and *least*, when used to denote degrees of comparison, are considered as part of the adjective; as, *more wise* is an adjective, and not an adverb and an adjective.

Questions on Remarks.—What words sometimes become adjectives? Give examples. What is said of such adjectives as superior, inferior, &c.? In what degree is perfect, supreme, omnipotent, &c.? What is said of the words *more*, *most*, &c. when used in comparing adjectives?

EXERCISE.

Models for parsing the adjective.

This book is new.

This is an adjective, a word used to limit the meaning of a noun; definitive, it defines or limits, and relates to the noun *book*, according to RULE V. :—*Adjectives limit substantives.*

New is an adjective, a word used to qualify the meaning of a noun; descriptive, it expresses quality or kind; *positive*, *new*, *comparative*, *newer*, *superlative*, *newest*; it is in the positive degree, and relates to the noun *book*, according to RULE V. (*Repeat the rule.*)

Truth is *more wonderful* than *fiction*.

More wonderful is an adjective, a word used to qualify the meaning of a noun; descriptive, it expresses quality; *positive*, *wonderful*, *comparative*, *more wonderful*, *superlative*, *most wonderful*; it is in the comparative degree, and relates to the noun *truth*, according to RULE V.

He is *young*.

Young is an adjective, a word used to qualify the meaning of a pronoun; descriptive, it expresses quality; *positive*, *young*, *comparative*, *younger*, *superlative*, *youngest*; it is in the positive degree, and relates to the pronoun *he*, according to RULE V.

EXAMPLES FOR PARSING.

First parse the adjectives, and then the nouns, pronouns, and adjectives.

A wise son maketh a glad father. Large, deep rivers float long, heavy rafts. A good man is happy. He lives on the highest hill. That benevolent lady has the liveliest disposition and the most pleasant temper. John is a better reader than James.¹ Wisdom is better than rubies.² He has superior talents. The best and wisest men sometimes err. A dismal, dense, and portentous cloud overhung the city. These rivers are deep and rapid. Deep is the sleep of the dead, low is their pillow of dust. Bent is his head with age, red is his tearful eye. Tall art thou on the hills, fair among the sons of the vale.

The way was long, the wind was cold;
The minstrel was infirm and old;
His withered cheek and tresses gray
Seemed to have known a better day.

² *James* is nominative to *is* understood.

¹ *Rubies* is nominative to *are* understood.

VERBS.

A *verb* is a word which signifies to be, or to do; as, He *was*. They *run*.

CLASSIFICATION.

VERBS TRANSITIVE AND INTRANSITIVE.

Verbs with reference to the *object* are divided into two kinds, *transitive* and *intransitive*.

When the action expressed by a verb terminates on a substantive, the *substantive* is called the *object* of the verb.

A *transitive verb* is one that has an object; as, John *studies* grammar. James *has* a horse.

An *intransitive verb* is one that has no object; as, He *is* good. John *walks*.

REMARKS.

1. The object, though it is generally placed after the transitive verb, is sometimes before it.

1st. In interrogative sentences; as, *Whom* did you see? *Which* will you take? What *study* do you prefer?

2d. In a relative clause, when the relative is the object; as, This is the study *which* I love best. I saw the man *whom* you described.

3d. By transposition; as, *Her* I love dearly, but *him* I despise; i.e. I love her dearly, but I despise him.

2. The object of a verb may be a *word*, *phrase*, or *clause*; as, The boys read *Virgil*. We love *to study*. I know *why* you lent the umbrella.

3. Most verbs may be used in a transitive or intransitive sense; as,

Transitive.

He *studies* grammar,
The boy *flies* his kite,
They *run* a train of cars,
She *sung* a new song,
He *improves* his time,

Intransitive.

He *studies* carefully.
The bird *flies* swiftly.
The cars *run* rapidly.
She *sung* well.
He *improves* rapidly.

Questions.—What is a verb? How are verbs classified with reference to the object? What is meant by the object of a verb? What is a transitive verb? An intransitive verb? Where is the object generally placed with reference to the verb? Is it always placed after the verb? Give the first case in which it is placed before. The second. The third. Is the object of a verb always a word? What may it be? Give an example of a word-object. A phrase-object. A clause-object. How may most verbs be used? Give examples.

EXERCISE.

Model.

John *loves* study; but James *is* idle.

Loves is a transitive verb: *study* is its object.

Is is an intransitive verb: it has no object.

Describe the verbs in the following sentences.

He *studies* law. They *run* races. He *sells* books. The boys will learn their lessons. Jane has a slate. Contentment makes men happy. The man owns a farm. John saw his sister in danger, and rescued her. Charles took my book and left yours.

He wished to live. They tried to run. They professed to find gold. She commenced to work. He intended to go. Boys love to play.

You say that he is honest. I know who did it. I heard who was there. He said that it was all right. I knew that it was he. He said that he could not go.

The sun shines. The moon is full. Time is short. Your brother improves. Joseph has come. Jane spoils her beauty. The bird spreads its wings. Govern your passions, and you will escape many difficulties. What did you eat? Whom did you see? Which book did you take? Where will he go, and when will he return?

Therefore press on, and reach the goal,
And gain the prize, and wear the crown.

VERBS, REGULAR AND IRREGULAR.

Verbs, with respect to their *form*, are divided into two classes,—regular and irregular.

A *regular verb* is one which forms its past tense and perfect participle by taking *d* or *ed* to the present tense; as, *love, loved, loving, loved; learn, learned, learning, learned.*

An *irregular verb* is one which does *not* form its past tense and perfect participle by taking *d* or *ed* to the present tense; as, *am, was, being, been; take, took, taking, taken.*

Verbs have *four* principal parts,—the present tense, the past tense, the imperfect participle, and the perfect participle.

Questions.—How are verbs divided with respect to their form? What is a regular verb? An irregular verb? How many principal parts have verbs? What are they?

EXERCISE.

Models.

Walk is a regular verb, it forms its past tense and perfect participle by taking *ed*; the principal parts are, present tense, *walk*, past tense, *walked*, imperfect participle, *walking*, perfect participle, *walked*.

Speak is an irregular verb, it does not form its past tense and perfect participle by taking *ed*; the principal parts are, present tense, *speak*, past tense, *spoke*, imperfect participle, *speaking*, perfect participle, *spoken*.

Describe the following verbs.

Smile, talk, go, attend, strike, run, stay, conquer, kill, fill, mend, depend, freeze, steal, feel, shake, rise, raise, lie, (*to speak falsely*), lie, (*to recline*), lay, say, sit, set, smite, am, command, contend, drink, swim, bleed, dig, find, teach, think, seem, preserve, deserve, divide, deride, meet, bet, lend, hit, draw, part, grow, rain, rule, grind, know, pay, toil, buy, sell, have, own, possess.

VERBS, COMPLETE, DEFECTIVE, AND REDUNDANT.

Verbs, with reference to *their parts*, are *complete*, *defective*, or *redundant*.

A *complete verb* is one which has all the principal parts; as, *smile, smiled, smiling, smiled; see, saw, seeing, seen.*

A *defective verb* is one which lacks some of the principal parts; as, *ought, quoth, beware*.

A *redundant verb* is one which has two or more forms to some of its parts; as, *cleave, clove or cleft, cleft or cloven*.

Questions.—How are verbs named with reference to their parts? What is a complete verb? Give examples. What is a defective verb? Give examples. What is a redundant verb? Give examples.

VERBS, NEUTER, ACTIVE, AND PASSIVE.

Verbs, in relation to the *subject*, are divided into three classes,—*neuter, active, and passive*.

The subject of a verb is that of which being or action is expressed; as, *Howard* was benevolent. *Cæsar* conquered. *Carthage* was destroyed.

A *neuter verb* is one which represents the subject simply as existing; as, *He is*. *Mountains stand*.

An *active verb* is one which represents the subject as acting; as, *The boys run*. *The pupils study*.

A *passive verb* is one which represents the subject as acted upon; as, *I am taught*. *The earth was destroyed* by water.

REMARKS.

1. The passive verb, strictly speaking, is the passive form of the active verb.

2. The active verb may express physical, mental, or moral action; as, *The man walks*. *The man thinks*. *The man loves*. Or it may express possession or ownership; as, *The man has a book*. *The man owns a farm*.

3. The division of verbs into neuter and active seems to be of no practical importance, and hence is not introduced in parsing.

MODIFICATIONS.

Verbs have modifications of *voice, mode, tense, person, and number*.

VOICE.

Voice is a modification of the transitive verb to show the relation of its subject to the action expressed.

There are *two voices*,—the *active* and the *passive*.

The *active voice* represents the subject as acting; as, *John strikes*.

The *passive voice* represents the subject as acted upon; as, *John is struck*.

The passive voice is formed by joining the perfect participle of a transitive verb to some form of the verb *to be*.

Questions.—What are the modifications of verbs? What is voice? How many voices have verbs, and what are they called? What does the active voice represent? What does the passive voice represent? How is the passive voice formed?

EXERCISE.

Model.

Teach. *Active voice*, I teach; *passive voice*, I am taught.

Give the active and passive voice of each verb in the following examples.

I hear. He lifts. It moves. You saw. He obeys. They convey. The man offends. It may

amend. He can choose. The boys find. It can change.

Model.

Active voice, John reads the book; *passive voice,* The book is read by John.

Change the active to the passive, and the passive to the active, in the following sentences.

The letter was written by John. Columbus discovered America. Burns wrote poems. The sun melts the snow. The earth was refreshed by showers. Darius was defeated by Alexander. The Spectator was written by Addison. Washington defeated Cornwallis. Nero burned Rome. The wind shakes the tree. She saw a house. Dr. Kane visited the Arctic regions. The lesson was recited by the pupils. Virtue produces happiness. Misery is produced by vice and idleness. The lesson should be well studied by the pupils. The stag heard the sound of the hunter's horn. John deceived his mother. The lion pursued the hunter. Vice ruins many. The world is deceived by ornament.

MODES.

Modes are modifications of the verb to distinguish its various uses.

There are *six modes*; the *indicative, potential, subjunctive, imperative, infinitive, and participial.*

The *indicative mode* expresses a declaration; as, I am. They walk.

The *potential mode* expresses a thing as possible or necessary; as, He *may walk.* He *must walk.*

The *subjunctive mode* expresses a condition or supposition; as, If he *study,* he will improve. If he *could go,* he would.

The *imperative mode* is used to express a command or petition; as, Go thou. *Do go.*

The *infinitive mode* is not limited by number and person, having no nominative; as, He commenced *to write.* The letter is said *to have been written* well.

The *participial mode* is used to assume the verbal attribute; as, She lives *loving* all, and *loved* by all.

REMARKS.

- Both the indicative and potential modes may be used in asking questions; as, *Does John read? Can John read?*
- The indicative simply asserts action or being, or inquires for action or being; as,

	<i>Declarative.</i>	<i>Interrogative.</i>
<i>Action.</i>	John runs.	Does John run?
<i>Being.</i>	John is well.	Is John well?

- The potential mode expresses the power, necessity, permission, will, or obligation to act or to be. It may be expressed declaratively or interrogatively; as,

	<i>Declarative.</i>	<i>Interrogative.</i>
<i>Power.</i>	He can go.	Can he go?
<i>Necessity.</i>	He must go.	Must he go?
<i>Permission.</i>	He may go.	May he go?
<i>Will.</i>	He would go.	Would he go?
<i>Obligation.</i>	He should go.	Should he go?

SIGNS OF THE MODES.

The potential, subjunctive, and infinitive modes may generally be known by their signs.

The signs of the potential are the auxiliaries *may, can, must, might, could, would, and should.*

The signs of the subjunctive are the conjunctions *if, though, unless, except, whether, lest, that, and provided.*

The sign of the infinitive is the preposition *to* introducing the verb.

PARTICIPLES.

Verbs in the participial mode are generally called participles: they are used to assume the verbal attribute.

REMARKS.

1. The attribute may be *assumed or asserted*; as, "The lady *lived, loved* by all." here the attribute *lived* is asserted of the lady, and *loved* is assumed. "The sun, *rising* in splendor, gilded the mountain-top." here the attribute *rising* is assumed of the sun, and *gilded* is asserted.

"The traveler heard the wind *roaring*." in this sentence *heard* is asserted of traveler, and *roaring* is assumed of wind.

2. The participial adjective also assumes the verbal attribute, and hence the participle is said to partake of the nature of the verb and of the adjective, and from this derives its name.

The participle may be distinguished from the participial adjective by its being placed after the substantive to which

it relates, the participial adjective being generally placed before; as in the following examples:—

Participles.

See the sun *setting*.

See the moon *rising*.

The branch *broken* by the wind fell.

He was a man *learned* in the sciences.

Participial Adjectives.

See the *setting* sun.

See the *rising* moon.

The *broken* branch fell.

He was a *learned* man.

3. By transposition the participle is sometimes placed before its subject; as, *Rising*, he walked away; i.e. He, *rising*, walked away. *Impelled* by his feelings, he spoke earnestly; i.e. He, *impelled* by his feelings, spoke earnestly.

Questions.—What are modes? How many are the modes? Name them. What does the indicative mode express? The potential? The subjunctive? The imperative? Define the infinitive mode. The participial. What two modes are used in asking questions? What is said of the indicative mode in Remark 2?

Write six sentences in which the indicative mode shall be used declaratively, and six in which it shall be used interrogatively.

What is said of the potential mode in Remark 3?

Write six sentences in which the potential mode shall be used declaratively, and six in which it shall be used interrogatively.

What modes may be generally known by their signs? What are the signs of the potential mode? Of the subjunctive? Of the infinitive? What are verbs in the participial mode commonly called? For what are participles used? Write six sentences each containing a participle. What besides the participle assumes the verbal attribute? How may the participle be distinguished from the participial adjective?

Write sentences in which the following words shall be used first as participles, and secondly as participial adjectives:—Moving, standing, revised, growing, developed, distinguished, coming, departing.

Do participles always follow their subjects? Give examples in which they are placed before their subjects.

TENSES.

Tenses are modifications of the verb to distinguish time.

There are six tenses,—the *present*, *past*, *future*, *present perfect*, *past perfect*, and *future perfect*.

The *present tense* denotes present time; as, John writes. John is writing.

The *past tense* denotes past time indefinite; as, John wrote. John did write.

The *future tense* denotes future time indefinite; as, John will write. John shall write.

The *present perfect tense* denotes time completed at the present; as, John has written. Has John written?

The *past perfect tense* denotes time completed at a past time; as, John had written.

The *future perfect tense* denotes time completed at a future time; as, John will have written.

The indicative and subjunctive modes have all the tenses.

The potential mode has four tenses,—the *present*, *past*, *present perfect*, and *past perfect*.

The imperative mode has only the *present tense*.

The infinitive mode has two tenses, the *present* and *present perfect*.

PARTICIPLES.

There are two participles, the *imperfect* and the *perfect*.

The *imperfect participle* denotes the continuance of action or being.

The *perfect participle* denotes action or being completed.

Participles are also distinguished as *active* and *passive*.

	<i>Imperfect.</i>	<i>Perfect.</i>
<i>Active voice.</i>	Reading.	Having read. Having been reading.
<i>Passive voice.</i>	Being read.	Read. Having been read.

Participles, as well as verbs in the other modes, may be transitive or intransitive.

They are sometimes divided into simple and compound.

A *simple participle* is one which consists of a single word; as, *doing*, *done*.

A *compound participle* is one composed of two or more words; as, *being read*, *having been read*.

Questions.—What are tenses? How many are the tenses, and what are they called? Define the present tense. The past. The future. The present perfect. The past per-

fect. The future perfect. Which modes have all the tenses? How many tenses has the potential mode, and which are they? Which mode has only the present tense? How many tenses has the infinitive mode, and which are they? How many participles, and what are they called? What does the imperfect participle denote? What does the perfect participle denote? How are participles otherwise distinguished? Have participles the same divisions as the other modes with respect to the object? What is a simple participle? A compound participle?

AUXILIARY VERBS.

An *auxiliary verb* is one which is used in the conjugation of other verbs. They are, *do, be, have, will, shall, may, can, and must.*

Do, be, have, and will are also used as principal verbs.

Questions.—What is an auxiliary verb? Repeat the auxiliaries. Which of these are sometimes used as principal verbs?

EXERCISE.

In the following sentences, tell which are principal and which are auxiliary verbs.

John had walked. The work has been well done. He was greatly disappointed. John loved study. He could have accomplished it. It may be true. He cannot escape. He must have been well taught. The discovery was quickly made. You should have obeyed the direction. Is the work done? Could you have done better?

CONJUGATION OF THE AUXILIARIES.

	Singular.			Plural.		
	1st per.	2d per.	3d per.	1st per.	2d per.	3d per.
	<i>I</i>	<i>Thou</i>	<i>He</i>	<i>We</i>	<i>You</i>	<i>They</i>
<i>Pres.—Am</i>	art	is	is	are	are	are
<i>Past—Was</i>	wast	was	was	were	were	were
<i>Pres.—Do</i>	dost	does	does	do	do	do
<i>Past—Did</i>	didst	did	did	did	did	did
<i>Pres.—Have</i>	hast	has	has	have	have	have
<i>Past—Had</i>	hadst	had	had	had	had	had
<i>Pres.—Will</i>	wilt	will	will	will	will	will
<i>Past—Would</i>	wouldst	would	would	would	would	would
<i>Pres.—Shall</i>	shalt	shall	shall	shall	shall	shall
<i>Past—Should</i>	shouldst	should	should	should	should	should
<i>Pres.—May</i>	mayst	may	may	may	may	may
<i>Past—Might</i>	mightst	might	might	might	might	might
<i>Pres.—Can</i>	canst	can	can	can	can	can
<i>Past.—Could</i>	couldst	could	could	could	could	could

SHALL AND WILL.

In declarative sentences, *shall* in the first person simply foretells; as, I *shall* write.

In the second and third persons, it denotes a promise, command, or determination; as, You *shall* be rewarded. Thou *shalt* not kill. He *shall* be punished.

Will in the first person denotes a promise or determination; as, I *will* go.

In the second and third persons, it simply foretells; as, You *will* soon be there. He *will* expect you.

In interrogative sentences, the meaning of these auxiliaries is less definite.

FORMS OF THE TENSES.

Transitive verbs, in the formation of their tenses, have *three forms*, the *common*, *progressive*, and *passive*; the first two being in the active voice.

Intransitive verbs have *two forms*, the *common* and *progressive*, except the verb *to be*, which has only the *common*.

In the indicative and potential modes, each form may be used in a *declarative* or *interrogative* sense.

A synopsis represents the modes and tenses of a verb in one number and person.

SYNOPSIS OF THE VERB *TO TEACH*.

INDICATIVE MODE (COMMON FORM).

Declarative.

<i>Present tense.</i>	I teach or do teach.
<i>Past tense.</i>	I taught or did teach.
<i>Future tense.</i>	I shall or will teach.
<i>Pres. per. tense.</i>	I have taught.
<i>Past per. tense.</i>	I had taught.
<i>Fut. per. tense.</i>	I shall or will have taught.

Interrogative.

<i>Present tense.</i>	Do I teach?
<i>Past tense.</i>	Did I teach?
<i>Future tense.</i>	Shall or will I teach?
<i>Pres. per. tense.</i>	Have I taught?
<i>Past per. tense.</i>	Had I taught?
<i>Fut. per. tense.</i>	Shall or will I have taught?

PROGRESSIVE FORM.

Declarative.

<i>Present tense.</i>	I am teaching.
<i>Past tense.</i>	I was teaching.
<i>Future tense.</i>	I shall or will be teaching.
<i>Pres. per. tense.</i>	I have been teaching.
<i>Past per. tense.</i>	I had been teaching.
<i>Fut. per. tense.</i>	I shall or will have been teaching.

Interrogative.

<i>Present tense.</i>	Am I teaching?
<i>Past tense.</i>	Was I teaching?
<i>Future tense.</i>	Shall or will I be teaching?
<i>Pres. per. tense.</i>	Have I been teaching?
<i>Past per. tense.</i>	Had I been teaching?
<i>Fut. per. tense.</i>	Shall or will I have been teaching?

PASSIVE FORM.

Declarative.

<i>Present tense.</i>	I am taught.
<i>Past tense.</i>	I was taught.
<i>Future tense.</i>	I shall or will be taught.
<i>Pres. per. tense.</i>	I have been taught.
<i>Past per. tense.</i>	I had been taught.
<i>Fut. per. tense.</i>	I shall or will have been taught.

Interrogative.

<i>Present tense.</i>	Am I taught?
<i>Past tense.</i>	Was I taught?
<i>Future tense.</i>	Shall or will I be taught?
<i>Pres. per. tense.</i>	Have I been taught?
<i>Past per. tense.</i>	Had I been taught?
<i>Fut. per. tense.</i>	Shall or will I have been taught?

POTENTIAL MODE (COMMON FORM).

Declarative.

<i>Present tense.</i>	I may, can, or must teach.
<i>Past tense.</i>	I might, could, would, or should teach.
<i>Pres. per. tense.</i>	I may, can, or must have taught.
<i>Past per. tense.</i>	I might, could, would, or should have taught.

Interrogative.

<i>Present tense.</i>	May, can, or must I teach?
<i>Past tense.</i>	Might, could, would, or should I teach?
<i>Pres. per. tense.</i>	May, can, or must I have taught?
<i>Past per. tense.</i>	Might, could, would, or should I have taught?

PROGRESSIVE FORM.

Declarative.

<i>Present tense.</i>	I may, can, or must be teaching.
<i>Past tense.</i>	I might, could, would, or should be teaching.
<i>Pres. per. tense.</i>	I may, can, or must have been teaching.
<i>Past per. tense.</i>	I might, could, would, or should have been teaching.

Interrogative.

<i>Present tense.</i>	May, can, or must I be teaching?
<i>Past tense.</i>	Might, could, would, or should I be teaching?
<i>Pres. per. tense.</i>	May, can, or must I have been teaching?
<i>Past per. tense.</i>	Might, could, would, or should I have been teaching?

PASSIVE FORM.

Declarative.

<i>Present tense.</i>	I may, can, or must be taught.
<i>Past tense.</i>	I might, could, would, or should be taught.

<i>Pres. per. tense.</i>	I may, can, or must have been taught.
<i>Past per. tense.</i>	I might, could, would, or should have been taught.

Interrogative.

<i>Present tense.</i>	May, can, or must I be taught?
<i>Past tense.</i>	Might, could, would, or should I be taught?
<i>Pres. per. tense.</i>	May, can, or must I have been taught?
<i>Past per. tense.</i>	Might, could, would, or should I have been taught?

IMPERATIVE MODE (COMMON FORM).

<i>Present tense.</i>	Teach, teach thou or you, or do thou or you teach.
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PROGRESSIVE FORM.

<i>Present tense.</i>	Be teaching, be thou or you teaching, or do thou or you be teaching.
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PASSIVE FORM.

<i>Present tense.</i>	Be taught, be thou or you taught, or do thou or you be taught.
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INFINITIVE MODE (COMMON FORM).

<i>Present tense.</i>	To teach.
<i>Pres. per. tense.</i>	To have taught.

PROGRESSIVE FORM.

<i>Present tense.</i>	To be teaching.
<i>Pres. per. tense.</i>	To have been teaching.

PASSIVE FORM.

<i>Present tense.</i>	To be taught.
<i>Pres. per. tense.</i>	To have been taught.

PARTICIPIAL MODE.

<i>Imperfect.</i>	Teaching.
<i>Perfect.</i>	Taught, having taught, or having been taught.

SYNOPSIS OF THE VERB *TO BE*.

INDICATIVE MODE.

	<i>Declarative.</i>	<i>Interrogative.</i>
<i>Present tense.</i>	I am.	Am I?
<i>Past tense.</i>	I was.	Was I?
<i>Future tense.</i>	I shall or will be.	Shall or will I be?
<i>Pres. per. tense.</i>	I have been.	Have I been?
<i>Past per. tense.</i>	I had been.	Had I been?
<i>Fut. per. tense.</i>	I shall or will have been.	Shall or will I have been?

POTENTIAL MODE.

Declarative.

<i>Present tense.</i>	I may, can, or must be.
<i>Past tense.</i>	I might, could, would, or should be.
<i>Pres. per. tense.</i>	I may, can, or must have been.
<i>Past per. tense.</i>	I might, could, would, or should have been.

Interrogative.

<i>Present tense.</i>	May, can, or must I be?
<i>Past tense.</i>	Might, could, would, or should I be?
<i>Pres. per. tense.</i>	May, can, or must I have been?
<i>Past per. tense.</i>	Might, could, would, or should I have been?

IMPERATIVE MODE.

<i>Present tense.</i>	Be, be thou or you, or do thou or you be.
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INFINITIVE MODE.

<i>Present tense.</i>	To be.
<i>Pres. per. tense.</i>	To have been.

PARTICIPIAL MODE.

<i>Imperfect.</i>	Being.
<i>Perfect.</i>	Been, or having been.

SUBJUNCTIVE MODE.

The subjunctive mode is used in subordinate clauses which denote condition or supposition. It generally has the form of the indicative or potential, and may be known by its signs; as,—

<i>Indicative.</i>	<i>Subjunctive.</i>
He studies.	If he studies.
He goes.	Except he goes.
He acts wisely.	Provided he acts wisely.
<i>Potential.</i>	<i>Subjunctive.</i>
He can study.	If he can study.
He might come.	Lest he might come.
He should go.	Though he should go.

REMARKS.

1. The subjunctive mode has two peculiar forms.
1st. The *elliptical*, when a future contingency is expressed; as, Though he *slay* me, yet will I trust in him; i.e. Though he *should slay* me, yet will I trust in him. If it *rain* to-morrow, I cannot go; i.e. If it *should rain* to-morrow, I cannot go. If he *be* here to-morrow, I will see him: i.e. If he *will be* here to-morrow, I will see him.

2d. The *hypothetical*, in which *were* is used in the singular number and to denote present time; as, If I *were* not Alexander, I would be Diogenes.

This form is sometimes used to express an anxious desire; as, Oh! that the desert *were* my dwelling-place!

2. The common form of the indicative present is used to express a general truth; as, Men *labor*. Boys *study*.

The progressive form expresses what is taking place at the present; as, The men *are working* in the field. The boys *are studying* their lessons.

3. The tenses of the potential and subjunctive modes are generally indefinite with respect to time.

4. Verbs in the indicative, potential, subjunctive, and imperative modes are called finite verbs. Those in the infinitive and participial modes are called infinitive verbs.

5. The infinitive mode is sometimes used without the sign *to*, generally after the active voice of the verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *help*, and *let*.

EXERCISE.

Models.

Nero *made* laws to ensnare his subjects.

Made is in the indicative mode, it expresses a declaration; past tense, it denotes past time. *Synopsis*,—indicative mode, common form; *present*, he makes or does make; *past*, he made or did make; *future*, he shall or will make; *present perfect*, he has made; *past perfect*, he had made; *future perfect*, he shall or will have made.

To insnare is in the infinitive mode, it is not limited by number and person; present tense, it denotes present time. *Synopsis*,—infinitive mode, common form; *present*, to insnare; *present perfect*, to have insnared.

You *may go*.

May go is in the potential mode, it expresses a thing as possible or necessary; present tense, it denotes present time. *Synopsis*,—potential mode, common form; *present*, you may, can, or must go; *past*, you might, could, would, or should go; *present perfect*,

you may, can, or must have gone; *past perfect*, you might, could, would, or should have gone.

If he *is* much *esteemed*, I *am* *deceived*.

Is esteemed is in the subjunctive mode, it expresses a condition or supposition; present tense, it denotes present time. *Synopsis*,—subjunctive mode, passive form; *present*, if he is esteemed; *past*, if he was esteemed; *future*, if he shall or will be esteemed; *present perfect*, if he has been esteemed; *past perfect*, if he had been esteemed; *future perfect*, if he shall or will have been esteemed.

Am deceived is in the indicative mode, it expresses a declaration; present tense, it denotes present time. *Synopsis*,—indicative mode, passive form; *present*, I am deceived; *past*, I was deceived; *future*, I shall or will be deceived; *present perfect*, I have been deceived; *past perfect*, I had been deceived; *future perfect*, I shall or will have been deceived.

Tell the mode and tense, and give a synopsis, of each verb in the following sentences.

Rain descends. Waters flow. The sun is shining. The wind was roaring. They had been walking. Is he learned? Who can read best? What should he do? Was he writing? Will he be working? He is improved. It was discovered. Was it discovered? It will be done. Will it be done? If he remain, I will go. He commenced to work. Seek virtue's reward. Unless he travel rapidly, he will not be in time. See the lambs playing. Hear the wind roaring. The boys having recited their lessons were dismissed. The branch broken by the wind fell. It cannot be he.

If he could go, he would. Ask, and it shall be given you. Seek, and you shall find. The ship, driven ashore by the wind, was wrecked. You must exert yourself, if you would succeed. It cannot be known. I desired him to write. He is expected. It may be true. It must have been done quickly.

Give a synopsis of the following verbs in all the modes, forms, &c., using the pronouns I, we, thou, you, he, and they.

Am, smile, discover, complete, continue, live, conquer, write, read.

PERSON AND NUMBER.

The *person* and *number* of a verb are modifications to agree with its nominative.

Verbs, like their subjects, have three persons and two numbers.

<i>Singular.</i>	<i>Plural.</i>
I <i>write,</i>	we <i>write,</i>
thou <i>writest,</i>	you <i>write,</i>
he <i>writes,</i>	they <i>write.</i>

The verb must be of the same number and person as its nominative.

The verb which agrees with the pronoun *you* is always plural.

Verbs in the infinitive mode have no number and person, because they have no nominative.

Questions.—What are the person and number of the verb? How many persons and numbers have verbs? Of what number and person must the verb be? What verbs have no number and person, and why?

EXERCISE.

Tell the number and person of the verb, and why, in the following sentences.

I read. Thou readest. He reads. We hear. You labor. I am. He is. You are. We were. They were studious. You are known. They are deceived. Rain descends. Rains descend. The boy has a ball. My friends have arrived. Remember thy Creator. Cease to do evil, and learn to do well.

CONJUGATION.

Conjugation is a regularly combined and arranged expression of all the variations of one verb.

CONJUGATION OF THE IRREGULAR VERB TO BE.

PRINCIPAL PARTS.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Part.</i>	<i>Perfect Part.</i>
Am,	was,	being,	been.

INDICATIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will be,	1. We shall or will be,
2. Thou shalt or wilt be,	2. You shall or will be,
3. He shall or will be;	3. They shall or will be.

Present Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

Past Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.

Future Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will have been,	1. We shall or will have been,
2. Thou shalt or wilt have been,	2. You shall or will have been,
3. He shall or will have been;	3. They shall or will have been.

POTENTIAL MODE.

*Present Tense.*SIGNS, *may, can, must.*—Inflect with each.

<i>Singular.</i>	<i>Plural.</i>
1. I may be,	1. We may be,
2. Thou mayst be,	2. You may be,
3. He may be;	3. They may be.

*Past Tense.*SIGNS, *might, could, would, should.*—Inflect with each.

1. I might be,	1. We might be,
2. Thou mightst be,	2. You might be,
3. He might be;	3. They might be.

*Present Perfect Tense.*SIGNS, *may have, can have, must have.*—Inflect with each.

<i>Singular.</i>	<i>Plural.</i>
1. I may have been,	1. We may have been,
2. Thou mayst have been,	2. You may have been,
3. He may have been;	3. They may have been.

*Past Perfect Tense.*SIGNS, *might have, could have, would have, should have.*—Inflect with each.

1. I might have been,	1. We might have been,
2. Thou mightst have been,	2. You might have been,
3. He might have been;	3. They might have been.

SUBJUNCTIVE MODE (ELLIPTICAL FORM).

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I be,	1. If we be,
2. If thou be,	2. If you be,
3. If he be;	3. If they be.

(HYPOTHETICAL FORM.)

Past Tense.

1. If I were,	1. If we were,
2. If thou wert,	2. If you were,
3. If he were;	3. If they were.

IMPERATIVE MODE.

<i>Singular.</i>	<i>Plural.</i>
2. Be, be thou or you, or do thou or you be.	2. Be, be ye or you, or do ye or you be.

INFINITIVE MODE.

<i>Present Tense.</i>	<i>Present Perfect Tense.</i>
To be.	To have been.

PARTICIPLES.

<i>Imperfect, Being.</i>	<i>Perfect, Been, or having been.</i>
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CONJUGATION OF THE VERB *TO LOVE*, ACTIVE VOICE.

PRINCIPAL PARTS.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Part.</i>	<i>Perfect Part.</i>
Love,	loved,	loving,	loved.

INDICATIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I love or do* love,	1. We love or do love,
2. Thou lovest or dost love,	2. You love or do love,
3. He loves or does love;	3. They love or do love.

Past Tense.

1. I loved or did* love,	1. We loved or did love,
2. Thou lovedst or didst love,	2. You loved or did love,
3. He loved or did love;	3. They loved or did love.

Future Tense.

1. I shall or will love,	1. We shall or will love,
2. Thou shalt or wilt love.	2. You shall or will love,
3. He shall or will love;	3. They shall or will love.

Present Perfect Tense.

1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved;	3. They have loved.

Past Perfect Tense.

1. I had loved,	1. We had loved,
2. Thou hadst loved,	2. You had loved,
3. He had loved;	3. They had loved.

Future Perfect Tense.

1. I shall or will have loved,	1. We shall or will have loved,
2. Thou shalt or wilt have loved,	2. You shall or will have loved,
3. He shall or will have loved;	3. They shall or will have loved.

* *Do* and *did* make the *emphatic* form of the present and past tenses.

POTENTIAL MODE.

Present Tense.

SIGNS, *may, can, must*.—Inflect with each.

<i>Singular.</i>	<i>Plural.</i>
1. I may love,	1. We may love,
2. Thou mayst love;	2. You may love,
3. He may love;	3. They may love.

Past Tense.

SIGNS, *might, could, would, should*.—Inflect with each.

1. I might love,	1. We might love,
2. Thou mightest love,	2. You might love,
3. He might love;	3. They might love.

Present Perfect Tense.

SIGNS, *may have, can have, must have*.—Inflect with each.

1. I may have loved,	1. We may have loved,
2. Thou mayst have loved,	2. You may have loved,
3. He may have loved;	3. They may have loved.

Past Perfect Tense.

SIGNS, *might have, could have, would have, should have*.—Inflect with each.

1. I might have loved,	1. We might have loved,
2. Thou mightst have loved;	2. You might have loved,
3. He might have loved;	3. They might have loved.

SUBJUNCTIVE MODE (ELLIPTICAL FORM):

Present Tense.

1. If I love,	1. If we love,
2. If thou love,	2. If you love,
3. If he love;	3. If they love.

IMPERATIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
2. Love, love thou or you, or do thou or you love.	2. Love, love ye or you, or do ye or you love.

INFINITIVE MODE.

Pres. Tense, To love.*Pres. Per. Tense*, To have loved.

PARTICIPLES.

Imperfect, Loving.*Perfect*, Having loved.

CONJUGATION OF TO LOVE, PASSIVE VOICE.

INDICATIVE MODE.

*Present Tense.**Singular.*

1. I am loved,
2. Thou art loved,
3. He is loved ;

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

Past Tense.

1. I was loved,
2. Thou wast loved,
3. He was loved ;

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

Future Tense.

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

1. We shall or will be loved,
2. You shall or will be loved,
3. They shall or will be loved.

Present Perfect Tense.

1. I have been loved,
2. Thou hast been loved,
3. He has been loved ;

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

Past Perfect Tense.

1. I had been loved,
2. Thou hadst been loved,
3. He had been loved ;

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

*Future Perfect Tense.*SIGNS, *shall have, will have.*—Inflect with each.

1. I shall have been loved,
2. Thou shalt have been loved,
3. He shall have been loved ;

1. We shall have been loved,
2. You shall have been loved,
3. They shall have been loved.

POTENTIAL MODE.

*Present Tense.*SIGNS, *may, can, must.*—Inflect with each.*Singular.*

1. I may be loved,
2. Thou mayst be loved,
3. He may be loved ;

Plural.

1. We may be loved,
2. You may be loved,
3. They may be loved.

*Past Tense.*SIGNS, *might, could, would, should.*—Inflect with each.

1. I might be loved,
2. Thou mightst be loved,
3. He might be loved ;

1. We might be loved,
2. You might be loved,
3. They might be loved.

*Present Perfect Tense.*SIGNS, *may have, can have, must have.*—Inflect with each.

1. I may have been loved,
2. Thou mayst have been loved,
3. He may have been loved ;

1. We may have been loved,
2. You may have been loved,
3. They may have been loved.

*Past Perfect Tense.*SIGNS, *might have, could have, would have, should have.*—Inflect with each.

1. I might have been loved,
2. Thou mightst have been loved,
3. He might have been loved ;

1. We might have been loved,
2. You might have been loved,
3. They might have been loved.

SUBJUNCTIVE MODE (ELLIPTICAL FORM).

*Present Tense.**Singular.*

1. If I be loved,
2. If thou be loved,
3. If he be loved ;

Plural.

1. If we be loved,
2. If you be loved,
3. If they be loved.

(HYPOTHETICAL FORM.)

Past Tense.

1. If I were loved,
2. If thou wert loved,
3. If he were loved ;

1. If we were loved,
2. If you were loved,
3. If they were loved.

IMPERATIVE MODE.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
2. Be thou loved.	2. Be ye or you loved.

INFINITIVE MODE.

<i>Present, To be loved.</i>	<i>Pres. Per., To have been loved.</i>
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PARTICIPLES.

<i>Imperfect, Being loved.</i>	<i>Perfect, Loved, having been loved.</i>
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PRINCIPAL PARTS OF THE IRREGULAR VERBS.

Those marked with an R. have also a regular form.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Participle.</i>	<i>Per. Participle.</i>
Abide,	abode,	abiding,	abode.
Am,	was,	being,	been.
Arise,	arose,	arising,	arisen.
Awake,	awoke, R.	awaking,	awaked.
Bear (<i>to produce</i>),	bore,	bearing,	born.
Bear (<i>to carry</i>),	bore, bare,	bearing,	borne.
Beat,	beat,	beating,	beaten, beat.
Begin,	began,	beginning,	begun.
Bend,	bent, R.	bending,	bent, R.
Bereave,	bereft, R.	bereaving,	bereft, R.
Beseech,	besought,	beseeching,	besought.
Bid,	bid, bade,	bidding,	bidden, bid.
Bind, <i>un-</i>	bound,	binding,	bound.
Bite,	bit,	biting,	bitten, bit.
Bleed,	bled,	bleeding,	bled.
Blow,	blew,	blowing,	blown.
Break,	broke,	breaking,	broken.
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Build, <i>re-</i>	built, R.	building,	built, R.
Burn,	burnt, R.	burning,	burnt, R.
Burst,	burst,	bursting,	burst.
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast,

<i>Present.</i>	<i>Past.</i>	<i>Imper. Participle.</i>	<i>Per. Participle.</i>
Catch,	caught, R.	catching,	caught, R.
Chide,	chid,	chiding,	chidden, chid.
Choose,	chose,	choosing,	chosen.
Cleave (<i>to adhere</i>),	cleaved, <i>clave</i> ,	cleaving,	cleaved.
Cleave (<i>to split</i>),	cleft, <i>clove</i> ,	cleaving,	cleft, R., cloven.
Cling,	clung,	clinging,	clung.
Clothe,	clad, R.	clothing,	clad, R.
Come, <i>be-</i>	came,	coming,	come.
Cost,	cost,	costing,	cost.
Creep,	crept,	creeping,	crept.
Crow,	crew, R.	crowing,	crowed.
Cut,	cut,	cutting,	cut.
Dare (<i>to venture</i>),	durst,	daring,	dared.
Dare (<i>to challenge</i>),	dared,	daring,	dared.
Deal,	dealt,	dealing,	dealt, R.
Dig,	dug, R.	digging,	dug, R.
Do, <i>mis-un-</i>	did,	doing,	done.
Draw,	drew,	drawing,	drawn.
Dream,	dreamt, R.	dreaming,	dreamt, R.
Drink,	drank,	drinking,	drank, drunk.
Drive,	drove,	driving,	driven.
Dwell,	dwelt, R.	dwelling,	dwelt, R.
Eat,	ate, eat,	eating,	eaten.
Fall, <i>be-</i>	fell,	falling,	fallen.
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Fly,	flew,	flying,	flown.
Forbear,	forbore,	forbearing,	forborne.
Forget,	forgot,	forgetting,	forgotten, forgot.
Forsake,	forsook,	forsaking,	forsaken.
Freeze,	froze,	freezing,	frozen.
Get, <i>be-for-</i>	got, gat,	getting,	gotten, got.
Gild,	gilt, R.	gilding,	gilt, R.
Gird, <i>be-en-</i>	girt, R.	girding,	girt, R.
Give, <i>for-mis-</i>	gave,	giving,	given.
Go,	went,	going,	gone.
Grave, <i>en-R.</i>	graved,	graving,	graven, graved.
Grind,	ground,	grinding,	ground.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Participle.</i>	<i>Per. Participle.</i>
Grow,	grew,	growing,	grown.
Hang,	hung, R.	hanging,	hung, R.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Heave,	hove, R.	heaving,	hove, R.
Hew,	hewed,	hewing,	hewn, R.
Hide,	hid,	hiding,	hidden, hid.
Hit,	hit,	hitting,	hit.
Hold, <i>be- with-</i>	held,	holding,	held, <i>holden</i> .
Hurt,	hurt,	hurting,	hurt.
Keep,	kept,	keeping,	kept.
Kneel,	knelt, R.	kneeling,	knelt, R.
Knit,	knit,	knitting,	knit, R.
Know,	knew,	knowing,	known.
Lade (<i>to load</i>),	laded,	lading,	laden.
Lay,	laid,	laying,	laid.
Lead, <i>mis-</i>	led,	leading,	led.
Leave,	left,	leaving,	left.
Lend,	lent,	lending,	lent.
Let,	let,	letting,	let.
Lie (<i>to recline</i>),	lay,	lying,	lain.
Light,	lighted, lit,	lighting,	lighted, lit.
Lose,	lost,	losing,	lost.
Make,	made,	making,	made.
Mean,	meant,	meaning,	meant.
Meet,	met,	meeting,	met.
Mow,	mowed,	mowing,	mown, R.
Pay, <i>re-</i>	paid,	paying,	paid.
Pen (<i>to enclose</i>),	pent, R.	penning,	pent, R.
Put,	put,	putting,	put.
Quit,	quit, R.	quitting,	quit, R.
Read,	read,	reading,	read.
Rend,	rent,	rending,	rent.
Rid,	rid,	ridding,	rid.
Ride,	rode, <i>rid</i> ,	riding,	ridden, <i>rid</i> .
Ring,	rang, rung,	ringing,	rung.
Rise, <i>a-</i>	rose,	rising,	risen.
Rive,	rived,	riving,	riven, R.
Rot,	rotted,	rotting,	rotten, R.
Run,	ran, <i>run</i> ,	running,	run.
Saw,	sawed,	sawing,	sawn, R.
Say,	said,	saying,	said.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Participle.</i>	<i>Per. Participle.</i>
See,	saw,	seeing,	seen.
Seek,	sought,	seeking,	sought.
Seethe,	seethed, sod,	seething,	seethed, sod.
Sell,	sold,	selling,	sold.
Send,	sent,	sending,	sent.
Set, <i>be-</i>	set,	setting,	set.
Shake,	shook,	shaking,	shaken.
Shape, <i>mis-</i>	shaped,	shaping,	shapen, R.
Shave,	shaved,	shaving,	shaven, R.
Shear,	sheared,	shearing,	shorn, R.
Shed,	shed,	shedding,	shed.
Shine,	shone, R.	shining,	shone, R.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Show,	showed,	showing,	shown, R.
Shrink,	shrank, <i>shrank</i> ,	shrinking,	shrunk.
Shred,	shred,	shredding,	shred.
Shut,	shut,	shutting,	shut.
Sing,	sang, sung,	singing,	sung.
Sink,	sunk, <i>sank</i> ,	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Slay,	slew,	slaying,	slain.
Sleep,	slept,	sleeping,	slept.
Slide,	slid,	sliding,	slidden, <i>slid</i> .
Sling,	slung, slang,	slinging,	slung.
Slink,	slunk,	slinking,	slunk.
Slit,	slit,	slitting,	slit, <i>slitted</i> .
Smite,	smote,	smiting,	smitten.
Sow (<i>to scatter</i>),	sowed,	sowing,	sown, R.
Speak, <i>be-</i>	spoke, <i>spake</i> ,	speaking,	spoken.
Speed,	sped,	speeding,	sped.
Spell,	spelt, R.	spelling,	spelt, R.
Spend, <i>mis-</i>	spent,	spending,	spent.
Spill,	spilt, R.	spilling,	spilt, R.
Spin,	spun, <i>span</i> ,	spinning,	spun.
Spit, <i>be-</i>	spit, <i>spat</i> ,	spitting,	spit.
Split,	split,	splitting,	split.
Spread, <i>be-</i>	sprang, sprang,	springing,	sprung.
Spring,	sprang, sprang,	springing,	sprung.
Stand, <i>with, &c.</i>	stood,	standing,	stood.
Steal,	stole,	stealing,	stolen.
Stick,	stuck,	sticking,	stuck.

<i>Present.</i>	<i>Past.</i>	<i>Imper. Participle.</i>	<i>Per. Participle.</i>
Sting,	stung,	stinging,	stung.
Stride, <i>be-</i>	strode, strid,	striding,	stridden, strid.
Strike,	struck,	striking,	struck, <i>stricken.</i>
String,	strung,	stringing,	strung.
Strive,	strove,	striving,	striven.
Strew, <i>be-</i>	strewed,	strewing,	strewed, <i>strawn.</i>
Strow, <i>be-</i>	strowed,	strowing,	strowed, <i>strawn.</i>
Swear,	swore, <i>sware,</i>	swearing,	sworn.
Sweat,	sweat, R.	sweating,	sweat, R.
Sweep,	swept,	sweeping,	swept.
Swell,	swelled,	swelling,	swollen, R.
Swim,	swam, swum,	swimming,	swum.
Swing,	swung,	swinging,	swung.
Take, <i>be-, &c.</i>	took,	taking,	taken.
Teach, <i>mis-re-</i>	taught,	teaching,	taught.
Tear,	tore, <i>tare,</i>	tearing,	torn.
Tell,	told,	telling,	told.
Think, <i>be-</i>	thought,	thinking,	thought.
Thrive,	thrived, <i>throve,</i>	thriving,	thriven, R.
Throw,	threw,	throwing,	thrown.
Thrust,	thrust,	thrusting,	thrust.
Tread,	trod,	treading,	trodden, <i>trod.</i>
Wax,	waxed,	waxing,	waxen, R.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven.
Weep,	wept,	weeping,	wept.
Wet,	wet, R.	wetting,	wet, R.
Whet,	whet, R.	whetting,	whet, R.
Win,	won,	winning,	won.
Wind,	wound, R.	winding,	wound.
Work,	wrought, R.	working,	wrought, R.
Wring,	wrung,	wringing,	wrung.
Write,	wrote,	writing,	written.

EXERCISE.

Models.

John *studies* to improve his mind.

Studies is a verb, it signifies to do; regular, it forms its past tense and perfect participle by taking *ed*; the principal parts are *study, studied, studying.*

studied; intransitive, it has no object; in the indicative mode, it expresses a declaration; present tense, it denotes present time; and of the third person and singular number, to agree with its subject *John*, according to RULE VIII. :—*The finite verb must agree with its subject in person and number. (Give a synopsis in the indicative mode, third person singular, common declarative form.)*

To improve is a verb, it signifies to do; regular, it forms its past tense and perfect participle by taking *d*; the principal parts are *improve, improved, improving, improved*; transitive, it has an object; in the infinitive mode, it is not limited by number and person; present tense, it denotes present time; and refers to the noun *John* for its subject, according to RULE XI. :—*Infinitives and participles relate to nouns and pronouns as their subjects. (Give a synopsis.)*

See the vessels *sailing*.

See is a verb, it signifies to do; irregular, it does not form its past-tense and perfect participle by taking *ed*; the principal parts are *see, saw, seeing, seen*; transitive, it has an object; in the imperative mode, it expresses a command or entreaty; present tense, it denotes present time; and of the second person, singular or plural number, to agree with its subject *thou* or *you* understood, according to RULE VIII. (*Repeat the rule, and give a synopsis.*) *synopsis.*)

Sailing is a participle, a mode of the verb used to assume the attribute; the principal parts are *sail, sailed, sailing, sailed*; intransitive, it has no object; imperfect, it denotes the continuance of an unfinished action, and refers to the noun *vessel* for its subject, according to RULE XI. (*Repeat the rule.*) Imperfect participle, *sailing*; perfect, *sailed* or *having sailed*.

John the *Baptist* was a great *prophet*.

Baptist is a noun, it is a name; proper, it is a particular name; of the masculine gender, it denotes a male; third person, it denotes the object spoken of; singular number, it expresses but one; and in the nominative case, being in apposition with the noun *John*, according to RULE II. :—*A noun or pronoun in apposition is put in the same case as the substantive which it limits.*

Was is a verb, it signifies to be; irregular, it does not form its past tense and perfect participle by taking *ed*; the principal parts are *am, was, being, been*; intransitive, it has no object; in the indicative mode, it expresses a declaration; past tense, it denotes past time; and of the third person and singular number, to agree with its nominative *John*, according to RULE VIII. (*Repeat the rule, and give a synopsis of the verb in the indicative mode, third person singular.*)

Prophet is a noun, &c., and in the nominative case after the intransitive verb *was*, according to RULE X. :—*Intransitive and passive verbs have the same case after as before them, when both words refer to the same thing.*

EXAMPLES FOR PARSING.

Parse the nouns and pronouns in italics, and all the verbs.

John writes. John is writing. The letter is written. *This* is the *man*. Paul, the *Apostle*, preached. He, the *minister*, was there. He was called *John*. She sits a *queen*. You should honor and obey your parents. Joseph has been sick. Can he walk? Could they go? Is he improving? It cannot be *he*. I knew it to be *her*. Do you

know Mr. Brown, *him* that keeps the book-store? It was the *Hon. Wm. F. Johnson*, *he* that was *governor*.

Seek wisdom. Strive for virtue's reward. Cease to do evil, and learn to do well. Love your enemies; do good to them that hate you. If your enemy hunger, give him food; if he thirst, give him drink. He will come, if he can. Nothing delights some persons; others are easily pleased. He would pay his debts, if he could. It might be done.

Let him learn his lesson. Bid him come. Hear him sing. They dare not go. Did you see the cars run? The *sun* having risen, we departed. The *sun*, rising, gilded the mountain-tops. She was found reading the poem. I saw him walking in the field. She lives loving all, and loved by all. Seek to have anarchy destroyed. Can he be coming? He was traveling rapidly. He has been injured.

Take heed lest any man deceive you. If I were *he*, I would consent. Were you in his place, what would you do? Oh that men were more wise! Boast not *thyself* of to-morrow; for thou knowest not *what* a day may bring forth. Give me neither poverty nor riches; feed me with food convenient for me; lest I be full, and deny thee, and say, "Who is the Lord?" or lest I be poor, and steal, and take the name of my God in vain.

ADVERBS.

An *adverb* is a word used to modify a verb, adjective, or other adverb; as, He will *not* go. He is *very* good. He writes *very well*.

CLASSIFICATION.

The principal classes of adverbs are :—

1. Of manner; as, *wisely, foolishly, justly, quickly, how.*
2. Of degree or quantity; as, *much, very, little, sufficiently, enough, abundantly, more, less.*
3. Of place; as, *here, there, where, near, for, anywhere, everywhere.*
4. Of time; as, *now, when, before, lately, soon, presently, yesterday, always.*
5. Of number; as, *once, twice, thrice.*
6. Of order; as, *first, secondly, lastly, finally.*
7. Of affirmation; as, *yea, yes, verily, truly, certainly.*
8. Of negation; as, *nay, no, not, by no means, not at all.*
9. Of doubt; as, *haply, perhaps, possibly, perchance.*
10. Of cause or reason; as, *why, wherefore, therefore, hence.*

Most adverbs may be known by their asking or answering the following questions :—

Of manner. How? In what manner?

Of degree or quantity. How much? In what degree?

Of place. Where? Whither? Whence?

Of time. When? How long?

Of number. How often?

Of cause or reason. Why? Wherefore?

Questions.—What is an adverb? How many are the principal classes of adverbs? What are they called? Repeat some adverbs of manner. Of degree or quantity. Of place. Of time. Of number. Of order. Of affirmation. Of negation. Of doubt. Of cause or reason. What questions do adverbs of manner ask or answer? Adverbs of degree or quantity? Adverbs of place? Adverbs of time? Adverbs of number? Adverbs of cause or reason?

CONJUNCTIVE ADVERBS.

A *conjunctive adverb* is one which is used to connect clauses, and hence performs the office of a conjunction. It always introduces an adverbial clause; as, I know *where* he is. I saw him *when* he came.

Questions.—What is a conjunctive adverb? What office does it perform? What kind of clause does it always introduce? In the first sentence given as an example, which word is a conjunctive adverb, and what clauses does it connect? In the second example?

MODIFICATIONS.

A few adverbs are compared in the same manner as adjectives; as, *soon, sooner, soonest; often, oftener, oftenest; wisely, more wisely, most wisely; little, less, least; much, more, most; well, better, best.*

EXERCISE.

Model.

The man walks *slowly*: he is *very* old.

Slowly is an adverb, a word used to modify the sense of a verb; of manner, and modifies the verb *walks*, according to RULE XIV.:—*Adverbs modify verbs, adjectives, and other adverbs.*

Very is an adverb, a word used to modify the sense of an adjective; of degree or quantity, and modifies the adjective *old*, according to RULE XIV. (*Repeat the rule.*)

EXAMPLES FOR PARSING.

The boy studies diligently. Time flies very swiftly. He came too soon. You came yesterday. They will return to-day. This will never do. John went also. Howard was very benevolent. It was not very good. The book is here. Why was he so sad? When will he go? I will see him then too. He drinks too much. Brutus loved Cæsar much, but he loved Rome more. Where does he live? He lives here. He acted ably, wisely, and nobly.

Perhaps he will come to-morrow. He may possibly come sooner. You learn grammar very well. He will come much oftener. James writes most elegantly. Will he not come? Perhaps he will. He is ever watchful. Is he always ready? Will he soon come? He went to the country yesterday. It moves rapidly. Sleep seldom visits sorrow. Here will I rest, for I am extremely weary. A truly good man worships God. The rain has been constantly pouring down. The balloon went up rapidly.

Joyfully the fountain dances;
Softly falls the virgin snow.

PREPOSITIONS.

A *preposition* is a word used to express the relation of a noun or pronoun to some other word; as, The love *of* wisdom. Walk *before* him. The house is high *in* front.

The following list embraces most of the prepositions in common use.

About,	at,	by,	on,	under,
above,	athwart,	concerning,	over,	underneath,
across,	before,	down,	respecting,	until,
after,	behind,	during,	round,	unto,
against,	below,	except,	since,	up,
along,	beneath,	excepting,	through,	upon,
amid,	beside,	for,	throughout,	with,
amidst,	besides,	from,	till,	within,
among,	between,	in,	to,	without,
amongst,	betwixt,	into,	toward,	worth.
around,	beyond,	of,	towards,	

REMARKS.

1. Words which are generally prepositions become adverbs by being used without an objective case after them; as,

<i>Prepositions.</i>	<i>Adverbs.</i>
He runs <i>about</i> the fields.	He runs <i>about</i> .
They walked <i>before</i> the carriage.	They walked <i>before</i> .
He is <i>within</i> the state.	He is <i>within</i> .
He went <i>up</i> the road.	He got <i>up</i> and walked.

2. *A* used in the sense of *at*, *in*, *on*, *to*, or *by*. is a preposition; as, *a* hunting; *a* fishing.

3. Two words are sometimes taken as forming one pre-

position; as, He departed *from amongst* them. He set the one *over against* the other.

4. *But* in the sense of except is a preposition; as, All *but* him had fled. She speaks of none *but* him.

Questions.—What is a preposition? In the first sentence given as an example, which word is a preposition, and between what words does it show the relation? In the second? In the third? What do words which are generally prepositions become when used without an object? Give examples. When is *a* a preposition? What is remark third? When is *but* a preposition?

EXERCISE.

Model.

He lives *in* Paris.

In is a preposition, a word used to show the relation of a noun or pronoun to some other word: it shows the relation between *lives* and *Paris*, according to RULE XV.:—*Prepositions connect words, and show the relation between them.*

EXAMPLES FOR PARSING.

They sailed from Liverpool. The Greeks returned from the siege of Troy. Solomon succeeded to the throne of his father. Homer is supposed to have lived in Greece about the time of Solomon. Athens was at first governed by kings. He reasoned out of the Scriptures. Plato at the age of twenty was introduced to Socrates. Julius Cæsar rose into notice by his military services in various parts of the Roman Empire. The battle lasted from early in the morning till noon. Cleo-

patra, Queen of Egypt, came to Tarsus in a galley decorated with gold. Peter said, I go a fishing. The knife is worth a dollar. The waters poured down the rock.

CONJUNCTIONS.

A *conjunction* is a word used to connect words, phrases, and clauses.

ILLUSTRATION.

Connecting words.—You *and* I will go. It was John *or* James. *Neither* William *nor* his brother was there.

Connecting phrases.—He commenced to teach *and* to preach. He went through fire *and* through water.

Connecting clauses.—Wheat grows in the field, *and* men reap it. I will go, *if* he will return. James is happy, *because* he is good.

REMARK.

A conjunction is sometimes used to introduce a clause; as, *That* he is guilty is evident. *But* is this true.

CLASSIFICATION.

Conjunctions are of *two* classes,—*coördinate* and *subordinate*.

A *coördinate conjunction* is one that connects elements of similar rank; as, Time is short, *and* eternity is long. You *or* I must go.

A *subordinate conjunction* is one that connects elements of dissimilar rank; as, I will walk, *that* you may ride. I will go, *lest* he should be angry.

LIST OF CONJUNCTIONS.

Coördinate.—And, also, as well as, but, still, yet, nevertheless, notwithstanding, else, or, nor, neither.

Subordinate.—If, though, although, unless, except, whether, lest, that, provided, for, since, because, than, as, whereas, inasmuch as.

REMARKS.

The word and phrase elements, connected by a conjunction, are of similar rank: hence only coördinate conjunctions are used to connect words and phrases.

A principal and a subordinate clause are elements of dissimilar rank: hence a conjunction uniting them is a subordinate conjunction, and one connecting similar clauses, i.e. both principal or both subordinate, is a coördinate conjunction.

Conjunctions are also divided into *copulative* and *disjunctive*.

The *copulative conjunction* is one which denotes an addition, a supposition, or a cause; as, James went to the city, *and* returned quickly. I will go, *if* he will accompany me. He learns fast, *because* he studies carefully.

The copulatives are, *and, as well as, if, that, both, for, because, therefore, wherefore, provided, besides*.

A *disjunctive conjunction* is one which denotes opposition of meaning; as, Be not overcome by evil, *but* overcome evil with good.

The principal disjunctives are, *or, nor, either,*

neither, than, though, although, yet, but, except, whether, lest, unless, save, notwithstanding.

CORRELATIVES CONNECTIVES.

Correlatives are connectives which reciprocate with each other to mark the sense more closely. They may be conjunctions or conjunctive adverbs; as,

Though—yet. *Though* he slay me, *yet* will I trust in him.

Either—or. *Either* John *or* his brother was there.

Whether—or. I care not *whether* you go *or* stay.

Neither—nor. He would *neither* go *nor* stay.

Both—and. He can *both* read *and* write.

When—then. *When* pride cometh, *then* cometh shame.

Where—there. *Where* you are *there* will he be.

Questions.—What is a conjunction? Give examples in which conjunctions connect words. In which conjunctions connect phrases. In which conjunctions connect clauses. What is the first classification of conjunctions given? What is a coördinate conjunction? What is a subordinate conjunction? What is said of the word and the phrase elements connected by a conjunction? What kind of conjunction connects words and phrases? What elements are of similar rank? What kind of clauses does a subordinate conjunction connect? A coördinate conjunction? How are conjunctions otherwise divided? What is a copulative conjunction? A disjunctive conjunction? What are correlatives? What parts of speech may they be? Give examples.

EXERCISE.

Models.

James and John are happy, because they are good.

And is a conjunction, a word used to connect words, phrases, and clauses; coördinate, it connects elements of similar rank, and unites the words *John* and *James*, according to RULE XVII.:—*Conjunctions connect words, phrases, and clauses.*

Are is a verb, it signifies to be; irregular, &c., and of the third person and plural number, to agree with its subjects *James* and *John* taken together, according to RULE XII.:—*When two or more singular nouns or pronouns are taken together, a verb or pronoun to agree with them must be plural.*

Because is a conjunction, a word used to connect words, phrases, and clauses; subordinate, it connects elements of dissimilar rank, and unites clauses, according to RULE XVII. (*Repeat the rule.*)

They is a pronoun, a word used instead of a noun, &c., of the third person and plural number, to agree with its antecedents *James* and *John* taken together, according to RULE XII. (*Repeat the rule.*)

NOTE.—When the nouns or pronouns are taken *separately*, use RULE XIII., and let the model conform thereto.

Where thou goest, I will go.

Where is a conjunctive adverb, a word used to connect clauses; subordinate, it connects elements of dissimilar rank, and unites clauses, according to RULE XVII. (*Repeat the rule.*)

He controls both public and private affairs.

Both is a conjunction, a word used to connect words, phrases, and clauses; correlative, it reciprocates with *and*, to mark the sense more closely.

And is a conjunction, a word used to connect words, phrases, and clauses; coördinate, it connects elements of similar rank, and unites the words *public* and *private*, according to RULE XVII.

EXAMPLES FOR PARSING.

Riches and honor are with me. Wisdom or folly governs us. Hear instruction, and be wise. Wisdom is the principal thing, therefore get wisdom. He will read, if you will listen. I will go, for I cannot remain. He will walk, that you may ride. Though he should fall, he will rise again. I know why you lent the umbrella. The sun was shining when I awoke. While he is sick, he is penitent. You may go when he returns. He can both read and write. Either the boy or girl was present. Give me neither poverty nor riches.

INTERJECTIONS.

An *interjection* is an exclamatory word used to express some emotion of the mind; as, *oh! ah! alas!*

Interjections are used independently; i.e. without dependence on other words.

The principal interjections are,—

1. *Of sorrow*, oh! ah! alas! alack!
2. *Of wonder*, ah! strange! really!
3. *Of calling*, ho! soho! tallyho!
4. *Of exultation*, aha! huzza! hurrah!
5. *Of laughter*, he, he, he! ha, ha, ha!

6. *Of salutation*, hail! all hail! welcome!
7. *Of attention*, lo! behold! look! see! hark!
8. *Of silence*, hush! hist! mum!
9. *Of disgust*, fudge! fie! pshaw! avaunt!

REMARKS.

1. Some words used as exclamations have the sense of adjectives or verbs; as, *Strange!* i.e. *It is strange.* *Welcome!* i.e. *You are welcome.* *Behold!* i.e. *See thou.* *Hark!* i.e. *Hear thou.* Such may be parsed as interjections, or as the other parts of speech with which they agree in sense.

2. The interjection *O* should be used to introduce the object of direct address; and *Oh* should not be used for that purpose; as, *O Freedom!* thou art not as poets dream. *Oh!* cherish then this precious legacy.

Questions.—What is an interjection? How many kinds of interjections, and what are they called? Give examples of each kind. What meaning do some interjections seem to have? Give examples having the meaning of an adjective. Give examples having the meaning of a verb. How may such be parsed? What distinction should be made in the use of *O* and *Oh*?

EXERCISE.

Model.

Huzza! he comes.

Huzza is an interjection, a word used as an exclamation; it is independent, according to RULE XVIII. :—*Interjections have no grammatical relation to other words.*

EXAMPLES FOR PARSING.

Ah me! how dreadful! Avaunt! let the grave hide thee. Alas! alas! that great city! Long

live Lord Robin! Huzza! huzza! What! are you mad? O Virtue! how amiable thou art! Lo! he is here.

EXPLETIVES.

Words are sometimes used, for euphony or emphasis, with such a construction that they do not perform the office of any of the parts of speech: such words may be called *expletives*: therefore,

An *expletive* is a word used for euphony or emphasis only.

Expletives used

FOR EUPHONY.

There was a stranger here.

I sit *me* down a pensive hour to spend.

FOR EMPHASIS.

The moon *herself* is lost in heaven.

They make *even* toil to please.

A word repeated in the same construction is an expletive. The repetition is sometimes for euphony; as, Hear the bells, how they tinkle, *tinkle, tinkle*, in the icy air of night. At other times it is used for emphasis; as, Down, *down*, the tempest plunges on the sea.

Questions.—What is an expletive? Give examples of expletives used for euphony. Of expletives used for emphasis. What is said of a word repeated in the same construction?

EXERCISE.

Model.

There are no idlers here.

There is an expletive, a word used for euphony only.

EXAMPLES.

There is no man equal to the task. There was a good spring there. Is not some one gently rapping, rapping, at my chamber door? His teeth they chatter, chatter, still. John himself came, and even his aged father accompanied him. They are tolling, tolling, tolling, in that muffled monotone. The wide, wide world. Work, work, work, in the dull December light; and work, work, work, when the weather is warm and bright.

EXAMPLES FOR PARSING.

Purse all the words.

The Greeks took Troy by stratagem. The soul of man is rational and immortal. Thought and language act and react upon each other. He bolts the door with an iron bolt. That is the one that I wanted. A is used before a consonant, and an, before a vowel sound.

Give me a retired life, a peaceful conscience, honest thoughts, and virtuous actions, and I can pity Cæsar.

The murmur of thy streams, O Lora! brings back the memory of the past. The sound of thy woods, O Garmallar! is lovely in mine ear.

Look not mournfully into the past, it comes not back again; wisely improve the present, it is thine; go forth to meet the shadowy future without fear, and with a manly heart.

Happy, thrice happy, he who relies on the eternity of the soul; who believes, as the loved ones fall one after another from his side, that they have returned to their native country.

In yonder grave a Druid lies,
Where slowly winds the stealing wave:
The year's best sweets shall duteous rise
To deck its poet's sylvan grave.

To purchase heaven has gold the power?
Can gold remove the mortal hour?
In life can love be bought with gold?
Are friendship's pleasures to be sold?

There is a pleasure in the pathless woods;
There is a rapture on the lonely shore;
There is society, where none intrudes,
By the deep sea, and music in its roar.

Let us then be up and doing,
With a heart for any fate:
Still achieving, still pursuing,
Learn to labor and to wait.

PART III.

SYNTAX.

Syntax treats of the proper arrangement of words in sentences.

A *sentence* is an assemblage of words expressing a declaration, an interrogation, a command, or a petition.

The words of a sentence are arranged with regard to *relation*, *agreement*, and *government*.

Relation is the reference which one word has to another in sense.

Agreement is the similarity of words in their modifications.

Government is the power which one word has to modify another.

Questions.—What is Part Third? Of what does Syntax treat? What is a sentence? With regard to what are the words of a sentence arranged? What is relation? What is agreement? What is government?

RULES OF SYNTAX.

RULE I.—NOMINATIVES.

The subject of a finite verb is put in the nominative case.

RULE II.—APPOSITION.

A noun or pronoun in apposition is put in the same case as the substantive which it limits.

RULE III.—POSSESSIVES.

A noun or pronoun denoting possession is put in the possessive case.

RULE IV.—ABSOLUTE CASE.

A noun or pronoun not governed is put in the absolute case.

RULE V.—ADJECTIVES.

Adjectives limit substantives.

RULE VI.—PRONOUNS.

Pronouns agree with their substantives in gender, number, and person.

RULE VII.—DOUBLE RELATIVES.

Double relatives supply two cases.

RULE VIII.—VERBS.

The finite verb must agree with its subject in person and number.

RULE IX.—OBJECTIVES AFTER VERBS.

The object of a transitive verb is put in the objective case.

RULE X.—SAME CASES.

Intransitive and passive verbs have the same case after as before them, when both words refer to the same thing.

RULE XI.—INFINITIVES.

Infinitives and participles relate to nouns or pronouns as their subjects.

RULE XII.—SUBSTANTIVES TAKEN TOGETHER.

When two or more singular nouns or pronouns are taken together, a verb or pronoun to agree with them must be plural.

RULE XIII.—SUBSTANTIVES TAKEN SEPARATELY.

When two or more singular nouns or pronouns are taken separately, a verb or pronoun to agree with them must be singular.

RULE XIV.—ADVERBS.

Adverbs modify verbs, adjectives, and other adverbs.

RULE XV.—PREPOSITIONS.

Prepositions connect words, and show the relation between them.

RULE XVI.—OBJECTS OF PREPOSITIONS.

The object of a preposition is put in the objective case.

RULE XVII.—CONJUNCTIONS.

Conjunctions unite words, phrases, and clauses.

RULE XVIII.—INTERJECTIONS.

Interjections have no grammatical relation to other words.

REMARKS.

1. A noun or pronoun, following the conjunction *than* or *as*, is generally nominative to a verb understood; as, James can write better *than John*: i.e. James can write better than *John can write*. He understands it as well as *I*: i.e. He understands it as well as *I understand it*.

2. The verbs *ask*, *teach*, and *tell* may have two objects; as, He asked *me* the *question*. I taught *him* *grammar*. He told *me* many *things*. In the passive voice these verbs may have an objective case after them; as, He was taught *grammar*. He was asked the *question*. I was told many *things*.

3. The verbs which signify to *give*, *take*, *bring*, *make*, or *purchase* are frequently followed by an objective case governed by the preposition understood; as, Give *me* an apple: i.e. Give *to me* an apple. They took the child *home*: i.e. They took the child *to his home*. He brought *me* a beautiful flower: i.e. He brought *to me* a beautiful flower. I made *him* a pair of boots: i.e. I made *for him* a pair of boots. He bought his *son* a new book: i.e. He bought *for his son* a new book.

4. A noun or pronoun after the verbal noun *being* is in the absolute case; as, I was sure of its being *he*.

5. Some verbal nouns have the property of the transitive verb, and govern the objective case; as, His method of *conducting* recitations was good. *To avenge* an injury places us on a level with our enemy.

Such in parsing are called *transitive verbal nouns*.

6. The verb, to agree with a phrase or clause as its subject, must be of the third person singular; as, To be good is to be happy. That he is guilty *has been* clearly proved.

Questions on Remarks.—What is said of a noun or pronoun following the conjunction *than* or *as*? Give examples. Tell what verbs are understood after the following final nouns or pronouns: He is better than I. I am as good as you. John is older than James. James is as old as William.

What verbs may have two objects? What is said of their passive form? Give examples. What verbs frequently have a preposition understood after them? Give examples. In what case is a noun or pronoun after the verbal noun *being*? What is said of some verbal nouns? Give examples. What are such called in parsing? What is said of a verb which agrees with a phrase or clause for its subject?

TRANSPOSITION.

The natural order of the elements of a sentence is:—
1. The adjective. 2. The subject. 3. The verb. 4. The object. 5. The adverb; as, Wise kings rule nations prudently. Coming events cast their shadows before.

Any order different from the natural is called inverse order.

Transposition is changing the order of the elements.

NATURAL ORDER.

Still evening came on now.

INVERSE ORDER.

Now came still evening on.

INVERSE ORDER.

Here rests his head upon the lap of earth,
A youth, to fortune and to fame, unknown.

NATURAL ORDER.

A youth, unknown to fortune and to fame, rests his head here upon the lap of earth.

INVERSE ORDER.

On Linden, when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow
Of Iser, rolling rapidly.

NATURAL ORDER.

The untrodden and all bloodless snow lay on Linden, when the sun was low, and the flow of Iser, rolling rapidly, was dark as winter.

Inversion occurs more or less in all composition, but it is most frequent in poetry.

SHORT METHOD OF PARSING.

In the following models, the definitions are omitted; the rules also may be omitted, if the pupil is quite familiar with them.

Model 1.

Alas! man often mistakes his best interests and departs from the path of duty.

Alas... is an interjection. (RULE XVIII.)

Man... is a common noun, of the masculine gender, third person, and singular number, and in the nominative case, being the subject of the verb *mistakes*. (RULE I.)

Mistakes is an irregular, transitive verb, in the indicative mode, present tense, and of the third person and singular number, to agree with its subject *man*. (RULE VIII.)

Often is an adverb, and modifies the sense of the verb *mistakes*. (RULE XIV.)

His... is a personal pronoun, of the masculine gender, third person, and singular number, to agree with its antecedent *man*. (RULE VI.) *His* is in the

possessive case, to show its relation to the noun *interests*. (RULE III.)

Best...is a descriptive adjective, in the superlative degree, and relates to the noun *interests*. (RULE V.)

Interests is a common noun, of the neuter gender, third person, and plural number, and in the objective case, being the object of the verb *mistakes*. (RULE IX.)

And...is a conjunction, and unites clauses. (RULE XVII.)

Departs is a regular, intransitive verb, in the indicative mode, present tense, and of the third person and singular number, to agree with *he* understood for its subject. (RULE VIII.)

From...is a preposition, and shows the relation between *departs* and *path*. (RULE XV.)

The...is a definitive adjective, and limits the noun *path*. (RULE V.)

Path is a common noun, of the neuter gender, third person, and singular number, and in the objective case, being the object of the preposition *from*. (RULE XVI.)

Of.....is a preposition, and shows the relation between *path* and *duty*. (RULE XV.)

Duty is a common noun, of the neuter gender, third person, and singular number, and in the objective case, being the object of the preposition *of*. (RULE XVI.)

Model 2.

The traveler, *seeing* the danger, commenced *to flee*.

Seeing is an imperfect, transitive participle, and refers to the noun *traveler* for its subject. (RULE XI.)

To flee is an irregular, intransitive verb, in the infinitive mode, present tense, and refers to the noun *traveler* for its subject. (RULE XI.)

Model 3.

To lie is base.

To lie is a verbal noun, of the neuter gender, third person, and singular number, and in the nominative case being the subject of the verb *is*. (RULE I.)

Model 4.

His method of *solving* the *problem* was approved.

Solving is a transitive verbal noun, of the neuter gender, third person, and singular number, and in the objective case, being the object of the preposition *of*. (RULE IX.)

Problem is a common noun, of the neuter gender, third person, and singular number, and in the objective case, being the object of the transitive verbal noun *solving*. (Remark 5.)

Model 5.

That man is fallible is evident.

That man is fallible is a substantive clause*, of the neuter gender, third person, and singular number, and in the nominative case, being the subject of the verb *is*. (RULE I.)

That is a subordinate conjunction, and introduces the clause *that man is fallible*. (RULE XVII. Parse each word.)

Is.....is an irregular, intransitive verb, in the indicative mode, present tense, and of the third person and singular number, to agree with the substantive clause *that man is fallible* for its subject. (RULE VIII., and Remark 6.)

* A substantive clause is a clause having the construction of a noun or pronoun.

Model 6.

He was taught grammar.

He is a personal pronoun, of the masculine gender, third person, and singular number, to agree with its antecedent understood. (RULE VI.) *He* is in the nominative case, being the subject of the verb *was taught*. (RULE I.)

Was taught is an irregular, passive verb, in the indicative mode, past tense, and of the third person and singular number, to agree with its subject *he*. (RULE VIII.)

Grammar is a common noun, of the neuter gender, third person, and singular number, and in the objective case, after the verb *was taught*, the passive form of the verb *to teach*. (Remark 2.)

In the following models, the words commonly denominated compound or double relatives are treated as simple relatives, which is probably the more philosophical method.

Model 7.

He studies *what is useful*.

What is a relative pronoun, of the neuter gender, third person, and singular number,* to agree with *thing which* understood for its substantive (RULE VI.); it is in the nominative case, being the subject of the verb *is*. (RULE I.)

What is useful is a substantive clause, of the neuter gender, third person, and singular number, and in the objective case, being the object of the transitive verb *studies*. (RULE IX.)

* The pronoun *what*, though often plural in sense, is always singular in construction.

What cannot be cured must be endured.

What is a relative pronoun, of the neuter gender, third person, and singular number, to agree with *thing which* understood for its substantive (RULE VI.); it is in the nominative case, being the subject of the verb *can be cured*. (RULE I.)

Can be cured is a regular, passive verb, in the potential mode, present tense, and of the third person and singular number, to agree with its subject *what*. (RULE VIII.)

Not... is an adverb of negation, and modifies the sense of the verb *can be cured*. (RULE XIV.)

What cannot be cured is a substantive clause, of the neuter gender, third person, and singular number, and in the nominative case, being the subject of the verb *must be endured*. (RULE I.)

Must be endured is a regular, passive verb, in the potential mode, present tense, and of the third person and singular number, to agree with the substantive clause *what cannot be cured* for its subject. (RULE VIII., and Remark 6.)

Whoever sins will suffer.*

Whoever is a relative pronoun, of the common gender, third person, and singular number, to agree with *person who* understood for its substantive (RULE VI.); it is in the nominative case, being the subject of the verb *sins*. (RULE I.)

* *Will suffer* agrees with the substantive clause *whoever sins* for its subject.

EXAMPLES FOR PARSING.

I.

Flowers bloom. Winds blow. Grass grows.
Birds fly. Men labor. Snow falls. Lambs play.
They wrote. He walked. You studied. They
have come. They had come. Will you go? Shall

he come? He had written. It was found. It will be done. They may come. Can he write? Pupils should study. It can be done. It could have been found. America was discovered. Has he arrived. Ellen was talking. We shall have been reading. They were singing. I am. He was. Time will be. Things have been. They are. It will have been. Awake. Study. Write.

II.

The river flows. The moon shines. An eagle flies. A friend speaks. This man came. All men must die. Good children are loved. Wicked men suffer. Industrious people prosper. No person came. Man's works decay. The huntsman's horn sounded. The bright sun's rays illuminate. Your brother improves. His strength failed. Their interests were considered. Ellen's hopes vanished. Her head aches. Frederic the king ruled. The queen Victoria was esteemed. His daughter Sarah sings. The Apostle Paul preached. Pompey the general was conquered. Demosthenes, the celebrated orator, declaimed. Arnold, the base traitor, escaped. Ida, the minister's daughter, has returned. Brutus, having spoken, retired. Santa Anna, having been conquered, fled. John, being disappointed, returned.

III.

The girls found violets. The cat catches mice. They saw Washington. He bought a farm. The

travelers found a resting-place. Good children love their parents. The patriot loves his country. Does he improve his time? Study your lessons. Can he write a letter? Will you hear me? They study diligently. She was not there. When will he be here? Can he come now? He may come to-morrow. Faithful servants labor attentively. Good scholars speak correctly. A very benevolent lady resides here. Weak-minded persons change continually.

Gold is precious. Iron is useful. A good book is a treasure. Trees are plants. Cain was a murderer. It was John. James was an industrious student. Her name is Sarah. Patience is a rare virtue. Green is a pleasant color. He may become a great man. He was called a philosopher. Pure cold water is a delightful beverage. Simon was surnamed Peter. Ripe fruit is excellent. He died a drunkard.

IV.

To see¹ is to believe. To forgive is divine. To err is human. I rejoice to hear it. They love to write. To be good is to be happy. To suffer is the lot of all men. Walking is pleasant exercise. We saw our friends coming. He was heard speaking. I found Susan writing. The man of integrity is respected. The King of France fled. Athens is the capital of Greece. He bade him recite his lesson. Let us do our work well. He heard the old clock strike the hour of twelve.

Thomas saw the tree fall. The ancestors of the English are generally known by the name of Saxons. The bigots of that iron time had called his harmless art a crime. A wandering harper, scorned and poor, he begged his bread from door to door.

Friends, Romans, countrymen, lend me² your ears. Take the child home.² Give William² the book. He brought me² a beautiful flower. I sold him a valuable farm. Give me the book. London, the capital of the British empire, and the largest city in the world, is situated on the Thames, a river in the southeastern part of England. The time having arrived, we commenced our journey. Our father being present, we were not afraid. Religion, our guide in prosperity, is also our best consolation in adversity. Columbus, having accomplished the object of his voyage, returned to Spain. Alas! those happy days are gone. O Providence! how many poor insects of thine are exposed to be trodden to death in each path!

¹ See Model 3, page 139.

² See Remark 3, page 135.

V.

Exercise and temperance strengthen the constitution. The lion and the lamb shall lie down together. Industry and perseverance have worked wonders. Life, death, and immortality are themes of sublime and surpassing interest. Sincerity and truth form the basis of every virtue. John or

James must go. The pupils study and recite. Read and reflect on all matters of importance. Thought and language act and react upon each other. We watched and waited by day and by night. Cyrus conquered Syria and Arabia. The soul of man is rational and immortal. They were oppressed and plundered by their rulers.

The wilderness and the solitary place shall be glad for them. He acted firmly, but kindly. Beautiful and salutary is the sound of a distant Sabbath bell in the country. He may go or stay. A stream of flame and smoke issued from the chimney. The obligation of respect and love for parents never ceases. How vain are eloquence and poetry, compared with heaven-descended truth! Pay supreme and undivided homage to goodness and truth. Benefits should be long and gratefully remembered. Grand ideas and principles elevate and ennoble the mind. Alas! that folly and falsehood should be so hard to grapple with!¹

¹ *With* is an adverb limiting the verb to *grapple*.

VI.

Harbor no malice in thy heart: it will be a viper in thy bosom. The time has passed, and you did not improve it. The earth is dark, but the heavens are bright. The heavens declare the glory of God, and the firmament showeth his handiwork. You must be diligent, or you will not succeed. Brutus loved Cæsar much, but he loved Rome

more. He stood on an eminence, and glory covered him. We must fight, or our liberties are lost.

The Assyrian came down like a wolf on the fold,
And his cohorts were gleaming in purple and gold.

St. John says that God is love. The very correct remark has been made, that it is a great loss to lose an affliction. His grand excellence was this, that he was a true man. Seneca tells us that there is a settled friendship between God and good men. Thou knowest that virtue can never be despoiled of its deathless crown. Be on thy guard against flattery; for it is an insidious poison. If you would be revenged on your enemies, let your life be blameless. The tree will not bear fruit in autumn, unless it blossoms in the spring. We must lean on the hand of a guide, until we can go alone. Wealth is of no real use, except it be well employed.

Avoid rudeness of manners, which must hurt the feelings of others. Behold the emblem of thy state in flowers, which bloom and die. Happy are the people whose history is the most wearisome to read. Where your treasure is, there will your heart be also. He who made the universe, now preserves and governs it. He who teaches, often learns himself. Whom ye ignorantly worship, him declare I unto you. That the earth is a sphere can¹ easily be proved. When he will arrive is uncertain. Why he left the city is a mystery. How shall we escape is the question. Where he resides

cannot be ascertained.¹ Where thou goest I will go.

Are there not seasons of spring in the moral world? And is not the present age one of them? Stones grow; vegetables grow and live; animals grow, live, and feel. Philosophy makes us wiser, Christianity makes us better, men. Truth will pass down in fragments to posterity, but posterity will collect and compose them into a whole. To rule one's anger is well; but to prevent it is better. You cannot find one better than this. Curiosity allures the wise; vanity, the foolish; and pleasure, both. The Grecians excelled in precepts; the Romans, in examples. Labor brings pleasure; idleness, pain. The young are slaves to novelty; the old, to custom. Pride goeth before destruction, and a haughty spirit before a fall.

¹ See Model 5, page 139.

VII.

Speak as you mean, do as you profess, and perform what² you promise. Treat whoever comes with respect. If thou wouldst know what thou art, ascertain what thou canst do. Heaven hides from brutes what men, from men what spirits, know. Whatsoever he says, observe. He meditates upon what is profitable. The Lord chastens whomsoever he loves. I believe what he says. Whosoever runs may read.

² See Model 7, page 140.

He has what¹ money he wants.¹ Take whichever² pen pleases² you.

¹ *What* is a definitive adjective, limiting the noun *money*. *Wants* is a transitive verb, having *which* understood for its object. "He has what money [*which*] he wants."

² *Whichever* is a definitive adjective, limiting the noun *pen*. The subject of *pleases* is the relative *that* understood. "Take whichever pen [*that*] pleases you."

John is older than James.³ He can write better than I.³ The music was soft as the gentle zephyr.³ His face did shine as the sun, and his raiment was white as the light. Am I not as good as others? Are you any better than your neighbors?

³ See Remark 1, page 135.

He asked⁴ me some questions concerning my studies. I told⁴ him all that I knew. He was sent to an academy, where he was taught⁴ writing, arithmetic, and other useful branches. I was asked this question several times. You were told the same thing repeatedly. We have been told their destiny and use.

⁴ See Remark 2, page 135, and Model 6, page 140.

Its being I⁵ made no difference. I was sure of its being he.⁵ Yet a few days, and thee the all-beholding sun shall see no more in all his course. Earth, that nourished thee, shall claim thy growth to be resolved to earth again. The ruin of a state is generally preceded by a universal degeneracy of manners, and a contempt for religion.

⁵ See Remark 4, page 135.

To love¹ your enemies is commanded in the gospel. Continued practice in solving¹ problems has made him quite expert in all mathematical operations. Its excesses may be restrained without destroying its existence. Receiving goods known to be stolen is a criminal offense. They could not avoid giving offense.

We have succeeded in making a beginning. Taking a madman's sword to prevent his doing mischief, cannot be regarded as robbing him. To improve your time properly, should be your constant care. To recite his lessons well, should be the desire of every pupil. He who seeks to immortalize his name by disorganizing society and demoralizing the community, will be dissatisfied with his own labors, and reap the reward of his iniquity.

¹ See Remark 5, page 135, and Model 4, page 139.

VIII.

The¹ more we possess, the more we desire. The more I examine the work, the better I like it. I like this the² best. Sweet is the coming on³ of evening mild. What!⁴ can ye lull the winged winds asleep?⁵ He went almost⁶ to Philadelphia.

¹ *The—the* are correlatives uniting the clauses.

² *The* is an expletive used for euphony.

³ *On* is an adverb limiting the verbal noun *coming*. The verbal noun has the construction of the verb and noun, and may be limited by adverbs and adjectives.

⁴ *What* is an interjection.

⁵ *Asleep* is an adjective relating to the noun *winds*.

⁶ *Almost* is an adverb limiting the expression to *Philadelphia*, an adverbial phrase denoting place.

He remained in London almost⁷ a year. He, being a worthy man,⁸ was promoted. For who but He⁹ who arched the skies, could raise the daisy's purple bud? All nature is but¹⁰ art, unknown to thee.

⁷ *Almost* is an adverb limiting the expression *a year (one year)*, which, taken as a unit, is an adverb of time.

⁸ *Man* is in the nominative case after the intransitive verb *being*.

⁹ *He* is nominative to *could raise* understood. According to more modern writers, the objective case should be used, and *but* taken as a preposition.

¹⁰ *But* is an adjective relating to *art*.

His reputation as a scholar¹ is good. He acted as president² during the day. He was offered three thousand dollars.³ Man shall not live by bread alone.⁴ Whether he is rich or poor, makes⁵ but⁶ little difference. Not⁷ as the conqueror comes, they, the true-hearted, came. He painted the house green.⁸ Genius is the intuitive perception of⁹ what is; moral sentiment is the feeling of¹⁰ what ought to be.

¹ *Scholar* is in the nominative case in apposition with *reputation*.

² *President* is in the nominative case after the intransitive verb *acted*.

³ *Dollars* is in the objective case after the passive verb *was offered*. The verb *offer*, like the verbs mentioned in remark second, takes an objective case after its passive form.

⁴ *Alone* is an adjective relating to *bread*.

⁵ *Makes* agrees with the substantive clause *whether he is rich or poor* for its subject.

⁶ *But* is an adverb modifying the adjective *little*.

⁷ *Not* is an adverb modifying the meaning of the adverbial clause *as the conqueror comes*.

⁸ *Green* is an adjective relating to the noun *house*.

⁹ *Of* is a preposition showing the relation between *perception* and the substantive clause *what is*.

¹⁰ *Of* is a preposition showing the relation between *feeling* and the substantive clause *what ought to be*.

RULES OF SYNTAX,

WITH EXAMPLES, REMARKS, AND FALSE SYNTAX.

RULE I.—NOMINATIVES.

The subject of a finite verb is put in the nominative case.

EXAMPLES.—*He* writes. *I* study. *They* learn. *We* may go.

REMARK.

All verbs are finite except such as are in the infinitive or participial mode.

FALSE SYNTAX.

Models.

Him and *I* study, is incorrect; it should be, *He* and *I* study: *him* is in the objective case, and it should be in the nominative case, because it is one of the subjects of the verb *study*. (RULE I. Repeat the rule.)

Who came first? *Me*. The expression is incorrect; it should be, Who came first? *I*: *me* is in the objective case, and it should be in the nominative case, because it is the subject of the finite verb *came* understood. (RULE I. Repeat the rule.)

EXAMPLES.

Her and me write well. Him and them traveled together. Them and us are going. John and me live on the same street. The girls and us visited the city. Thee must try to speak correctly. May him and me take a walk? Are you and her acquainted with them? Me and you know better. What are them and their friends doing? She is taller than him. They know more than me. You are as studious as us. Her and me understand

grammar as well as him. I knew it before them. I can write faster than her.

Who is there? Me. Who said so? Her. Who will go? Him. Who did the work? Us. Whom do you say was there? Us girls are going. Him whom you dislike is present. Her whom you say was here, has left the city. Mary saw it as well as me. None knew it but him. They, and not us, were there. Them that despise me shall be lightly esteemed. Here is none but thee and I. Whom do you think will be the successful candidate?

RULE II.—APPOSITION.

A noun or pronoun in apposition is put in the same case as the substantive which it limits.*

EXAMPLES.—Ye *men* of Israel. Thou *traitor*. We *men* of science labor for the good of posterity. They spoke to us *children*.

REMARKS.

1. A noun may be in apposition with a clause or part of a sentence; as, He lent me his assistance, a *kindness* which I shall not forget. He recovered, a *result* which was not expected.

2. A noun or pronoun in apposition is sometimes singular when the principal term is plural; as, They departed every *man* to his home. We love *each* other: i.e. We *each* love the other. In the first example, *man* is in apposition with *they*. In the second, *each* is in apposition with *we*.

* The word apposition means *adding to*. A noun or pronoun in apposition is added to the principal term to explain or define it more fully; as, John Smith the *carpenter*: here *carpenter* is added to the principal term to explain which John Smith is meant.

Model.

We saw your brother, *he* who lives in the city, is incorrect; it should be, *him* who lives in the city: *he* is in the nominative case, and it should be in the objective, because it is in apposition with *brother*, which is in the objective case. (RULE II. Repeat the rule.)

EXAMPLES.

Do you know that gentleman, *he* who stands by the window? We honor the soldiers of the Revolution, *they* who fought for freedom. Mary the seamstress, *her* who works for us, is an industrious girl. It was John, *him* that wrote the letter. I spoke of Noah Webster, *he* who wrote the dictionary. I suppose it to be Mr. Jones, *he* who lives on Penn Street. Who built this house? Henry Smith, *him* who went to California. Will you act thus towards me, I *who* have so often assisted you?

RULE III.—POSSESSIVES.

A noun or pronoun denoting possession is put in the possessive case.

EXAMPLES.—*Mary's* book. *Your* pen. *His* slate. *Ladies'* bonnets. I did not know of *your* being present.

REMARKS.

1. Nouns in apposition usually have the sign annexed to the last; as, John the Baptist's head; Johnson the carpenter's shop; but if the limited word is omitted, the sign may be annexed to either; as, I left the book at Smith's the bookseller, or at Smith the bookseller's.

2. When there are several nouns in apposition, or when one or more phrases are added in explanation, the sign may

be annexed to the first; as, These Psalms are David's, the king, priest, and prophet of the people. I bought the desk at Lyndsay's, the cabinet-maker on Liberty Street.

NOTE.—These expressions are inelegant, and should be avoided.

3. Two or more nouns in the possessive case have the sign annexed to the last only, if the limited word denotes an object possessed in common; as, Smith and Brown's store. William and Mary's College. But if the limited word denotes an object possessed separately, the sign must be annexed to each; as, Adams' and Jackson's administration.

4. The limited word must not be made plural because the possessive is plural, unless the sense requires it; as, Our health is good, and not, Our healths are good.

5. Verbal nouns, like others in the same construction, are preceded by the possessive case; as, I am tired of his talking, not, I am tired of him talking.

FALSE SYNTAX.

Model.

This is your fathers house is incorrect; *fathers* should have the possessive sign, because it has the possessive relation to the noun *house*. (RULE III.)

Let the pupil revise the rules for the possessive case, on page 58.

EXAMPLES.

The boys lessons are not learned. We use Os-goods Readers. The ladys dress was bought at Browns store. He had grace for others sins, but none for theirs. Teach me to feel anothers woe. Moses rod was turned into a serpent. He cast himself down at Jesus feet. Mens hats are sold at Stewarts. Mans chief good is an upright mind. John Smith his book. Mary Jones her book.

Remark 2—3.

These works are Bayard Taylors, the poet's and traveller's. I reside at Lord Stormont's, my old patron's and benefactor's.

I visited Henry's and Mary's teacher. Little's and Co.'s store is on Fourth Street. It is north of Mason's and Dixon's line. This hat is John or James's. Cain and Abel's occupation were not the same. There is no difference between Mary and Ellen's age.

Remark 4—5.

Take care of your healths. For our parts, we are satisfied. He did it for their sakes. We should not murmur at our fates. Our lots have not been unpleasant.

You being present did not prevent him behaving badly. Did they hear of him going? He was averse to the nation involving itself in war. She being rich did not make her happy. You saying so did not prove it to be true. I do not like him spending his money so carelessly. He spoke of me studying the languages. I approved of them speaking frankly.

RULE IV.—CASE ABSOLUTE.

A noun or pronoun not governed is put in the absolute case.

EXAMPLES.—*He* approaching, they fled. *Plato*, thou reasonest well. O wonderful *man!* He died last year. Its being *I* made no difference.

REMARKS.

1. A noun is put in the absolute case before a participle, by direct address, by exclamation, by ellipsis, and after the verbal noun *being*.

2. The absolute case has generally the same form as the nominative, except when it follows the interjection *ah*; then it has the objective form; as, *Ah! me*.

FALSE SYNTAX.

Models.

Him being seen, they fled, is incorrect; it should be, *He* being seen, they fled: *him* is in the objective case, and it should be in the absolute case, because it is before the participle *being seen*, and independent of the rest of the sentence. (RULE IV.)

Its being *me* astonished them, is incorrect; it should be, Its being *I* astonished them: *me* is in the objective case, and it should be in the absolute case after the verbal noun *being*. (RULE IV.)

EXAMPLES.

Him having arrived, the meeting was organized.
Its being *me* need make no difference. We could not be sure of its being him. Us having returned, they rejoiced. Oh happy us! who are thus blessed.

RULE V.—ADJECTIVES.

Adjectives limit substantives.

EXAMPLES.—*Good* men are *happy*. To lie is *base*. That he is a good speaker is *evident*.

NOTE.—A substantive is a noun or pronoun, or a phrase or clause having the construction of a noun.

REMARKS.

1. Adjectives which denote number must agree in num-

ber with their substantives; as, *One* man. *Five* pounds. *This* kind. *These* kinds.

2. An adjective sometimes limits another adjective, and the two, taken together, limit the noun; as, *Dark* blue cloth. *Deep* black clouds.

3. An adjective may limit an adjective and noun taken together as one term; as, *The first* two verses. *Every ten* miles.

4. Adjectives should be so placed as to limit the term intended; as, A glass of *cool* water, not, A *cool* glass of water.

5. The pronoun *them* should not be used as an adjective; as, Bring me *those* books, not, Bring me *them* books.

6. Double comparatives and superlatives are improper; as, *Worser*. *Most unkindest*.

7. When objects are contrasted, *this* and *these* refer to the nearer, or last mentioned, *that* and *those* to the more remote, or first mentioned; as, Riches and poverty are both temptations: *that* tends to excite pride; *this*, discontent.

8. An adjective, and not an adverb, is used to express quality; as, We feel *warm*, not, We feel *warmly*.

Quality is expressed by adjectives; manner, by adverbs.

Adjectives.

Men grow *old*.

She looks *cold*.

The statement seems *correct*.

He stands *firm*.

Adverbs.

The boys grow *rapidly*.

She looked *coldly* on him.

It was done *correctly*.

He adheres *firmly* to his purpose.

FALSE SYNTAX.

Models.

The wall is thirty *foot* long, is incorrect; it should be, The wall is thirty *feet* long: *foot* is singular, and it should be plural, because the adjective *thirty* is plural. (*Repeat Remark 1.*)

He had a *new* pair of shoes, is incorrect; it should be, He had a pair of *new* shoes: *new* should be placed next the term *shoes*, which it limits. (*Repeat Remark 4.*)

EXAMPLES.

Remark 1.

I paid four shilling for six pound of sugar. He bought five barrel of flour. She is twelve year old. He paid six pound for ten bushel of corn. These kind of books is not profitable. I do not like those sort of people. He had two pair of shoes. We walked four mile. Those molasses came from New Orleans. The lesson is on page twenty-five.

Remark 4—5.

Mary bought a fine piece of cloth and a new pair of gloves. He bought an old span of horses and a new set of harness. He had a ripe basket of fruit. He sold a valuable tract of land.

Give me them books. Them men spoke to me.

Remark 6.

We live in a more pleasanter situation. This was the most unkindest cut of all. The Most Highest governs the universe. After the most straitest sect of our religion, I lived a Pharisee. The king is the chiefest man in the nation. He possessed a more superior intellect.

Remark 8.

This plant grows wildly in Europe. Satin feels very smoothly. This expression sounds harshly. Open the door widely. The fruit tastes sourly. The sun shines brightly. They looked pleasantly,

and must have felt happily. He walks very straightly. The rose smells sweetly.

ARTICLES.

The definitive adjectives, *a*, *an*, and *the*, are called articles. *The* is the definite, and *a* or *an*, the indefinite article.

REMARKS.

1. When the indefinite article is required, *a* is used before words which commence with a consonant sound, and *an*, before words which commence with a vowel sound; as, *An* eagle is *a* large bird.

2. When two or more adjectives relate to the same object, the article is not repeated; as, *A* black and white cow: i.e. One cow having black and white spots.

When two or more adjectives relate to different objects, the article is generally repeated; as, *A* black and *a* white cow: i.e. two cows, one black and the other white.

3. The definite article is sometimes used for emphasis or euphony, in which case it may be parsed as an expletive; as, I admire this *the* most of all.

4. The indefinite article is sometimes placed before a plural adjective; as, *A* few days. *A* hundred men. In this case, the two may be taken together as one adjective, limiting the noun; as, *A* few days: i.e. *one few* days. *A* hundred men: i.e. *one hundred* men.

FALSE SYNTAX.

Examples.

He was a good and a kind parent. Jane has a large and small grammar. A red and black flag were both displayed. A black and white ox were yoked together. I understand both the old and new method. Does he live on the right hand or left.

RULE VI.—PRONOUNS.

Pronouns must agree with their substantives in gender, person, and number.

EXAMPLES.—John visited *his* friends *who* live in the city. The lady sold the watch *which* had been presented to *her*. *Ye*, therefore, *who* love mercy, teach *your* sons to love *it* too.

REMARKS.

1. When antecedents taken together differ in person, a plural pronoun representing them agrees with the first person in preference to the second or third, and with the second in preference to the third; as, You and I learn *our* lessons. He and you do *your* duty.

2. When substantives in the same construction differ in person, the third person should be named before the second or first, and the second before the first; as, *John* and *you* are wanted. He spoke to *you* or *me*.

3. If the antecedent is a collective noun conveying the idea of unity, the pronoun must be neuter singular; as, The school is good, and *its* teachers competent. But if the noun conveys the idea of plurality, the pronoun should be plural; as, The people will make *their* voice heard.

4. When the antecedent denotes a person, and is of the common gender, singular number, the pronoun should be masculine singular; as, Every person should do *his* duty, not, Every person should do *their* duty.

5. The relative *who* is applied to persons and to objects personified; *which*, to things and brutes, to collective nouns of unity, and, as an interrogative, to persons. The man *who* came. The fox *who* spoke first. The tree *which* fell. *Which* is the person?

6. *That* is generally used instead of *who* or *which* after *very*, *same*, *all*, an adjective in the superlative degree, the

interrogative *who*, a collective noun of unity, a joint reference to different genders or species, and where the propriety of *who* or *which* is doubtful; as, He is the same person *that* we saw yesterday. All *that* I have, I give unto you. Who *that* sees the evil, can say this? The men and things that we saw in the city. The nation *that* fears the Lord will be prosperous.

7. The pronoun *what* should not be used for the conjunction *that*; as, I do not know but *what* I will go: it should be, I do not know but *that* I will go.

FALSE SYNTAX.

Model.

Let every pupil obey *their* teacher, is incorrect. It should be, Let every pupil obey *his* teacher: *their* is plural, and it should be singular, because its antecedent pupil is singular. (RULE VI. Repeat the rule, and Remark 4.)

EXAMPLES.

Every one should do their duty. If any person doubts this statement, let them inquire and satisfy themselves. Each member of the class brought their book with them. A person who was present said that they knew him well. The person who told me the story desired that their name might not be mentioned. The news has arrived, and they are favorable. Each of us had more than we wanted. Let every one of you attend to your own affairs. The summons was received, but they were not obeyed. Rebecca took goodly raiment, and put them upon Jacob. Every heart knows their own sorrows. No person can tell what they may be.

Remark 3.

The crowd continued to increase, until they numbered many thousands. This society is well organized, and their rules are excellent. The court, in their wisdom, decided otherwise. This flock had lost their shepherd. The army had lost many of their best officers. The convention has assembled, and they will continue in session several days. The multitude eagerly pursue pleasure as its chief good. The congregation listened attentively to its pastor.

Remarks 5, 6, 7.

The lady which you have seen resides in this city. The persons which committed the deed have fled. There was a certain householder which planted a vineyard. That is the vice, whom I hate. The nation who has a good ruler is happy. The committee who was appointed yesterday will meet to-day.

He is the best musician whom I ever heard. You are the same person whom I met yesterday. They were the first who entered. All which was said could not move him. He told us of the men and things which he had seen.

FALSE SYNTAX.

They had no doubt but what he was guilty. I did not know but what it might be done. You do not know but what the report is true.

RULE VII.—DOUBLE RELATIVES.

Double relatives supply two cases.

EXAMPLES.—I know *what* he said. *Whoever* does no good does harm.

NOTE.—These words may be considered simple relatives, and Rule VII. omitted. (See page 140.)

RULE VIII.—AGREEMENT OF THE VERB.

The finite verb must agree with its subject in person and number.

EXAMPLES.—I *learn*. Thou *learnest*. He *learns*. The boys *study*. Henry *studies*.

REMARKS.

1. When a collective noun conveys the idea of unity, the verb to agree with it must be singular; as, The convention *has assembled*.

But if the noun conveys the idea of plurality, the verb must be plural; as, The people *are dissatisfied* with this law.

NOTE.—A collective noun, unless it *clearly* suggests the idea of unity, requires the verb to be plural.

2. In the phrase *as appears*, the verb agrees with *it* understood, and is therefore always of the third person singular.

In the phrase *as follows*, *as* is a relative agreeing with a singular or plural antecedent, and the verb is varied in number accordingly; as, The discourse was *as follows*. His remarks were *as follow*.

3. When the nominative is a phrase or clause, the verb must be of the third person singular; as, To lie *is* base. That he has done his duty *is* evident.

4. The pronoun *you*, though often singular in sense, always requires that the verb which agrees with it shall be plural.

FALSE SYNTAX.

Model.

The boys *has* studied their lessons, is incorrect. It should be, The boys *have* studied their lessons: *has studied* is of the singular, and it should be of the plural number, because its nominative *boys* is plural. (RULE VIII.)

EXAMPLES.

The pupils of this school learns well. There's two pencils on the desk. The health of my friends are good. The news have come. The summons were not disobeyed. There are a great variety of tastes among individuals. Neither of his brothers were there. What have become of your friends? There is more than one error in his statement. The teacher with all her pupils were present. Has the workers of iniquity no knowledge? Was the lessons well studied? One of the vowels are silent. What books have each of the scholars? Adjectives limits substantives. The house, with the adjoining grounds, have been sold.

One of the injured men have since died. Thou knowest all things, and will judge every man according to his works. There was, notwithstanding this circumstance, no hopes of success. The propriety of these measures are doubtful. The people that lives near us is preparing to remove. In him centres all our best affections. He was one of those persons that complains much for trifles. One of the cities which was built still remain. Whence cometh these mighty armies? Must I, that has

hitherto been faithful, now betray my trust? Thou, that has thyself erred, should have charity for the failings of others. The ship with all its crew were lost.

Remarks 1—4.

The school have assembled. Congress are in session. The convention were large. The society meet to-night. The synod have adjourned. The conference adjourn to-morrow. The public generally is well pleased. The committee differs with regard to this matter. The council is divided in their opinions.

You was very busy. Where was you? Was you taking a walk? Was you at school yesterday? What was you doing while we was absent?

RULE IX.—OBJECTS OF VERBS.

The object of a transitive verb is put in the objective case.

EXAMPLES.—They saw *John* and *me*. *Whom* did you see? They knew *us*. I found *him* writing a letter.

REMARKS.

The transitive verbs *lay*, *set*, and *raise*, should not be used for the intransitive verbs *lie*, *sit*, and *rise*.

Lay means to place.

Lie, to rest horizontally.

Set means to put.

Sit, to be seated.

Raise means to elevate.

Rise, to get up.

The verb *set* is used intransitively when it denotes to go down or disappear; as, The sun *sets*.

FALSE SYNTAX.

Model.

They saw Mary and *I*, is incorrect; it should be, They saw Mary and *me*: *I* is in the nominative case, and it should be in the objective, because it is one of the objects of the verb saw. (RULE IX.)

EXAMPLES.

You know she and *I*. Susan wanted Ellen and *I* to write. Let you and *I* study our lessons. *I* requested he and you to visit my sister and *I*. Who do you want? Who did you see? Thou only have *I* chosen. They who you met are our friends. He and they we know; but who are you? You should punish him who committed the offence, and not *I*, who am innocent. Who should *I* meet but John? Who do you take to be so foolish? Who, not having seen, we love. Vain pomp and glory of this world, *I* hate ye. They who goodness has exalted, we should respect. Ye who were dead hath he quickened. Who did they appoint? He who you recommended. They that honor me will *I* honor.

REMARK.

Model.

Your book *lays* on the table, is incorrect; it should be, Your book *lies* on the table: the transitive verb *lay*, which means to place, should not be used for the intransitive verb *lie*, which means to rest horizontally.

EXAMPLES.

The river is raising. The price of flour has raised. May *I* set beside him? Walk in and set

down. Let us set here a short time. The desk has always set in that part of the room. They were just setting down when *I* came in. They were in the habit of setting and talking awhile. It is wrong to set and do nothing useful. We have laid late this morning. He laid ill for a long time. His farm lays near mine. The book is laying on the table. He lays at rest in the old churchyard. *I* saw a dark object laying on the floor. The land has laid idle for years. You may rise that window. She is sitting the table. Did you sit the copies? Lie the pencil on the desk. The shower has lain the dust. He sat himself down. Lie the book on the table, and let it lay there. Let him set there, if he will. They shall raise from their slumbers. They shall lay forever, unnoticed and forgotten. She sat a chair for him to set upon.

RULE X.—THE PREDICATE NOMINATIVE.

Intransitive and passive verbs have the same case after as before them, when both words refer to the same thing.

EXAMPLES.—It is *he*. Who is it? *I* took it to be *her*. He was called *John*. The question is, *Can they do it?*

REMARKS.

1. The noun or pronoun which follows the intransitive or passive verb is generally in the nominative case, and it

is called the predicate nominative; as, It is *I*. He was the *man*. He died a *Christian*.

2. The infinitive mode may be followed by the objective case; as, I knew it to be *him*. I took him to be an honest *man*.

3. The predicate nominative is generally placed after the verb; as, John was a *minister*; but it may precede the verb; as, *James* was his name: i.e. His name was *James*. *Who* are you? i.e. You are *who*?

Model.

It was *them*, is incorrect; it should be, it was *they*: *them* is in the objective case, and it should be in the nominative case, because it follows the intransitive verb *was*, and refers to the same thing as the subject *it*. (RULE X.)

It is *her*. Was it *them*? It could not have been *him*. It was *me*. It might have been *her*. If I were *him*, I would go. I am sure it was not *them*. It was *her* that did it, and not *me*. You would have gone too, if you had been *him*. We thought it was *thee*. I took it to be *she*. Did you know it to be *he*? Whom do men say that I am? Whom do you think they are? Whom do you suppose she is? He took it to be *I*, but it was not *me*. He is the man whom you said it was. Can you tell whom that girl is? She is the person whom I understood it was. Is it not *her* whom you thought it was? Let her be whom she may, I shall assist her. We understood it to be *thou*.

RULE XI.—INFINITIVES.

Infinitives and participles relate to nouns and pronouns as their subjects.

EXAMPLES.—He wishes *to go*. It is not convenient for me *to write*. We heard the clock *strike*. John, *walking* out, met his friend. He died *respected* and *honored*.

REMARK.

To, the sign of the infinitive, is omitted after the active voice of the verbs bid, dare, make, see, hear, feel, let, &c.; as, I heard him *read*. I bade them *stay*.

RULE XII.—SUBSTANTIVES TAKEN TOGETHER.

When two or more singular nouns or pronouns are taken together, a verb or pronoun, to agree with them, must be plural.

EXAMPLES.—Charles and Henry *study* their lessons. He and I *recite* our lessons at the same time.

REMARK.

Substantives taken together are generally connected by *and*, expressed or understood.

FALSE SYNTAX.

Model.

The boy and girl *writes* well, is incorrect; it should be, The boy and girl *write* well: *writes* is of the singular number, and it should be of the plural; to agree with its subjects *boy* and *girl* taken together. (RULE XII.)

EXAMPLES.

Mary and Ellen *intends* to go with us. Time and tide *waits* for no man. The gentleman and his son *was* killed. The lady and her friend *who* was visiting us *has* gone away. Temperance and exercise *preserves* health. My cousin and I *am*

visiting the city. Where is your book and slate? How is your father and mother? What is latitude and longitude? Your desk and mine is placed together. Was the house and lot sold to-day? There is a truth and power in his words which is surprising. My flesh and my heart faileth. The strength of his mind and the goodness of his heart gives him success. What courage and what perseverance was there displayed! To profess regard and to act differently marks a base mind. To be good and to seem good is different things. In unity consists our welfare and security. In thee is our hope and trust. Treachery and cowardice may injure us, but it can not finally prevail. On what island is England, Scotland, and Wales?

RULE XIII.—SUBSTANTIVES TAKEN SEPARATELY.

When two or more singular nouns or pronouns are taken separately, a verb or pronoun, to agree with them, must be singular.

EXAMPLES.—Either *Mary* or *Jane* has gone. *John* or *Henry* was there. Neither the *boy* nor his *brother* has come.

REMARKS.

1. Substantives are taken separately by the use of *or*, *nor*, *as well as*, and *also*. Singular nouns connected by *and*, and preceded by *each*, *every*, or *no*, are also taken separately; as, Each *tree* and each *leaf* speaks with eloquence. Every *eye* and every *heart* was joyful.

2. When subjects are connected by the use of *but not*, *and not*, &c., the verb agrees with the subject of which it is

affirmed, and is understood to the other; as, John, and not James, *was* there. Not a loud voice, but strong proofs, *produce* conviction.

3. When the nominatives are of different numbers, the verb agrees with the one next it, and the plural nominative should be placed next the verb; as, Charles or his *brothers* are going.

4. If the nominatives taken separately, are of different persons, the verb agrees with the one next it; as, You or *I* am wrong. He or you were there. But it would be better to express the verb in connection with each nominative; as, You are wrong, or I am. He was there, or you were.

FALSE SYNTAX.

Model.

Our happiness or misery *depend* upon ourselves, is incorrect; it should be, Our happiness or misery *depends* upon ourselves: *depend* is of the plural number, and it should be of the singular, to agree with its subjects *happiness* and *misery* taken separately. (RULE XIII.)

EXAMPLES.

Jane or her sister have come. Neither the lady nor her child were injured. A beautiful poem or picture elevate and refine the mind. There were neither comfort nor luxury in his humble dwelling. Pride, envy, or malice have wrought this ruin. Have John or his father arrived? There are in some minds neither knowledge nor understanding. Either James or William have neglected what was told them. Neither Claudius nor Nero were beloved by their subjects. Every day and every hour have their own lessons of wisdom. Every man, woman, and child were taken. Every thought, every word, and every action ~~have their~~

bearing on our future destiny. Each leaf and each blade of grass speak of the Creator's wisdom. No hope and no comfort dwell there. Charity for the errors of mankind, as well as an upright life, mark the Christian's character.

Remarks 2, 3, 4.

Economy, and not avarice, govern his household. Not pride, but goodness, were seen in her actions. I, and not you, were there. We, and not he, has done this.

You or he is going. Either Henry or I is to blame. Neither he nor you has done right.

The president or his advisers is responsible. Either the people or their pastor were wrong. John or his brothers has performed the work. He or they was in error.

RULE XIV.—ADVERBS.

Adverbs modify verbs, adjectives, and other adverbs.

EXAMPLES.—He writes *very well*, reads *correctly*, and is *remarkably* diligent.

REMARKS.

1. Two negatives should not be used to express a negation; as, I could *not* wait *no* longer: it should be, I could wait *no* longer.

2. *No* should not be used for *not* to modify a verb; as, Will you go or *no*? It should be, Will you go or *not*?

FALSE SYNTAX.

Model.

He talks *rapid*, is incorrect; it should be, he talks *rapidly*: *rapid* is an adjective, and should not be used to modify the sense of a verb. (RULE XIV.)

EXAMPLES.

She dresses neat. They walk slow. You do not speak correct. He writes too rapid. The lesson was recited admirable. They were near frozen. That child does not speak plain. The speaker was exceeding prosy. The man was very near killed by the collision. They can do the work easy enough. She is remarkable handsome. John reads good and writes astonishing well. Do not act so reckless. The house was furnished comfortable, if not elegant. The audience listened very attentive. He acted much wiser than the others. I cannot think so mean of him. These appear to be finished the neatest. They went agreeable to their promise. She dresses suitable to her circumstances.

Remarks 1—2.

I have not got no pen. I never studied no grammar. Do not say nothing to no one. Nothing never can justify envy. I will not by no means be guilty of such conduct. I never liked neither him nor his opinions. I cannot hardly believe that the report was true. I cannot scarcely tell whether he will write or not.

Will you go or no? Did he say so or no?

RULE XV.—PREPOSITIONS.

Prepositions connect words and show the relation between them.

EXAMPLES.—He went from Pittsburg to Cincinnati. The book is *on* the table. His hat is *under* his arm.

REMARKS.

1. Of the two terms connected by a preposition, the latter term is always a substantive, and the former may be a noun, a pronoun, a verb, or an adjective; as, The *House of Lords*. *Which of you* will go? He *traveled* through *Italy*. Socrates was *famous* for *wisdom*.

2. The preposition should express the relation intended; as, I differ *from* you (not *with* you). They went *into* the house (not *in* the house).

3. *At* is used before names of houses, villages, and foreign cities; as, He boards *at* the National. We live *at* Maysville. He stayed some time *at* Paris.

In is used before names of countries, and of large cities not foreign; as, *in* France, *in* Russia, *in* Pittsburg.

FALSE SYNTAX.

Model.

He went *above* stairs, is incorrect; it should be, He went *up* stairs: because *up* best expresses the relation intended. (Repeat Remark 2.)

EXAMPLES.

Remark 2—3.

This is different to yours. I have a friend in whom I rely. You are engaged with a great work. Be reconciled with thy friend. Your principles cannot be reconciled to your practice. I have profited from your advice. Divide the money

among the two men. You may confide on me. He has a great abhorrence to such conduct.

He boards in the St. Lawrence. We live in Paris. You reside in Constantinople. He was living at New Orleans.

RULE XVI.—OBJECTS OF PREPOSITIONS.

The object of a preposition is put in the objective case.

EXAMPLES.—It is for *me* and *thee*. He spoke unto *them*. With *whom* do you live?

REMARK.

In general, the preposition should not be separated from an interrogative or a relative pronoun which it governs; as, *Whom* did you speak to? it should be, *To whom* did you speak?

FALSE SYNTAX.

Model.

Who do you live with? is incorrect; it should be, *With whom* do you live? *who* is in the nominative case, and it should be in the objective case, because it is the object of the preposition *with*. (RULE XVI.)

EXAMPLES.

That book is for John and I. Between you and she there should be no secrets. She sat near Mary and I. Give Henry and he the book. To ye who suffer this is important. Who are you speaking to? Who did you vote for? Who did you give that book to? It makes no difference to you and I. Who does the book belong to?

Whom did you think of? Which will you write to?

RULE XVII.—CONJUNCTIONS.

Conjunctions unite words, phrases, or clauses.

EXAMPLES.—James *and* Joseph study. He will return in the morning *or* at evening. I will go *if* you will stay.

REMARKS.

1. Some conjunctions have their corresponding conjunctions, and taken together are called correlatives; as, *Though* requires *yet*; as, *Though* deep, *yet* clear. *Whether*—*or*; as, *Whether* he wrote *or* not. *Either*—*or*; as, *Either* you *or* I will go. *Neither*—*nor*; as, He can *neither* read *nor* write. *As*—*as*; as, He is *as** good *as* his brother. *So*—*as*; as, Emma is not *so** tall *as* Mary. *Both*—*and*; as, *Both* the quick *and* the dead. *So*—*that*; as, I am *so** tired, *that* I can scarcely walk.

NOTE.—The words marked with a * are adverbs.

2. After the comparative degree, and after *other*, *else*, and *rather*, which have the sense of comparatives, *than* is used to introduce the latter term of the comparison; as, He is a better soldier *than* I. It is no other *than* he. He would rather go *than* stay. What else did you expect *than* this?

3. When a part of a sentence is common to two other parts connected, it should be equally adapted to each; as, He is as talented, but not so studious *as his brother*.

FALSE SYNTAX.

Model.

He will neither go *or* stay, is incorrect; it should be, He will neither go *nor* stay: *nor*, and not *or*, should be used as the correlative of *neither*.

EXAMPLES.

Remarks 1, 2.

You will neither study, or permit him to study. They will neither go, or stay.

I have no other hope but this. I would rather go as stay. What else did he expect but disgrace? It was no other but his father. This is nothing else but treason. Have you no other books except these? He no sooner sees him, but he runs to embrace him.

Model.

I always have, and always shall be of this opinion, is incorrect; it should be, I always have *been*, and I always shall *be* of this opinion: because the common part, of *this opinion*, is not adapted to the first part connected, for we cannot say with propriety, I always have of *this opinion*.

Remark 3.

Teaching always has, and always will be laudable. He has made some alterations and additions to the work. This custom always has, and always will be admired. He is younger, but not so active as his friend. She is as old, or even older than Susan. His intentions might, and perhaps were good. His first proposal was essentially different and inferior, to the second. They differ, and contend against each other.

RULE XVIII.—INTERJECTIONS.

Interjections have no grammatical dependence upon other words.

EXAMPLES.—*Alas!* unhappy man. *O* Grave!

where is thy victory? O Death! where is thy sting?

REMARKS ON VERBS.

1. The principal verb which follows the auxiliaries *have* and *be*, should have the form of the perfect participle; as, They had *gone*; not, They had *went*. The book is *torn*; not, The book is *tore*.

2. The perfect participle must not be used for the past tense: we should say, I *saw* him; not, I *seen* him. He *did* it; not, He *done* it.

3. An intransitive verb should not have the passive form: we should say, They *have* perished; not, They *are* perished. They *have* fled; not, They *are* fled. They *have* gone; not, They *are* gone.*

4. That which is always true, should be expressed by the present tense; as, He proved that water *is* an elastic fluid; or, He proved water *to be* an elastic fluid; not, He proved that water *was* an elastic fluid.

5. When the subjunctive mode denotes present or past time, it should have the same form as the indicative; as, If I *am* rightly informed; not, If I *be* rightly informed. If he *was* there, I did not see him; not, If he *were* there, I did not see him.

6. When the subjunctive mode denotes future time, the elliptical form may be used; as, If he *study*, he *will* improve. If he *be* here to-morrow, I will see him. But it is better to express the auxiliaries; as, If he *should study*, he will improve. If he *should be* here to-morrow, I will see him.

7. In the hypothetical form of the subjunctive mode, the verb *were* is frequently used with a singular nominative;

* This expression is sometimes used by good writers, but it is contrary to the principles of the language.

as, If he *were* a better man, I should like him better. *Were* he more studious, he would improve faster.

NOTE.—For important information relative to the subjects presented in Remarks 3, 4, 5, 6, 7, the student is referred to the introduction to Webster's Unabridged Dictionary, pages 52-55.

FALSE SYNTAX.

Model.

He had *went*, is incorrect; it should be, He had *gone*. (*Repeat Remark 1.*)

EXAMPLES.

Remark 1.

The sun has arose. You have became industrious. They have eat their dinner. John has fell and broke his arm. Mary has just came. He was nearly froze. They had went to the country. We had wrote the letter before that event took place. He was took very ill. That book is tore. Her very name is forgot. He had ran a mile before he was overtook. He has been forsook by his most intimate friends. The tree was shook by the wind. The cloth has been wove and wore. The letter wrote by my brother has came. Having saw him, I was contented. I have threw it away. They have did their examples in Arithmetic. He was drove to desperation. The bird has flew away.

Remark 2.

I seen him when he done it. He begun to write. He run very fast. They come in late yesterday. He drunk at the fountain of knowledge. The

scholars done well. John seen the elephant. He afterwards become a good scholar. The plants growed rapidly. He done it, for I seen him.

Remark 3.

The heathen are perished out of the land. I only am escaped to tell thee. Israel is fled before the Philistines. He found that the empress was departed. When they were arrived at the place, they found that the inhabitants were departed. He was retired to his tent. Claudius was vexed, because his wife was become a Christian.

Remark 4.

His master taught him that happiness consisted in virtue. Copernicus believed that the sun was the centre of the solar system. The teacher explained to the pupils that the earth was a sphere.

Remarks 5, 6.

If principles be innate, this doctrine is true. If he have much wealth, I am deceived. If these things be true, they merit serious consideration. If he have injured you, forgive him.

If he goes again, I will accompany him. If the articles are sold next week, I will leave the city. Unless he labors diligently, he will not succeed. If he tells me the whole truth, I will forgive him. If it rains to-morrow, I will not go. If he arrives in time, he may go with us.

VULGARISMS.

Improper expressions, commonly called vulgarisms, may be generally avoided by carefully observing the following directions.

1. Do not use incorrect or vulgar words; such as, *Shet* for shut. *Git* for get. *Yourn* for yours.
2. Do not use incorrect inflections of words; as, *Blowed* for blew. *Throwed* for threw.
3. Do not use superfluous words; as, He would not allow *of* it, for, He would not allow it. He said *as how* that I was wrong, for, He said that I was wrong.
4. Do not use words in a sense different from their true meaning; as, I *calculate* to study grammar, for, I intend to study grammar. I *learned* him to read, for, I taught him to read.

EXERCISE.

Models.

1. *Shet* the door, is incorrect; it should be, *Shut* the door: *shet* is an improper word, and should not be used.
2. I *knowed* what to do, is incorrect; it should be, I *knew* what to do: *knowed* is an improper inflection for the past tense of *know*.
3. Bring me that *there* pencil, is incorrect; it should be, Bring me *that* pencil: *there* is superfluous and improper.
4. There was no *call* for him to act so, is incorrect; it should be, There was no *necessity* for him to act so: *call* is used in an improper sense.

EXAMPLES.

Vulgarisms.
I. Git me a new book,
Shet the book,

Corrected.
Get me a new book.
Shut the book.

- | | |
|--|--|
| He ketched by the banister of the stairs,
She sot down, | He caught by the baluster of the stairs.
She sat down. |
| 2. I knowed him well,
The flowers growed fast,
He throwed it away,
The wind blowed hard,
It was hisself that did it,
You teached him grammar, | I knew him well.
The flowers grew fast.
He threw it away.
The wind blew hard.
It was himself that did it.
You taught him grammar. |
| 3. That there desk is new,
This here book is mine,
I was just a talking,
I saw her a coming,
He said how that he would go, | That desk is new.
This book is mine.
I was just talking.
I saw her coming.
He said that he would go. |
| 4. I calculate to be busy to-morrow,
I will learn him better manners,
Don't let on that you heard it,
School is left out,
I have got to go, | I intend to be busy to-morrow.
I will teach him better manners.
Don't intimate that you heard it.
School is dismissed.
I am obliged to go. |

MISCELLANEOUS.

- | | |
|---|---|
| I did not do it on purpose,
The girls theirselves were there,
Leave that window down,
I mean for to go,
He give me this book,
You ain't going,
I won't stay,
I hain't got it,
Them books are mine,
Them boys hain't got no books,
If I had have known it, I would not have went,
You hadn't ought to say so,
Says I to him, I am going to go,
There is another one,
In I walks, and sets right down,
I guess I know,
I never took notice to him,
Let me fix your books,
I expect that it was John,
Don't loss your book, | I did not intend to do it.
The girls themselves were there.
Let down that window.
I intend to go.
He gave me this book.
You are not going.
I will not stay.
I have not got it.
Those books are mine.
Those boys have no books.
If I had known it, I would not have gone.
You ought not to say so.
I said to him, I am going.
There is another.
I walked in, and sat down.
I think I know.
I never noticed him.
Let me arrange your books.
I suppose that it was John.
Do not lose your book. |
|---|---|

- | | |
|--|---|
| I don't allow of that,
You shan't want for any thing,
They went all over the house,
I have better than fifty dollars,
Tell it over again,
We must do this last of all,
We saw nobody else but her,
Lift up your book,
This book is hizzen, and that is hern,
I knew he'd come if he could,
I reckon you know better,
I have no fear lest he will succeed, | I do not allow that.
You shall not want any thing.
They went over all the house.
I have more than fifty dollars.
Tell it again.
We must do this last.
We saw nobody but her.
Lift your book.
This book is his, and that is hers.
I knew he would come if he could.
I suppose you know better.
I have no fear that he will succeed. |
|--|---|

IMPROPER EXPRESSIONS PROMISCUOUSLY ARRANGED.

John and me went to the city. He had went before I come. I seen him as he set on his chair. He raised up gracefully. The book was laying on the floor. It was him, not me, who throwed the stone. The sun shined bright.

No person should neglect their duties. He is opposed to you and I. Was you there? Who did you speak to? A number of lessons were recited during the day. There was found gold and silver in abundance. None of the persons were found guilty. Where is England, Scotland, and Wales? He thought it was me. John or James were there. The tree was shook by the wind. He become gray in youth. He laid in bed too long. The tree was blowed down, and the branches were badly broke. The letter was badly wrote.

He spoke slow and distinct. He daren't do it, because he knowed better. I heard of him being there. The news are good. There was twenty men in the company. Nobody done their work

better than me. Every one should attend to their own business. Was you there at the time? I saw Jane, she that goes to school. Faint not, for to the steadfast soul comes wealth, and honor, and renown. My book is most wore out. You see it is badly tore. Let's you and I set together. Who came first? Me. It is them that study most, that learn most. Is your brother and sister at home? Be not afraid, it is only me.

Them that seek wisdom shall find her. Time and tide waits for no man. He had six pence, and he gave one of them to each of the children. The long train of ages glide away. There remains two points to be settled. I cannot agree with him neither. I will not consent to no such proceedings. There are, however, an infinite variety of degrées. My friend and me are of the same opinion. There appears to be two methods of solving this problem. Who did you write to? Neither subject nor predicate are limited. Either him or his brother will be there. Has he fell from his high estate, and came to this sad end?

The city lays low, and when the river raises, there is danger of inundation. I have been waiting this two hours. Whether he is to blame or no, I cannot tell. What do you think of him going to California? I forbade him studying so constantly. If he comes, we will treat him politely. If he be a good man, he is vilely slandered. You are no better than him. Give every letter, and

every syllable, their proper sound. I bade him to come home.

John had went before him. He had spoke a long time. He was most froze. It makes no difference, as far as you or I are concerned. You or William have done this. He has a capacity in learning. This is very different to that. He went in the house. He would rather go as stay. See if it rains. It was no other but his father. They are just arrived. They are gone long ago. Are they come? Such works always have, and always will be read. What kind of adjectives are compared?

She suffers more than me. I am not come to destroy the law and the prophets. My books are up stairs, go above stairs, and get them. It was not agreeable with prophecy nor conformable with the Divine arrangement. I do not know but what you are right. He reads remarkable well. Laws may, and frequently are made against drunkenness. If he lives a few days longer he will probably recover. I saw the man, he of whom you spoke. I have no occasion of his services. We have little hope for his recovery. We should profit from good advice. His conduct was approved of by friends and enemies. Where does he live at? Where has he gone to? Them are my books.

This here slate, and that there pencil, is mine. They returned safely from the expedition. They dug the well deeply. He can write better than

me. He dare not act contrary to his instructions. Has the goods been sold? Rudeness of manners disgust us. If it was not him, who was it? Were you sure of its being me? Who dares to deny his own accountability? He proved that God was eternal and unchangeable. Columbus always has, and will be considered a great man.

ANALYSIS OF SENTENCES.

A *sentence* is an assemblage of words expressing a declaration, an interrogation, a command, or a petition.

CLASSIFICATION.

Sentences, with regard to their signification, are of three kinds, the *declarative*, the *interrogative*, and the *imperative*, each of which may be *exclamatory*.

A *declarative sentence* is one which expresses a declaration; as, Time flies swiftly.

An *interrogative sentence* is one which expresses an interrogation; as, Who art thou?

An *imperative sentence* is one which expresses a command or a petition; as, Love your enemies. Protect us, Heavenly Powers.

A sentence is *exclamatory* when it indicates unusual emotion or earnestness; as, O Rolla, you distract me! Rouse ye, Romans! Rouse ye, slaves!

Questions.—What is a sentence? How are sentences divided with reference to their signification? What is a declarative sentence? Give examples. What is an interrogative sentence? Give examples. What is an imperative sentence? Give examples. What is an exclamatory sentence? Give examples.

THE PROPOSITION.

A *proposition* is an assemblage of words containing a subject and predicate. It forms a sentence, or a distinct part of a sentence.

The *subject* is that of which something is* affirmed.

The *predicate* is that which is affirmed of the subject.

* The word *affirm*, as here used, must be understood to include the declaration, the interrogation, and the command.

Questions.—What is a proposition? What is the subject? What is the predicate? How is the word affirm to be understood?

ANALYSIS.

Models.

Rain descends.

It is a sentence, it expresses a declaration; a simple sentence, it contains but one proposition; a proposition, it contains a subject and a predicate. *Rain* is the subject: it is that of which something is affirmed. *Descends* is the predicate: it is that which is affirmed of the subject.

Has John been reading?

It is a sentence, it expresses an interrogation; a simple sentence, it contains but one proposition; a proposition, it contains a subject and predicate. *John* is the subject: it is that of which something is affirmed. *Has been reading* is the predicate: it is that which is affirmed of the subject. *Reading* is the principal verb, and *has* and *been* are auxiliaries.

EXAMPLES.

Trees grow. Snow falls. He is coming. Is he coming? John was walking. Is he offended? Will he come? Time flies. Nations are overthrown. America was discovered. Alexander

conquered. Was he waiting? Could he have written? May I go? Go. Learn. Study. I shall have been writing. It could have been done. He may be coming. Who is coming? What is done? Which is lost? They are discovered. Thou standest. Dost thou hear? Listen. It may be. He might have gone.

SENTENCES, SIMPLE AND COMPOUND.

Sentences, with regard to the number of their propositions, are of two kinds, *simple* and *compound*.

A *simple sentence* is a sentence which contains but one proposition; as, Wheat grows in the field.

A *compound sentence* is a sentence which contains two or more propositions; as, Wheat grows in the field, and men reap it. I will walk, that you may ride.

The propositions which form a compound sentence are called *clauses* or *members*.

Questions.—How are sentences divided with reference to their propositions? What is a simple sentence? Give examples. What is a compound sentence? Give examples. What are the propositions which form a compound sentence called?

THE ELEMENTS OF SENTENCES.

The *elements of sentences*, with respect to form, are of three kinds, *words*, *phrases*, and *clauses*.

A *word element* is a single part of speech.

Remark.—A verb in the infinitive mode, though generally parsed as a single part of speech, is, strictly considered, a connective and a verb, and hence is taken as a phrase element.

A *phrase element* is two or more words not forming a proposition, but constituting a distinct part of a sentence.

PHRASES, INFINITIVE AND PREPOSITIONAL.

Phrases with regard to *form* are mostly of two kinds, the *infinitive* and the *prepositional*; as, They commenced *to study*. He went *to Boston*.

A phrase contains a *connective* and a *base*.

The infinitive phrase has for its base a verb in the infinitive mode; as, He is ready *to proceed*. He commenced *to take* great pains.

The prepositional phrase has for its base the object of a preposition; as, He went *to Rome*. He stood on a high *eminence*.

A phrase consisting of the base and connective is a simple phrase; as, *To proceed*. *Among them*.

A phrase which has its base modified or limited, is a complex or modified phrase; as, He commenced *to run rapidly*. He lives *in a distant country*.

PHRASES, COMPLETE AND DEFECTIVE.

A phrase containing the base and connective expressed, is a *complete phrase*; but if the connective is wanting, it is a *defective phrase*.

THE INFINITIVE PHRASE.

<i>Complete.</i>	<i>Defective.</i>
He commenced <i>to read</i> .	I heard him <i>read</i> .
He loved <i>to study</i> .	I bade him <i>study</i> .
They tried <i>to run</i> .	I saw them <i>run</i> .
I told him <i>to come</i> .	Let him <i>come</i> .

THE PREPOSITIONAL PHRASE.

<i>Complete.</i>	<i>Defective.</i>
He went <i>to the city</i> .	He went <i>home</i> .
He sold a book <i>to John</i> .	He sold <i>me</i> a book.
He commenced his journey <i>in the morning</i> .	He commenced his journey <i>last week</i> .
He was in the country <i>during the whole summer</i> .	He was in the country <i>three months</i> .

THE CLAUSE ELEMENT.

A *clause* is a distinct part of a compound sentence, containing a proposition, and may be known by its always including a nominative and its verb.

Clauses are distinguished as *principal* and *subordinate*.

A *principal clause* is one that makes complete sense by itself.

A *subordinate clause* is one that makes complete sense only in connection with another clause; as, *People are happy, because they are good. People are happy, is the principal clause; because they are good, is the subordinate clause.*

Questions.—What are the elements of sentences with respect to form? What is a word element? What is a phrase element? What is an infinitive phrase? Give examples. What is a prepositional phrase? Give examples. What is a simple phrase? Give examples. What is a complex phrase? Give examples. What is a clause? What does every clause contain? How are clauses distinguished? What is a principal clause? What is a subordinate clause? Give examples.

OFFICE OF THE ELEMENTS.

The elements of sentences, with respect to office, are of six kinds; *subject, predicate, objective, adjective, adverbial, and connective.*

The grammatical subject of a proposition, is a *subject element*.

The grammatical predicate of a proposition, is a *predicate element*.

An element which is the object of a transitive verb, is an *objective element*.

An element which limits or modifies a substantive, is an *adjective element*.

An element which modifies a verb, adjective, or adverb, is an *adverbial element*.

An element used to unite words, phrases, or clauses, is a *connective element*.

Any element having the construction of a noun or pronoun, may be called a *substantive element*.

The subject and predicate are *principal or essential elements*. The others are *subordinate elements*.

Questions.—How many kinds of elements with respect to office? What are they called? What is a subject element? A predicate element? An objective element? An adjective element? An adverbial element? A connective element? What may be called a substantive element? Which are principal elements? Which are subordinate elements?

PRINCIPAL ELEMENTS, GRAMMATICAL AND LOGICAL.

The subject and predicate are *grammatical or logical*.

The *grammatical subject* is a word, phrase, or clause used as the subject of a finite verb; as, *John writes. To forgive is divine. That the earth is a sphere has been proved.*

The *grammatical predicate* is a finite verb; as, *The sun shines. The sun is shining.*

The *logical subject* is the grammatical subject with all its limitations; as, *The love of virtue is commendable: love is the grammatical, and the love of virtue is the logical subject.*

The *logical predicate* is the grammatical predicate with all its limitations; as, *Age increases the desire of living: increases is the grammatical, and increases the desire of living is the logical predicate.*

If there are no limitations, the logical element is the same as the grammatical element.

NOTE.—The grammatical subject and predicate are generally called, for brevity, the subject and predicate.

The grammatical subject may be limited by *adjectives*, by *nouns* and *pronouns in apposition*, or in the *possessive case*, and by *phrases* and *clauses*.

The grammatical predicate may be limited by *adjectives relating to the subject*, by *nouns* and *pronouns in the same case as the subject*, or in the *objective case*, and by *adverbs*, *phrases*, and *clauses*.

Elements used as modifiers may themselves be limited by other elements.

Questions.—What may the subject and predicate be? What is the grammatical subject? The logical subject? The grammatical predicate? The logical predicate? What if there are no limitations? By what may the grammatical subject be limited? By what may the grammatical predicate be limited? What is said of elements used as modifiers?

Models.

The wildest theories took the color of his whim.

It is a sentence, it expresses a declaration; a simple sentence, it contains but one proposition. *Theories* is the grammatical subject, limited by *the*, a definitive adjective, and *wildest*, a descriptive adjective: *the wildest theories* is the logical subject. *Took* is the grammatical predicate, limited by *color*, a noun in the objective case, which is limited by *the*, a definitive adjective, and by the prepositional phrase *of his whim*; *of* is a preposition, connecting *color* and *whim*; *whim* is the object, limited by *his*, a pronoun in the possessive case: *took the color of his whim*, is the logical predicate.

To lie is base.

It is a sentence, it expresses a declaration; a simple sentence, it contains but one proposition. *To lie*, an infinitive

phrase used as a noun, is the grammatical subject, unlimited; hence it is also the logical subject. *Is* is the grammatical predicate, limited by *base*, a descriptive adjective relating to the subject: *is base* is the logical predicate.

Having beheld the eclipse, they fled in dismay.

It is a sentence, it expresses a declaration; a simple sentence, it contains but one proposition. *They* is the grammatical subject, limited by *having beheld*, a perfect participle, which is limited by *eclipse*, a noun in the objective case; *eclipse* is limited by *the*, a definitive adjective: *they having beheld the eclipse* is the logical subject. *Fled* is the grammatical predicate, limited by the prepositional phrase *in dismay*; *in* is a preposition connecting *fled* and *dismay*; *dismay* is the object: *fled in dismay* is the logical predicate.

The sun having risen, they departed.

It is a sentence, &c. *They* is the grammatical subject, not limited; hence it is also the logical subject. *Departed* is the grammatical predicate, unlimited; hence it is also the logical predicate. *Sun* is a noun in the absolute case, used independently; it is limited by *the*, a definitive adjective, and *having risen*, a perfect participle.

John, study your lesson carefully.

It is a sentence, it expresses a command; a simple sentence, it contains but one proposition. *You* understood is the grammatical subject, not limited; hence it is also the logical subject. *Study* is the grammatical predicate, limited by *lesson*, a noun in the objective case, and by *carefully*, an adverb of manner; *lesson* is limited by *your*, a pronoun in the possessive case: *study your lesson carefully* is the logical predicate. *John* is a noun in the absolute case, used independently.

William the Conqueror was king of England.

It is a sentence, &c. *William* is the grammatical subject, limited by *conqueror*, a noun in apposition, which is limited by *the*, a definitive adjective; *William the Conqueror* is the logical subject. *Was* is the predicate, limited by *king*, a

noun in the same case as the subject; *king* is limited by the prepositional phrase *of England*; *of* is a preposition connecting *king* and *England*; *England* is the object: *was king of England* is the logical predicate.

He has attended school four years.

It is a sentence, &c. *He* is the grammatical subject, unlimited; hence it is also the logical subject. *Has attended* is the grammatical predicate, limited by *school*, a noun in the objective case, also by the defective prepositional phrase *four years*; the connective is wanting; *years* is a noun in the absolute case, limited by *four*, a definitive adjective; *has attended school four years* is the logical predicate.

EXAMPLES FOR ANALYSIS.

Lofty cedars bend. The old bird sings. All men have sinned. The wise, prudent judge decided. Man's works decay. Your voice trembles. Nero, the tyrant, was hated. Cicero, the orator, was slain. I, John, saw these things. The love of money is the root of all evil. The voice of Truth will be heard. Know thyself. America was discovered by Columbus. Wise pupils study their books faithfully. Remember the Sabbath day. A contented mind is a continual feast. His request to speak was granted. Every endeavor to do right brings its own reward. They resided for a long time in Italy. The nightingale sings most sweetly at night. Is the hero of a hundred battles no more? He desires to write elegantly. When may he be expected to return?

To read aloud is a profitable exercise. To know is to be powerful. I saw the man walking in the

field. To create creatures liable to wants is to render them susceptible of enjoyment. Pride, that never-failing vice of fools, is not easily defined. The branch, broken by the wind, fell. The traveler heard the wind roaring. Lorenzo! pride repress. The general being slain, the army was routed. The pupils having finished their lessons, the school was dismissed. Paradise, the garden of Eden, is supposed to have been situated somewhere about the head-waters of the Euphrates, a river in Asia.

Let him take good care of himself. Bid him come quickly. He was at church last Sabbath. He was absent a whole year. Let every one perform his task faithfully. He lives a few miles from Pittsburgh. The wall was thirty feet long. He remained a short time. Stay a little while. Who dares deny his own accountability? We have been told their destiny and use.

ELEMENTS SIMPLE AND COMPOUND.

SUBJECT.

The grammatical subject and predicate may be *simple* or *compound*.

A *simple subject* consists of a single word, phrase, or clause; as, *William* reads. *To play* is pleasant. *Up a river* is toward its source. *When letters were first used* is not certain.

A *compound subject* consists of two or more words or phrases used as nominatives to the same verb; as, *John, William, and James* study grammar. *To preach* and *to teach* are responsible duties.

PREDICATE.

A *simple predicate* consists of a single finite verb; as, *James is reading. Boys play.*

A *compound predicate* consists of two or more finite verbs taken together and having a common nominative; as, *James reads and writes.*

Any subordinate element may be considered compound when it includes two or more words of the same rank joined by a coördinate connective; as,

The compound objective element.—*He saw John and James.*

The compound adjective element.—*He was a wise and good man.*

The compound adverbial element.—*He acted secretly, prudently, and promptly.*

INDEPENDENT WORDS.

Words which make no part of a proposition, are called independent words. They are principally—

NOUNS used in direct address; as, *John*, what are you doing? In the case absolute before a participle; as, *The work being done*, we returned. By exclamation; as, *O mighty Cæsar!* In elliptical expressions used as the titles of books, heads of chapters, dates, &c.; as, *Osgood's Reader. Section 1. Exercises in Articulation. January 1st.*

ADVERBS used as the answer to questions; as, *Will you go? No. Were you there? Yes. How are you? Well.* In explanation; as, *viz., namely, to wit.*

INTERJECTIONS, and all other words used simply as exclamations; as, *Alas! was it so? Oh, how awful! Indeed! indeed!* but this troubles me.

EXPLETIVES used for euphony; as, *Twinklè, twinklè, little star.*

Questions.—What may the grammatical subject and predicate be? What is a simple subject? Give examples. A simple predicate? A compound predicate? Give examples. When may a subordinate element be considered compound? Give examples of the compound objective element. Of the compound adjective element. Of the compound adverbial element. What are independent words? When are nouns used independently? Adverbs? What other words are used independently?

Models.

A great general and a wise statesman are seldom united in the same person.

It is a sentence, it expresses a declaration; a simple sentence, it contains but one proposition. *General* and *statesman* connected by the conjunction *and* form the compound grammatical subject; *general* is limited by *great*, a descriptive adjective, and *a*, a definitive adjective; *statesman* is limited by *wise*, a descriptive adjective, and *a*, a definitive adjective; *a great general and a wise statesman*, is the logical subject. *Are united* is the grammatical predicate, limited by *seldom*, an adverb, and by the prepositional phrase *in the same person*; *in* is a preposition, connecting *are united* and *person*; *person* is the object, limited by *same* and *the*, definitive adjectives; *are seldom united in the same person* is the logical predicate.

What! can he speak and write at the same time?

It is a sentence, it expresses an interrogation; a simple sentence, it contains but one proposition. *He* is the grammatical subject, unlimited; hence it is also the logical subject. *Can speak and (can) write*, connected by the conjunction *and*, form the compound grammatical predicate, which is limited by the prepositional phrase *at the same time*; *at* is a preposition, connecting *can speak* and *can write*, and *time*; *time* is the object, limited by *the* and *same*, definitive adjectives; *can speak and can write at the same time* is the logical predicate. *What* is an interjection used independently.

'Goldsmith's History of England.

It is an elliptical expression, denoting the title of a book. *History* is a noun used independently; it is limited by *Goldsmith's*, a noun in the possessive case, and by the prepositional phrase *of England*: *of* is a preposition, connecting *history* and *England*; *England* is the object.

Oh! mighty Caesar.

It is an elliptical expression used as an exclamation. *Caesar* is a noun used independently; it is limited by *mighty*, a descriptive adjective. *Oh* is an interjection used independently.

EXAMPLES FOR ANALYSIS.

Vice and virtue are often treated alike. Have John and James written their copies? The moon and stars were shining. George or James will go. Socrates, the philosopher, and Cicero, the friend of his country, were condemned to death. Socrates and Plato were Grecian philosophers. He could read and write well. He can neither read¹ nor write. He may either go or stay. In him, we live and move. No fascinated throned weep, and melt, and tremble at his eloquence.

They heard Paul and Barnabas.² Cyrus conquered Syria and Arabia. He is either at home, or abroad. Wise and good men are respected. He is neither wise nor good.³ He talked with

¹ *Read* and *write*, connected by the correlatives *neither* and *nor*, form the compound grammatical predicate.

² The predicate is limited by *Paul* and *Barnabas*, nouns in the objective case, connected by the conjunction *and*.

³ *Is* is the grammatical predicate, limited by *wise* and *good*, descriptive adjectives relating to the subject, and connected by the correlatives *neither* and *nor*.

Moses and Elias. He acted wisely and prudently.⁴ He rose steadily, brightly, and gloriously. The atrocious crime of being a young man, I shall neither attempt to palliate nor deny. Approach and behold him now. To soothe thy sickness, and to watch thy health, shall be my pleasure.

Whence are thy beams, O Sun? He appearing, they fled. Unto you, O men, I call. Oh the folly of sin! What uncharitable devotees! Webster's Quarto Dictionary. Macaulay's History of England. Chapter 4th. Examples for analysis. Richard the III. Act 1st. Scene 4th. Pittsburgh, July 24th, 1858.

⁴ *Acted* is the grammatical predicate, limited by *wisely* and *prudently*, adverbs of manner, connected by the conjunction *and*.

COMPOUND SENTENCES.

A *compound sentence* may be composed of principal propositions; as, I will stay, and you will go; or it may be composed of dissimilar propositions; as, I will stay, if you will go.

Every sentence must contain at least one principal proposition, and may contain more.

The propositions which form a compound sentence are generally united by connectives, expressed or understood, or by incorporation; as, War makes rogues, and peace hangs them. It is sown in weakness, it is raised in power. Why he returned, is not known.

Joined by incorporation means that one proposition is used as the grammatical subject of another.

Questions.—What is a compound sentence? What is said of the propositions which form a compound sentence? What must every sentence contain? How are the propositions which form a compound sentence connected? What is meant by incorporation?

Models.

He stood on an eminence, and glory covered him.

It is a compound sentence, composed of two propositions, both principal; *he stood on an eminence* is the first proposition; *and glory covered him* is the second proposition.

Of the first proposition, *he* is the grammatical subject, unlimited; hence it is also the logical subject. *Stood* is the grammatical predicate, limited by the prepositional phrase *on an eminence*; *on* is a preposition, connecting *stood* and *eminence*; *eminence* is the object, limited by *an*, a definitive adjective; *stood on an eminence* is the logical predicate.

Of the second proposition, *glory* is the grammatical subject, unlimited; hence it is also the logical subject. *Covered* is the grammatical predicate, limited by *him*, a pronoun in the objective case; *covered him* is the logical predicate. *And* is a conjunction uniting the clauses.

That man is happy who is virtuous.

It is a compound sentence, composed of two propositions, one principal and one subordinate: *that man is happy* is the principal proposition; *who is virtuous* is the subordinate proposition.

Of the principal proposition, *man* is the grammatical subject, limited by *that*, a definitive adjective, and by the subordinate clause *who is virtuous*; *that man who is virtuous* is the logical subject. *Is* is the grammatical predicate, limited by *happy*, a descriptive adjective relating to the subject; *is happy* is the logical predicate.

Of the subordinate proposition, *who* is the grammatical subject, &c. (*Analyze in full.*)

That he is guilty, is evident.

It is a compound sentence, composed of two propositions, one principal and one subordinate, joined by incorporation: *that he is guilty, is evident*, is the principal proposition; *that he is guilty* is the subordinate proposition.

Of the principal proposition, the subordinate clause, *that he is guilty* is the grammatical subject, unlimited; hence it is also the logical subject, *is* is the grammatical predicate, limited by *evident*, a descriptive adjective relating to the subject; *is evident* is the logical predicate.

That he is guilty is the subordinate proposition, used as the subject of the principal proposition; *he* is the grammatical subject, unlimited, &c. (*Analyze in full.*) *That* is a conjunction introducing the clause.

I heard what he said.

It is a compound sentence, composed of two propositions one principal and one subordinate. *I heard* is the principal proposition. *What he said* is the subordinate proposition.

Of the principal proposition, *I* is the grammatical subject, unlimited; hence it is also the logical subject. *Heard* is the grammatical predicate, limited by the subordinate clause *what he said*. *Heard what he said* is the logical predicate.

Of the subordinate proposition, *he* is the grammatical subject, unlimited; hence it is also the logical subject. *Said* is the grammatical predicate, limited by *what*, a pronoun in the objective case; *said what* is the logical predicate.

EXAMPLES FOR ANALYSIS.

Horace was the companion of Virgil, and died eight years¹ before Christ. He must increase, but I must decrease. Avarice and cunning may acquire an estate, but they cannot make friends. I

was hungry, and ye gave *me*² meat. Green is the most refreshing color to the eye, and Providence has made it the most common dress of nature. Go to the ant, thou sluggard, consider her ways, and be wise. All this passed much quicker than I can write it. I will walk, that you may ride.

When I return, you may go. Those evils which cannot be cured, must be endured. When he arose, every sound was hushed. Eternity is longer than *time*.³ John is as tall as *James*. The missing vessel, for which we looked so long, has arrived. I know who came. The man who instructs you labors faithfully. My desire is that you may succeed. Why he did it is not known. When thou hast received a favor, remember it. If you squander your money, you will be poor. If we do not exercise our faculties, they will become impaired.

He studies what is useful. Whoever sins, will suffer. He will do what is right. Take whichever book pleases you best.⁴ You may pursue those studies which suit your taste. He has what money he wants. Who will go, is the question. Speak as you think. She is not so amiable as her sister. Much depends on who the men are. He can write as well as you can. Now I know in part, but then I shall know even as I am known.

¹ *Eight years* is a defective prepositional phrase, limiting the verb *died*.

² *Me* is a defective prepositional phrase, limiting the verb *gave*.

³ *Time* is the subject of the verb *is* understood.

⁴ Take whichever book *that* pleases you best. The subject of the subordinate clause is the relative *that* understood.

OBJECTS AND THEIR ATTRIBUTES.

An *object* is any thing which has a name; as, *man, tree, wisdom*.

An *attribute* is something which pertains to an object; as, *Good boys. Wise men. Boys play*.

Attributes are mostly of three kinds; of *action*, of *quality*, and of *class*.

Attributes of action are expressed by verbs or verbal adjectives; as, *The stream runs. A running stream*.

Attributes of quality are expressed by adjectives; as, *A good scholar. The tree is tall*.

Attributes of class are expressed by substantives; as, *Paul the apostle. Trees are plants*.

The attribute may be assumed or predicated; as, *A tall tree. The tree is tall*.

When an attribute is *assumed*, it is expressed by a modifier of its object.

When an attribute is *predicated*, it is expressed by a proposition, and is the grammatical predicate, or an element used to limit the predicate, relating in sense to the subject.

ATTRIBUTES OF ACTION.

<i>Assumed.</i>	<i>Predicated.</i>
The <i>running</i> stream.	The stream <i>runs</i> .
The <i>roaring</i> wind.	The wind <i>was roaring</i> .
The sun <i>approaching</i> dispels the mist.	The sun <i>is approaching</i> .

ATTRIBUTES OF QUALITY.

A <i>kind</i> man.	The man is <i>kind</i> .
The <i>tall</i> tree.	The tree is <i>tall</i> .
A <i>benevolent</i> lady.	The lady was <i>benevolent</i> .

ATTRIBUTES OF CLASS.

Paul the *apostle* preached. Paul was an *apostle*.
 Gold, the most precious *metal*, Gold is a precious *metal*.
 is abundant in California.
 The elephant, a large *animal*, is found in Asia and Africa. The elephant is a large *animal*.

Remark.—The attribute may express a circumstance of time or place; as, It was *then*. He was *here*.

VERBS, ATTRIBUTIVE AND COPULATIVE.

Verbs which express the attribute are called *attributive verbs*.

Verbs which require the addition of an element to express the attribute are called *copulative verbs*.

<i>Attributive Verbs.</i>	<i>Copulative Verbs.</i>
The sun <i>shines</i> .	He <i>is</i> very good.
The man <i>was walking</i> .	He <i>may become</i> wise.
The river <i>is rising</i> .	He <i>was called</i> John.
The earth <i>revolves</i> .	Gold <i>is</i> a metal.

EXPANDING.

An expression may be expanded by substituting a phrase or clause for a word, or a clause for a phrase; as,

<i>Word.</i>	<i>Phrase.</i>	<i>Clause.</i>
Wise men.	Men of wisdom.	Men who are wise.
An evening walk.	A walk in the evening.	A walk when it is evening.
Egyptian relics.	Relics from Egypt.	Relics which were found in Egypt.
The English king Edward.	Edward king of England.	Edward who was king of England.
Very quickly.	In great haste.	The city which is called Boston.
A madman.	The city of Boston.	A man who is mad.

EXERCISE.

Expand the following expressions.

Prudent men. Wealthy persons. Benevolent men.
 Solomon's temple. The queen's house. The king's castle.
 The poor man's lot. The warlike nations. A silver plate.
 The house-top. A tall tree. Cicero the orator. An industrious man will prosper. A good man will be happy. Last year's report was incorrect.

ABRIDGING.

Expressions are abridged by the reverse of the foregoing; as, A lady *who conformed to the fashions* was there. A lady *of fashion* was there. A *fashionable* lady was there.

Abridge the following expressions.

A gentleman who came from the south. A lady who came from France. A man who has good health. The soldiers who serve the king. The person who tells lies. General Scott was the commander-in-chief of the army. The light which comes from the sun, is pleasant. The coffee which is produced in Java, is excellent.

MODELS FOR ANALYSIS.

*The following models will be found convenient for analyzing continuous proposition, and for learning the office of the elements.**

We are anxious to see you.

It is a principal proposition. *We* is the subject, unlimited. *Are* is the predicate, limited by *anxious*, an adjective word element denoting the attribute, which is limited by *to see you*, an adverbial phrase element; *to* is the connective, and *see* is the base, limited by *you*, an objective word element.

* Before using these models, the pupil should study thoroughly the treatise on the elements of sentences found on pages 188-190.

He returned last week.

It is a principal proposition. *He* is the subject, unlimited. *Returned* is the predicate, limited by *last week*,* an adverbial phrase element; the connective is wanting; *week* is the base, limited by *last*, an adjective word element.

* A defective prepositional phrase denoting time.

The wall was three feet high.

It is a principal proposition. *Wall* is the subject, limited by *the*, an adjective word element. *Was* is the predicate, limited by *high*, an adjective word element denoting the attribute; *high* is limited by *three feet*,* an adverbial phrase element; the connective is wanting; *feet* is the base, limited by *three*, an adjective word element.

* A defective prepositional phrase denoting quantity.

The boy who studies will improve.

The boy will improve is a principal proposition; *boy* is the subject, limited by *the*, an adjective word element; *will improve* is the predicate, unlimited.

Who studies is a subordinate proposition, limiting the noun *boy*, hence an adjective clause element; *who* is the subject, unlimited; *studies* is the predicate, unlimited.

If thou wouldst know what thou art, ascertain what thou canst do.

If thou wouldst know is a subordinate proposition, limiting the verb *ascertain*, hence an adverbial clause element; *thou* is the subject, unlimited; *wouldst know* is the predicate; *if* is the connective word element, uniting clauses.

What thou art is a subordinate proposition, object of the transitive verb *wouldst know*, hence an objective clause element; *thou* is the subject, unlimited; *art* is the predicate, limited by *what*, a substantive word element denoting the attribute.

Ascertain is a principal proposition: *thou* or *you* understood is the subject, unlimited; *ascertain* is the predicate.

What thou canst do is a subordinate proposition, object of

the transitive verb *ascertain*, hence an objective clause element; *thou* is the subject, unlimited; *canst do* is the predicate, limited by *what*, an objective word element.

Where he was, could not be ascertained.

Where he was is a subordinate proposition used as the subject of another proposition, hence a substantive clause element; *he* is the subject, unlimited; *was* is the predicate, limited by *where*, an adverbial word element denoting the attribute.

Where he was, could not be ascertained, is a principal proposition; *where he was* is the subject, unlimited; *could be ascertained* is the predicate, limited by *not*, an adverbial word element.

Mounds of earth and monuments of marble shall pass away; but impressions made upon the deathless spirit, like scars upon the oak, become a part of itself, and abide forever.

Mounds of earth and monuments of marble shall pass away, is a principal proposition; *mounds* and *monuments* form the subject, hence compound; *mounds* is limited by *of earth*, an adjective phrase element, of which *of* is the connective and *earth* the base; *monuments* is limited by *of marble*, an adjective phrase element, of which *of* is the connective and *marble* the base; *and* is a connective word element, uniting the expressions *mounds of earth* and *monuments of marble*. *Shall pass* is the predicate, limited by *away*, an adverbial word element.

But impressions made upon the deathless spirit, like scars upon the oak, become a part of itself, is a principal proposition; *impressions* is the subject, limited by *made*, an adjective word element, which is limited by *upon the deathless spirit*, an adverbial phrase element, of which *upon* is the connective and *spirit* is the base; the base is limited by *the* and *deathless*, adjective word elements. *Become* is the predicate, limited by *part*, a substantive word element denoting the attribute; *part* is limited by *a*, an adjective word element,

and *of itself*, an adjective phrase element, of which *of* is the connective and *itself* the base.

And *abide forever* is a principal proposition; *they* understood is the subject, unlimited; *abide* is the predicate, limited by *forever*, an adverbial word element.

*On thy fair bosom, silver lake,
Oh! I could ever sweep the oar;
When early birds at morning wake,
And evening tells us toil is o'er.*

On thy fair bosom, silver lake, Oh! I could ever sweep the oar, is a principal proposition; *I* is the subject, unlimited; *could sweep* is the predicate, limited by *ever*, an adverbial word element, and *oar*, an objective word element, which is limited by *the*, an adjective word element; the predicate is further limited by *on thy fair bosom*, an adverbial phrase element, of which *on* is the connective, and *bosom* the base; *bosom* is limited by *thy* and *fair*, adjective word elements; *silver lake* is a substantive used independently; *Oh!* is an exclamation used independently.

When early birds at morning wake is a subordinate proposition, limiting *could sweep*, hence an adverbial clause element; *birds* is the subject, limited by *early*, an adjective word element; *wake* is the predicate, limited by *at morning*, an adverbial phrase element, of which *at* is the connective, and *morning* the base. *When* is a connective word element uniting clauses.

And evening tells us is a subordinate proposition, limiting *could sweep*, hence an adverbial clause element; *evening* is the subject, unlimited; *tells* is the predicate, limited by *us*, an objective word element; *and* is a connective word element uniting clauses.

Toil is o'er is a subordinate proposition, object of the transitive verb *tells*, hence an objective clause element; *toil* is the subject, unlimited; *is* is the predicate, limited by *o'er*, an adjective word element denoting the attribute.

EXAMPLES FOR ANALYSIS.

Virtue embalms the memory of the good. Greatness may build a tomb, but goodness alone deserves an epitaph. No revenge is more noble than that which torments envy by doing good.

It would be delightful to live in perfect trust, to doubt no one, and to believe all.

Oh, lay me, ye that see the light, near some rock of my hills; let the thick hazels be around; let the rustling oak be near; green be the place of my rest; let the sound of the distant torrent be heard. Daughter of Toscar, take the harp, and raise the lovely song of Selma, that sleep may overtake my soul in the midst of joy, that the dreams of my youth may return, and the days of the mighty Fingal.

As the branches of a tree return their sap to the root from which it arose; as a river pours its waters to the sea from which its springs were supplied; so the heart of a grateful man delights in returning a benefit received.

I went by the field of the slothful, and by the vineyard of the man void of understanding, and lo! it was all grown over with thorns.

Life is real, life is earnest;
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not written of the soul.

The combat deepens: on, ye brave,
Who rush to glory or the grave!
Wave, Munich, all thy banners wave,
And charge with all thy chivalry!

EVENING SOUNDS.

Sweet was the sound, when oft, at evening's close,
 Up yonder hill the village murmur rose;
 There, as I pass'd with careless step and slow,
 The mingling notes came soften'd from below;
 The swain responsive as the milkmaid sung,
 The sober herd that low'd to meet their young,
 The noisy geese that gabbled o'er the pool,
 The playful children just let loose from school,
 The watch-dog's voice, that bay'd the whispering wind,
 And the loud laugh that spoke the vacant mind,—
 These all in soft confusion sought the shade,
 And fill'd each pause the nightingale had made.

THE SOLDIER'S DREAM.

Our bugles sang truce—for the night cloud had lower'd,
 And the sentinel stars set their watch in the sky;
 And thousands had sunk on the ground overpower'd,—
 The weary to sleep, and the wounded to die.

When reposing that night on my pallet of straw,
 By the wolf-scaring fagot that guarded the slain,
 At the dead of the night a sweet vision I saw,
 And thrice ere the morning I dreamt it again.

Methought from the battle-field's dreadful array,
 Far, far I had roam'd on a desolate track;
 'Twas autumn—and sunshine arose on the way,
 To the home of my fathers, that welcomed me back.

I flew to the pleasant fields traversed so oft,
 In life's morning march, when my bosom was young;
 I heard my own mountain-goats bleating aloft,
 And knew the sweet strain that the corn-reapers sung.

Then pledged we the wine-cup, and fondly I swore
 From my home and my weeping friends never to part;
 My little ones kiss'd me a thousand times o'er,
 And my wife sobb'd aloud in her fullness of heart.

"Stay, stay with us—rest, thou art weary and worn:"
 And fain was their war-broken soldier to stay;
 But sorrow return'd with the dawning of morn,
 And the voice in my dreaming ear melted away.

THE SEASONS, A PICTURE OF HUMAN LIFE.

'Tis done! dread Winter spreads his latest glooms,
 And reigns tremendous o'er the conquer'd year.
 How dead the vegetable kingdom lies!
 How dumb the tuneful! Horror wide extends
 His desolate domain! Behold, fond man!
 See here thy pictured life. Pass some few years,
 Thy flowering Spring, thy Summer's ardent strength,
 Thy sober Autumn fading into age,
 And pale concluding Winter comes at last,
 And shuts the scene. Ah! whither now are fled
 Those dreams of greatness? those unsolid hopes
 Of happiness? those longings after fame?
 Those restless cares? those busy, bustling days?
 Those gay-spent, festive nights? those veering thoughts,
 Lost between good and ill, that shared thy life?
 All now are vanish'd! Virtue sole survives,
 Immortal, never-failing friend of man,
 His guide to happiness on high.

RESIGNATION.

Should fate command me to the farthest verge
 Of the green earth, to distant barb'rous climes,
 Rivers unknown to song; where first the sun
 Gilds Indian mountains, or his setting beam
 Flames on the Atlantic isles; 'tis naught to me;

Since God is ever present, ever felt,
 In the void waste as in the city full;
 And where he vital breathes there must be joy.
 When e'en at last the solemn hour shall come,
 And wing my mystic flight to future worlds,
 I, cheerful, will obey; there, with new powers,
 Will rising wonders sing: I cannot go,
 Where universal love not smiles around,
 Sustaining all yon orbs, and all their suns:
 From seeming evil still educing good,
 And better thence again, and better still,
 In infinite progression. But I lose
 Myself in him, in light ineffable!
 Come, then, expressive silence, muse his praise.

UNITY OF CREATION.

All are but parts of one stupendous whole,
 Whose body nature is, and God the soul:
 That, changed through all, and yet in all the same,
 Great in the earth, as in th' ethereal frame;
 Warms in the sun, refreshes in the breeze,
 Glows in the stars, and blossoms in the trees;
 Lives through all life, extends through all extent,
 Spreads undivided, operates unspent;
 Breathes in our soul, informs our mortal part,
 As full, as perfect, in a hair as heart;
 As full, as perfect, in vile man that mourns,
 As the wrapt seraph that adores and burns:
 To him no high, no low, no great, no small:
 He fills, he bounds, connects, and equals all.

What conscience dictates to be done,
 Or warns me not to do,
 This teach me more than hell to shun,
 That more than heaven pursue.

PART IV.

PROSODY.

PROSODY treats of punctuation, figures, and versification.

PUNCTUATION.

Punctuation is the art of dividing written composition by means of points or pauses.

The principal points used in punctuation are six, namely:—

The Period,	(.)	The Colon,	(:)
The Interrogation,	(?)	The Semicolon,	(;)
The Exclamation,	(!)	The Comma,	(,)

The *first three*, are generally used to separate sentences; the *last three*, to separate the parts of a sentence.

THE PERIOD (.)

The period is placed—

1. After each complete declarative and imperative sentence.
2. After all elliptical expressions denoting the titles of books, heads of chapters, dates, &c.
3. After each abbreviated word, and initial letter.

Tell why periods are used in the following expressions.

The spirit of true heroism is generous. Wisdom and virtue ennoble us.
 Go forth to meet him. Listen to the voice of Wisdom.

Kirkham's Grammar. Part I. Orthography. Rule 4. March 4th, 1858.

Dr. Viz. Esq. Messrs. A. B. F. R. S. A. D. Simpson. Esq.

THE INTERROGATION (?).

An *interrogation point* is placed after each interrogative sentence; as, Where are you going? What will he do?

THE EXCLAMATION (!).

1. The exclamation point should be placed after each exclamatory expression.

An exclamatory expression may be a word, phrase, or sentence; as, Strange! Alas, poor Yorick! How wonderful is man!

2. When an interjection is used as an independent expression, it should be followed by the exclamation; as, Hark! it is distant music. Oh! horrible thought!

3. When an interjection is used to introduce an exclamatory expression, the point should be placed after the expression, but not after the interjection; as, Alas, for his poor family! O men of Athens!

4. When an interjection is repeated, the point is generally placed after the last; as, Fie, fie! Ha, ha, ha!

Tell why the interrogation and exclamation points are used in the following expressions.

Can gray hairs make folly venerable? What do you say? What? Are the wicked happy? Can sinners escape punishment?

To purchase heaven has gold the power?

Can gold remove the mortal hour?

In life can love be bought with gold?

Are friendship's pleasures to be sold?

Daughter of faith, awake! arise! illumine the dread unknown, the chaos of the tomb! O Rolla! you distract me! A dread eternity! How surely mine! How are the mighty fallen! Approach and behold him now! How pale! how silent! Alas! those happy days are gone. Oh! you are wounded, my lord.

THE COLON (:).

1. The colon should be placed after a clause which is complete in itself, but which is followed, without a connective, by some remark, inference, or illustration; as, Harbor no malice in thy heart: it will be a viper in thy bosom.

2. When a semicolon has preceded, or more than one, and a greater pause is necessary, the colon may be used; as,

He sank to repose where the red heaths are blended;
One dream of his childhood his fancy pass'd o'er:
But his battles are fought, and his marches are ended;
The sound of the bagpipe shall wake him no more.

3. The colon may be placed after the expressions *thus*, *following*, and *as follows*, when reference is made by them to something coming after; as, He ascended the platform, and spoke *thus*: Friends and fellow-citizens, &c.

4. A colon should be placed before a quotation, speech, a course of reasoning, or a specification of articles or subjects when formally introduced; as, In a letter from Oxford to my brother Amos, he thus expresses himself: "See that you govern your passions," &c.

EXAMPLES.

Rebuke the erring in private: public reproof hardens.

To rule one's anger is well: to prevent it is better.

The well-bred man desires to please: the coxcomb, to shine.

The warrior spoke as follows: O man heavy with wine, why dost thou keep prattling?

He rose amidst the throng, and thus began:

Assembled peers of this our middle state.

THE SEMICOLON (;).

1. The semicolon is inserted after a part of a compound sentence which makes complete sense; as, Straws swim on the surface; but pearls lie at the bottom.

2. A semicolon is put before *as, viz., to wit, namely, i.e. or that is*, when they precede an example or a specification of particulars; as, A noun is a name; as, John, Pittsburgh, wisdom.

EXAMPLES.

There is good for the good; there is virtue for the faithful; there is victory for the valiant; there is spirituality for the spiritual.

We love liberty; we glory in the rights of men; we glory in independence.

Every thing grows old; every thing passes away; every thing disappears. The wind and rain are over; calm is the noon of the day; the clouds are divided in heaven; over the green hills flies the inconstant sun.

THE COMMA (,).

1. Two words in the same construction, if used without a connective, are separated by a comma; as, Lend, lend your wings. Can flattery soothe the dull, cold ear of death?

2. Three or more words or phrases in the same construction are separated by commas; as, Industry, honesty, and temperance, are essential to happiness. The full, round, beautiful, faultless, and perfect period. For him, for me, for all, the earth in beauty smiles.

3. An expression denoting the object addressed is pointed off by the comma; as, John, study carefully. Boast not, dear friends, of to-morrow.

4. An expression containing the absolute case before a participle is set off by a comma; as, The sun having risen, we departed.

5. The case in apposition, when limited otherwise than by the article, is set off by commas; as, Arnold, the base traitor, escaped. Homer, the great poet of antiquity, is said to have been blind. The twin sisters, piety and poetry, are wont to dwell together.

6. Successive pairs of words should be separated by commas; as, Sink or swim, live or die, survive or perish, I am for the declaration.

7. Clauses which do not require to be separated by a longer pause are generally separated by a comma; as, I will walk, that you may ride.

EXCEPTIONS.

A clause is not pointed off—

¹ When it is the subject of a finite verb; as, Where he went is not known.

² When it is the object of a transitive verb; as, I heard what he said.

³ When it has the construction of the predicate nominative; as, His chief merit was that he was a true man.

⁴ When it is a relative clause joined directly to the antecedent; as, The boy who studies will improve.

⁵ When it denotes comparison, and follows *as* or *than*; as, He was a better scholar than I supposed him to be.

8. A comma is generally used to indicate an ellipsis of the predicate; as, The young are slaves to novelty; the old, to custom.

9. A short quotation, or an expression having the appearance of a quotation, is set off by the comma.

10. When an element of a sentence is loosely connected, or used parenthetically or intermediately, it is set off by the comma; as, Strong proofs, not a loud voice, produce conviction. We must, however, pay some deference to the opinions of the wise.

EXAMPLES.

Veracity, justice, and charity are essential virtues. If thine enemy hunger, feed him; if he thirst, give him drink. Curiosity allures the wise; vanity, the foolish; and pleasure, both. Labor brings pleasure; idleness, pain. On the rich and the eloquent, on nobles and priests, the Puritans looked down with contempt. He, like the world, his ready visit pays where fortune smiles. St. John says, "God is love." Truth is not a stagnant pool, but a fountain. Though deep, yet clear; though gentle, yet not dull. The sun having risen, we departed.

For an exercise in punctuation, let the pupil take selections

from his Reader, or from any other book, and tell why each point is used.

OTHER CHARACTERS USED IN WRITING.

Besides those already considered, other marks are sometimes used in writing and printing, the principal of which are as follows :—

The *Dash* (—) is used to denote a sudden suspension or change of the sense; as, I will inquire into the affair, and if— And if, interrupted the farmer, &c.

The *Parenthesis* () is used to distinguish a clause thrown in between the parts of a sentence, to which it does not properly belong; as, Know then this truth, (enough for man to know,) Virtue alone gives happiness below. Abou Ben Adhem (may his tribe increase!) awoke one night from a deep dream of peace.

The *Brackets* [] are used to enclose a word or phrase introduced for explanation; as, He [the speaker] was of a different opinion.

The *Apostrophe* (') is used either as the sign of the possessive case, or to denote the omission of one or more letters; as, John's book. O'er, tho', for over, though.

The *Quotation marks* (" ") are used to include a passage taken verbatim from some other author; as, The poet says, "Be wise to-day."

The *Section* (§) and *Paragraph* (¶) are used to indicate the beginning of a new subject.

The *Diæresis* (¨) is placed over the latter of two vowels occurring together, to show that each is taken in a different syllable; as, aërial, coördinate.

The *Hyphen* (-) is used to separate the parts of a compound word; as, ever-living. It is also placed at the end of a line, to show that one or more syllables of a word are carried forward to the next line; as, It is incompatible with truth.

The *Caret* (^) is used to show where something omitted, and afterwards interlined, is to be read; as, The book ^{is} lost.

The *Ellipsis* (— or * * * *) denotes the omission of some letters or words; as, k—g, for king.

The *Asterisk* (*), the *Obelisk* (†), the *Double Dagger* (‡), the *Parallels* (||), &c., are used to refer to marginal notes. Letters and figures may be used for the same purpose.

FIGURES.

A *figure* is a licensed deviation from the ordinary form or use of a word, or construction of a sentence.

Figures are of three kinds; figures of *Etymology*, figures of *Syntax*, and figures of *Rhetoric*.

FIGURES OF ETYMOLOGY.

A figure of *Etymology* is a deviation from the ordinary form of a word.

The figures of *Etymology* are as follow :—

Apharesis cuts off a letter or syllable from the beginning of a word; as, 'gainst, 'gan, for against, began.

Syncope removes a letter or syllable from the middle of a word; as, o'er, e'er, lov'd, for over, ever, loved.

Apocope cuts off a letter or syllable from the end of a word; as, th', tho', for the, though.

Prosthesis adds a letter or syllable to the beginning of a word; as, adown, bepaint, for down, paint.

Paragoge adds a letter or syllable to the end of a word; as, withouten, bounden, for without, bound.

FIGURES OF SYNTAX.

A figure of *Syntax* is a deviation from the ordinary construction of a sentence.

Ellipsis is the omission of a word, phrase, or clause which is necessary to complete the construction; as, Go;

i.e. Go thou. Who came? George; i.e. George came. Strange; i.e. It is strange.

Pleonasm is the use of words not necessary to the construction; as, I know thee, who thou art. He that hath ears to hear, let him hear. Gad, a troop shall overcome him.

Enallage is the use of one part of speech for another, or of one modification for another; as, They fall successive (ly) and successive (ly) rise. A world devote to universal wreck.

Hyperbaton is the transposition of words from their natural order; as, Afar is heard his voice sublime.

FIGURES OF RHETORIC.

A figure of *Rhetoric* is a deviation from the ordinary application of a word. Figures of this kind are commonly called Tropes.

Simile is a direct comparison, introduced by like, as, or so; as, He is like a tree planted by the rivers of water.

Metaphor gives to one object the name of another object, on account of a resemblance between them; as, That man is a fox. He is a pillar of state. The soldiers were perfect lions.

An *Allegory* is a continued metaphor or series of metaphors; as, The Pilgrim's Progress.

A *Parable* is an allegory usually drawn from such events as might occur; as, Parable of the Sower. (Matt. xiii.) Of the Ten Virgins. (Matt. xxv.)

Metonymy is a change of names: it gives one object the name of another, which has some relation to it; as, Gray hairs should be respected, meaning, Old age should be respected. The kettle boils. He addressed the chair.

Personification attributes to inanimate objects some of the qualities of living beings; as, The earth smiles with plenty.

Doth not Wisdom cry, and Understanding put forth her voice?

Irony makes a sentence convey a meaning the opposite of its ordinary use; as, And we, *brave* men, are satisfied if we ourselves escape the sword. He was virtuous as a Nero.

Hyperbole exaggerates the truth; as, Rivers of water run down mine eyes.

Antithesis contrasts two or more things with each other; as, By honor and dishonor, by evil report and good report, as deceivers and yet true.

Synecdoche puts a part for the whole, or a whole for a part; as, This roof [i.e. house] protects you. Alexander conquered the world; [i.e. the people.]

Exclamation is used to express some strong emotion of the mind; as, Oh, Liberty! Oh, sound, once delightful to every Roman ear!

Vision represents a past or future event as present to the view; as,

I see the dagger-crest of Mar;
I see the Moray's silver star.

Interrogation expresses a strong affirmation in the form of a question; as, Hath he said it, and will he not do it?

Apostrophe is a sudden transition from the subject of discourse to address some other person or thing.

Climax is a series of members in a sentence each rising in importance above the preceding.

VERSIFICATION.

Composition is of two kinds, *prose*, and *verse* or *poetry*.

Prose is composition in which the words are arranged with a primary reference to the sense.

Poetry is composition in which special regard is had to measure or metre.

Measure or *metre* denotes a systematic arrangement of the accented and unaccented syllables.

A *verse* is a single line.

A *foot* is a division containing two or three syllables.

A *stanza* is a division consisting of two or more lines.

Feet are of eight kinds, four of two syllables and four of three syllables.

Those consisting of two syllables are :—

The *Trochee*, which has the first syllable accented and the second unaccented; as, hateful, pettish.

Softly | sweet, in | Lydian | measures,
Soon he | soothed his | soul to | pleasures.

The *Iambus*, which has the second syllable accented and the first unaccented; as, betray, consist.

Before | Jeho | vah's aw | ful throne, |
Ye na | tions, bow | with sa | cred joy. |

The *Spondee* has both syllables accented; as, *pale moon*, *tall tree*.

The *Pyrrhic* has both syllables unaccented; as, *on the tall tree*.

Those consisting of three syllables are :—

The *Anapest*, which has the last syllable accented and the first two unaccented; as, *incomplete*.

At the close | of the day, | when the ham | let is still. |

The *Dactyl*, which has the first syllable accented and the last two unaccented; as, *laborer*, *possible*.

Come, ye dis | consolate, | where'er you | languish. |

This example contains three Dactylic feet and one Trochee.

The *Amphibrach*, which has its second syllable accented and the other two unaccented; as, *delightful*.

There is a | bleak desert | where daylight | grows weary |
Of wasting | its smile on | a region | so dreary. |

The *Tribrach*, which has all of its syllables unaccented; as, *nu | merable*.

The *Spondee*, *Pyrrhic*, and *Tribrach* are seldom used; and verse is never formed of them alone.

RHYME AND BLANK VERSE.

The most prominent divisions of poetry are *rhyme* and *blank verse*.

In rhyme the final syllables of two or more lines have similar sounds; as,

A grasshopper *gay*
Sung the summer *away*,
And found himself *poor*
By the winter's first *roar*.

A couplet is two lines which rhyme, taken together; as,

Once upon a midnight *dreary*,
While I ponder'd, weak and *weary*.

A triplet consists of three lines which rhyme; as,

{ Few, few shall part, where many meet,
The snow shall be their winding-sheet;
And every turf beneath thy feet
Shall be a soldier's sepulchre.

Blank verse is without rhyme; as,

Here rest the great and good; here they repose
After their generous toil. A sacred band,
They take their sleep together, while the year
Comes with its early flowers to deck their graves,
And gathers them again as winter frowns.

THE END.

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