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YOUNG COMPOSER:

A GUIDE TO ENGLISH GRAMMAR & COMPOSITION.

BY

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PREFACE.

THIS work has been prepared on the principle that instruction in Grammar and Rhetoric, and also training in Composition should ever proceed from the thought. The study of the grammar of one's vernacular tongue, to be satisfactory in its results, must be synthetic, not analytic; and synthetic not in the sense of being merely cumulative of words, word-building or sentence-building simply by piling up element upon element of mere sentence-forms, but synthetic in the sense of embodying thought in its diverse forms in fit forms of language. Grammar should be studied not merely or predominantly that one may interpret well, but that he may speak well, and write well.

This is the method of nature and experience. We speak that we may communicate thought: we have first the thought; then comes the form of expression. The thought is the vital, organic, germinant element of all rational discourse.

Further, the form of the thought determines the form of language. There are just so many and just

such grammatical and rhetorical forms, because there are just so many and just such forms of thought to be communicated.

The forms of Grammar and Rhetoric are consequently intelligible only, as the forms of thought which have determined them are first understood. Etymology treats of the "parts of speech," as they are called. But why there should be any "parts of speech," why such parts, why not more, can not be understood at all, unless the forms of thought which give rise to them are apprehended. So what the legitimate function of each part is, and what its relation to the other parts, can not be comprehended except by a like reference to the thought. If the various forms of the thought which have originated the various forms of grammatical and rhetorical expression are first presented, one by one, then it will be seen why its respective form of expression is necessary, and why it is as it is. The whole philosophy of grammar opens itself thus easily, naturally; and the study of grammar becomes attractive and satisfying in all its results. In the same way, training in composition becomes rational, simple, and also attractive. The pupil, being put upon the specific form of thought, proceeds readily and intelligently in the exercise of embodying it in a suitable form of language.

This method meets the difficulties which the pupil encounters in these studies, and guides and aids him through them. In composing, his one great trouble

is, out of the confused mass of thought in his mind, to get hold of just that part and just that form which he is to embody in his essay. This done, and essay-writing becomes as easy as writing a letter to tell a friend of an interesting incident, to describe a scene, or to urge a request for some favor. Criticism becomes easy and intelligible. It is all disposed of in the one question: is my language the proper expression of my particular thought in relation to my object, in writing?

This method effectually prevents the fatal vices unavoidably incident to the reverse method of beginning with word-forms,—with the analysis of sentences and rhetorical style. This last method leads at once to the exalting of the word above the thought; and so to empty verbiage, to words without ideas, sounding sentences devoid of meaning, turgid rhetoric without rational aim or object.

Once more, this method leads directly and assuredly to the great object and end of true education and training. It develops and trains the thinking power itself. It brings the mind of the pupil directly to grapple with the matter of thought; and necessitates the exertion of his best power to grasp and shape it. It, however, guides every step by introducing him to the several forms in which he thinks. It trains the mind to work under its own laws, by leading it to the successive study of all the general forms in which its power to think can be called forth; for the forms of

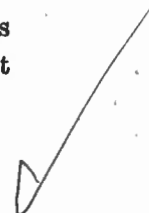
language and discourse are but the body-forms of these inner modes of thought. Thus the best and most effective mental discipline may be secured from studies in grammatical and rhetorical synthesis,—in rightly-framed exercises in the composition of the sentence and of discourse.

As to the plan of the book, it may be observed here that of the three sizes of type used, the largest is employed for the matter to be committed thoroughly by the pupil; that of middle size is for matter to be read and well understood by him; and that of the smallest size is for matter chiefly for the teacher or the more mature pupil.

The definitions, are given with the utmost care to logical accuracy and precision, so that no correction shall be needed in the maturer stages of study. For a single illustration, a personal pronoun is not defined to be "a word used instead of a noun," as it is commonly but loosely, not to say erroneously, defined; for this definition does not distinguish it from other words which may be used just as well instead of nouns, nor does it point at all to the true origin and use of this part of speech, which is to distinguish *person*. In every sentence there is expressed or implied, besides the subject or matter spoken of, the matter of thought or attribute spoken of this subject, and the asserting element itself, the entirely independent distinction of the person speaking, the person spoken to, as well as the matter spoken, or the proper matter of the sentence. Gram-

matical Person marks these distinctions, and a distinct class of words are introduced into language for the purpose, which are called personal pronouns. The usual definition is no definition at all, and only serves to slide the pupil and the teacher along easily over an ill-understood subject. The same looseness may be abundantly exemplified in other parts of grammar.

The arrangement of the exercises is to introduce the pupil successively and singly to each form of thought that is characterized by a peculiar form of expression in language. - They are designed to lead him to correct and ready thinking as well as to correct and ready expression, or more exactly to lead him to good expression through good thinking. For a single illustration, the exercises introduce, in the strictest logical order, to all the higher species of attributes which the human mind can think of any subject. The pupil is thus, unconsciously to himself, trained to habits of thinking aright and freely, as well as methodically of any subject that may ever occur to him. He is trained to become familiar with every possible class of attributes, and to think them in exact logical order, yet with unconscious freedom. This, it need not be said, is the one grand end and distinction of a perfect mental culture—to think readily, correctly, and methodically of any subject with accompanying power to put such thought into fit language. The very commendable object which has prompted that new class of worthy text-books in Object Lessons is aimed at



in these exercises,—training the pupil to observe, while training him to think and to speak and write accurately and in order.

The author's "Art of Composition" covers the same ground as this treatise, only in a fuller way and for more advanced students. The reader is referred to that for a fuller treatment of grammatical principles.

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INTRODUCTORY LESSONS.

LESSON I.—THE SENTENCE.

§ 1. WHEN we think, we think of something which is called an *object*, or an *object of thought*.

AN OBJECT OF THOUGHT is that of which we think.

Thus, if I think of *John*, or *the sun*, or *an apple*, *John*, *the sun*, *an apple*, are objects of my thought.

ORAL EXERCISE. Name some objects of thought.

§ 2. Further, when we think of an object, we think something about that object. When I think of *John*, I think something about *John*. I think, perhaps, he is *tall*; or perhaps that he is *strong*; or that he *learns fast*. That which I think of an object is called an *attribute*. Thus, *tall*, *strong*, *learns fast*, express attributes of the object of thought, *John*.

AN ATTRIBUTE is that which is thought of an object.

ORAL EXERCISE. Name some attribute of *John*; of an *apple*; of the *sun*.

Name some other objects and some attribute of each.

Name the attributes expressed in the following sentences:—

John is studious. The apple was sweet and juicy. Venus is bright. Venus shines. The horse is frisky. Dobbin prances. John studies diligently. He took his book home with him. He will recite well to-morrow.

§ 3. When we speak, we assert some attribute of an object. Such an assertion is called a *sentence*. Thus, "John is tall," is a sentence.

A SENTENCE is an assertion of some attribute of an object.

ORAL EXERCISE. *Form a sentence about John. Form sentences about an apple; the sun.*

Name some objects, and form sentences about them.

LESSON II.—POINTS AND CAPITALS.

§ 4. IN writing, sentences and parts of sentences are separated from one another by means of Points and Capitals.

§ 5. There are four points used to separate sentences and parts of sentences from one another:—The Period (.); the Colon (:); the Semicolon (;); and the Comma (,).

§ 6. The PERIOD separates one sentence from another.

The COLON, the SEMICOLON, and the COMMA separate the parts of a sentence from one another. The Colon separates them most widely; the Semicolon less widely; and the Comma least widely.

EXAMPLE.—Elephants often assemble in large troops; and as they march, which is mostly in quest of food, the forests seem to tremble under them. In their passage they bear down the branches of trees, which, together with roots, herbs, and leaves, are their common food: they have no objection, however, to grain and fruit, but will not eat either fish or flesh. In a state of captivity, they will drink ale, wine, and spirituous liquors; for which, indeed, they seem to have a particular predilection.

§ 7. CAPITALS are a kind of large Letters. They are used at the beginnings of sentences; and also at the beginnings of names of individuals in sentences.

EXAMPLES.—On the third day of August, 1492, Columbus set sail. The retreat of General Washington left the English in complete possession of Long Island.

§ 8. ORAL EXERCISES. *Name the Points used, and correct the faults in Punctuation and in the use of Capitals in the following extract:—*

In the course, of philip's war, which involved, almost all the indian tribes in new England; and among others those in the neighborhood, of hadley. the Inhabitants thought it proper, to observe the first of September, 1675, as a day of fasting and prayer; while

they were in the church and employed in their Worship they were surprised by a band of savages; the people instantly betook themselves to their Arms, which according to the custom of the times they had carried with them to the church; and rushing out of the house attacked their Invaders. The panic, under which, they began the conflict was however so great and their number was so disproportioned to that of their enemies that they fought doubtfully at first and in a short time began evidently to give way.

At this moment an ancient Man with hoary locks of a most venerable and dignified aspect; and in a dress widely differing from that of the Inhabitants, appeared suddenly at their head; and, with a firm voice, and an example of undaunted resolution reanimated their spirits led them again to the conflict; and totally routed the savages. When the Battle was ended the stranger disappeared and no person knew whence he had come or whither he had gone. The relief was so timely so sudden so unexpected and so providential, the appearance and the retreat of him who furnished it were so unaccountable. his person was so dignified and commanding his resolution so superior and his interference so decisive that the Inhabitants without any uncommon exercise of credulity, readily believed him to be an angel sent by Heaven for their preservation. nor was this opinion seriously controverted until it was discovered several years afterward, that goffe and whalley had been lodged in the house of mr. Russell. Then it was known that their deliverer was goffe Whalley having become superannuated some time before the event took place.

§ 9. WRITTEN EXERCISE. *Write, from dictation by the teacher or by one of the class, an extract from some prose writer, separating the Sentences and Parts of Sentences by the use of proper Points and of Capitals.*

OBSERVATION.—The practice in the use of these four Points and of Capitals should be so thorough; that neither pupil nor teacher shall be troubled in future exercises from this source. See Art of Composition for a fuller treatment of Punctuation.

LESSON III.—THE ELEMENTS OF THE SENTENCE.

§ 10. THE Sentence is made up of three elements:

1. The object of which we speak, which is called the *Subject* of the sentence; 2. The attribute which we assert of it, which is called the *Predicate* of the sentence; 3. The asserting element, which is called the *Copula* of the sentence.

The **SUBJECT** of a sentence is that of which we speak; as in the sentence, "John is tall," *John* is the subject, being that of which I speak.

The **PREDICATE** of a sentence is the attribute which is asserted of the subject. *Tall* is thus the predicate in the sentence, "John is tall."

The **COPULA** of a sentence is that element of it which asserts; as, for example, *is* in the sentence, "John is tall." In the sentence, "John runs," the asserting element is in the word *runs* combined with the predicate. The subject, the predicate, and the copula are sometimes all combined in one word; as, "*Run, John.*"

OBSERVATION.—This lesson may be omitted in the first study. It is inserted here to indicate that there is a difference between *predicate* and *attribute*, which terms the pupil should be carefully guarded against confounding. Indeed, it may be remarked here, that in grammar, sometimes becomes necessary to use terms that have originated in psychology, in which the distinctions do not correspond exactly with those which must be made in grammar. Thus the *object*, and the phrase *object of thought*, originate in Psychology, denoting a correlative of *consciousness*, or *conscious subject*. Here also originates the term *attribute*. The terms *subject*, *predicate*, and *copula* originate in Logic; they are the three necessary elements in all proper thought, the laws and forms of which it is the province of Logic to teach. A psychological *attribute* corresponds closely, but not exactly with a logical *predicate*; just as psychological *object* corresponds to a certain extent only with the logical term *subject*. So the grammatical term *noun* corresponds to a certain degree only with the psychological term *object*, or *object of thought*, and the logical term *subject*; as the grammatical term *adjective* only to a partial extent corresponds with the terms *attribute* and *predicate*; and the term *verb* with the logical term *copula*. But no *object* can be a *noun* unless it can be used as logical *subject*; no *attribute* can be an *adjective* unless it can be a *predicate*; and no word can be a *verb* unless in some of its inflected forms it can contain a logical *copula*. It is necessary in grammar to use these terms from other departments of knowledge for purposes of explanation. While they should be used no further than necessary, so far as used, they should be used so as to prevent confusion and error.

LESSON IV.—THE NOUN.

§ 11. THE object of which we speak is expressed in a word called a *Noun*. Thus, when I say "John walks," the object of which I speak is expressed in a word—John—which word is called a *Noun*.

A *NOUN* is the name of an object; as, John, the Sun, Grass, Truth.

§ 12. ORAL EXERCISE. Name the Nouns in the following sentences:—

Mary is young. The tree is large. The sun shines. Alexander conquered Asia. The trees begin to blossom.

son. Birds carol. Honesty is the best policy. Peter has gone to the war. There comes Richard. Loud roared the torrent. After Christmas comes New-Year's Day.

OBSERVATION.—The term *noun* is applied not only to a word expressing an object of which some attribute is asserted, but also to a word, however used in the sentence, that denotes an object of which we may assert an attribute. Thus, in the sentence, "John struck Peter," *Peter* is a noun as well as *John*. So also, in the preceding sentences, *Asia*, *policy*, *war*, *Richard*, *Christmas*, are nouns, although nothing is asserted of them in those sentences. They are here not subject-words. It is clear, however, we can use them as subject-words, and connect predicates with them; that is, assert attributes of the object which they denote.

§ 13. ORAL EXERCISE. Name all the Nouns in the following sentences, and mention which of them express objects of which something is asserted:—

History teaches by example. The storm increased with the night. The creaking of the masts, the straining and groaning of bulkheads, as the ship labored in the weltering sea, were frightful. Across the ocean came a pilgrim bark, bearing the seeds of life and death. First, were paraded the Indians, painted according to their savage fashion. After these were borne various kinds of live parrots. After these followed Columbus, on horseback.

§ 14. WRITTEN EXERCISES. Write sentences, each containing a noun denoting an object of which some attribute is asserted; also sentences containing nouns which are not used as subject-words.

MODELS.—George is industrious. His father gave James a pony and saddle.

LESSON V.—THE ADJECTIVE.

§ 15. THE attribute which we may assert of an object is often expressed in a word called an *Adjective*.

An ADJECTIVE is a word expressing an attribute of an object ; as, "John is tall."

In this sentence the word *tall* is an adjective, because expressing an attribute of the object *John*. So, in the sentence, "The grass is green," *green* is an adjective, because expressing an attribute of the object *grass*. But when I say "tall John," "green grass," *tall* and *green* are words expressing attributes; they are, therefore, equally adjectives here.

§ 16. ORAL EXERCISES. *Name the Adjectives in the following sentences, mentioning the objects of which they express attributes:—*

James is busy. The sun is bright. The green grass is pleasant. The bright sun is painful. The sea is rough and boisterous. The rough and boisterous sea is frightful. My father, a wise and grave man, gave me serious and excellent counsel. My chief companion is a very venerable man, who is ever with Sir Roger, and has lived at his house in the nature of a chaplain above thirty years. Furnish yourself with a rich variety of ideas. Acquaint yourself with things ancient and modern; things natural, civil, and religious; things domestic and national; things present, past, and future. It may be laid down as an unfailing and universal axiom that all pride is abject and mean.

§ 17. WRITTEN EXERCISES. *Write sentences expressing attributes of some—*

Person, Animal, Plant, Place, Time.

MODEL.—Charles is diligent. Fiery Mars has risen.

Write sentences expressing of some object each of the following attributes respectively: Tall, pale, large, kind, bold, mountainous, cold, striped, quick, dark.

LESSON VI.—THE VERB.

§ 18. THE copula or asserting element of the sentence is expressed in a word called a *Verb*. Thus, in the sentences, "John *is* studious," "John *studies*," the assertion is expressed in the words *is* and *studies*, which words are called Verbs.

A VERB is a word that asserts: as, "The grass *is* green;" "John *speaks*;" "George *whispered*;" "Fido *will bite*;" "Soon winter *will have passed*;" "William *is disappointed*;" "Speak, Henry;" "Charles *is running*."

OBSERVATION 1.—A verb may consist of several words: as, *Has come*; *had come*; *will come*; *may have come*; *is coming*; *will be done*; *shall have been done*; *can have been doing*. Such expressions may be regarded as one composite word.

OBSERVATION 2.—On the other hand, as has been stated, the copula and the predicate are often united in a single word: as, "John *hungers*;" "The sun *shines*." In an expression of command, the whole sentence may consist of but one word: as, *Speak! Go!*

§ 19. ORAL EXERCISES. *Name the verbs in the following sentences:—*

The grass is green. Sirius twinkles. James has gone. Rome was sacked. The fire is bright. The citizen obeys. John whips his top. The shower revives the grass. The grass was revived by the shower. The clouds pour down torrents of water. John will finish his task before dinner. James is studying his lesson. Robert must have left town before noon. It rains.

OBSERVATION.—In naming the verb, all the words, if there be more than one, which are necessary to express all the asserting element, should be given. Thus, in the sentence, "He *will be studying* at that hour," the whole asserting element is not expressed in *will*, nor in *will be*. The verb is *will be studying*.

Assert something of the following objects:—

Peter; Italy; August; Carlo; Venus; Columbus; Caesar; Mercury; Africa; Athens; Jerusalem; Malta; Wednesday; Autumn; February; Bucephalus; Dobbin; Fido.

§ 20. WRITTEN EXERCISE. *Write sentences asserting something of a Noun denoting—*

A person; a place; a part of time; an animal; a star.

MODELS.—Autumn approaches; Dobbin prances.

Write a sentence asserting of some individual object that it—

Lives; acts; runs; speaks; has gone; will come; is satisfied; will be starved; must be divided; may rise; can be forgotten; is passing.

LESSON VII.—FORMATION OF WORDS.

§ 21. IN forming words from others by adding a syllable or syllables, the following rules are to be observed:—

RULE I. A silent *E* final is dropped before a suffix beginning with a vowel; as, *loving, ripen, rider, brutish, curable, carousal, guidance, pasturage, combination*.

Except words ending in *ce* or *ge* before *a* or *o*; also words ending in *ee, oe, and ye*; as, *changeable, courageous, serviceable, fleeing, hoeing, eyeing*.

RULE II. A single consonant preceded by a single vowel in a final accented syllable, is doubled before a suffix beginning with a vowel; as, *robbed, dragged, petted, gladden, shedding, bagging, controlling, omitted, forgettest, foppish, muddy*.

OBSERVATION.—Words ending in an unaccented syllable, also *gas* and *sal*, do not double the final consonant; as, *labeled, marvelous, gaseous, satisfy, revolver, baroness, meeting*. But we have *crystalline, metalline, coralline, tranquillity*; these words, in the original languages from which they are taken, having the letter doubled.

RULE III. *Y* final, preceded by a consonant, is changed into *i* before a suffix not beginning with *i*; as, *lilies, happier, decries, raciness, bodily, fanciful*.

Except in a few monosyllabic adjectives, and before suffixes *-ship* and *-ling*; as, *dryly, shy-*

est, ladyship. But *drier* and *driest*, are forms authorized by usage.

OBSERVATION.—Y final preceded by a vowel is not changed; as, *ways, mon-
eys, delays, playing, gayly, gayety.* Except *laid, paid, said, saith, slain,
staid, daily.*

RULE IV. *Ie* final is changed into *y* before a suffix beginning with *i*; as, *lying, tying*, from *lie, tie.*

RULE V. A single *f* final, and *f* before *e* final, become *v* before a suffix beginning with a vowel in many words; as, *bees, thievish.*

OBSERVATION.—This principle was once a general one, and was applied to *s*, and *th* as heard in *thin*, as well as to *f*. We can thus account for such derivations as *thieve* from *thief*; *believe* from *belief*; *brazen* from *brass*; *breath* from *breath*. The principle was, that the characters *f* and *s* represented aspirates generally, but represented phthongal or vocal sounds before vowels. Thus, the singular *lif*, pronounced *life*, became *lives*, pronounced *lives*, in the plural; and the verb *lif-an* was pronounced *livan*.

RULE VI. Words ending in a double letter drop one on taking a suffix beginning with that letter, except *ll* before *less*; as, *seen, agreed, fully, impression.*

But *pall-less, hull-less,*

RULE VII. *C* takes *k* before a suffix beginning with *e*, *i*, or *y*; as, *trafficked, frolicking, garlicky.*

RULE VIII. Many words ending in *er* or *or* unaccented, preceded by *b, d, g, k, p, or t*, drop the vowel before a suffix beginning with a vowel other than *i*; as, *cumbrous, traitress, disastrous.*

§ 22. ORAL EXERCISE. *Correct the errors in spelling in the following sentences, and give the rule:—*

Ever judgeing others kindly, you will be judged by others kindly. The colors were changable. I was sadened by the sight of so much trifling. John was studyous, and never freted or complained of wearyness over his books. After untieing his sack, he divided his scanty fare with his hungry dog; in fact, he gave him the daintiest morsel. I descryed from the top of the hill a number of monkie's frolicing in the jollyest way. The vallies were very muddy, and our horses dragged wearily along. The knot that is tyed in treachery will be loosed by jealousy. Virtue alone is happyness below. They are employed in reducing the monies of Europe to one standard. The chimnies were smokeing with the earlyest fires of the morning. I baged my game and hurried home. The name of Macaulay will have no low place in the long roll of English worthys. By ever quarrelling with our neighbors, we are ever increaseing the hardships of life. The war had one most desireable effect, that of uniteing partys that had ever been disageeing. Believeing fully what I am declareing, I shall ever feel myself impeled to direct my liveing accordingly. They readily complied with the temns which were offerred, and at once redressed all the injurys with which they were chargable. We met the carryers comeing the way we were going, who told us that the cavaliers had taken all their moveables. He who forgeteth his neighbors in the extremitys of their distress, will himself be forgotten when his need shall be criing for help. His mimicing was of the merryyest

order. He was blameable for trampling under foot all the decencies of social life. Who shuneth disease hootteth at remedies. Referring to his earlier trials, he counselled a patient endurance of present hardships, and the maintenance of a hopeful spirit under the heaviest burdens, and the stormyest skies.

RUDIMENTS OF ENGLISH COMPOSITION AND GRAMMAR.

PART I.—PRIMITIVE SUBJECTS OF THOUGHT.—CONCRETE NOUNS.

CHAPTER I.

SINGLE OBJECTS.—PROPER NOUNS.

§ 23. WHEN we first think, we think of a single object. If any such single object have a name, that name is called in Grammar a *Proper Noun*.

A **PROPER NOUN** is the name of an individual object; as, *John, Mars, August*.

§ 24. Any object, whether person or thing, may be expressed by a proper noun. The names of the two brazen pillars in Solomon's temple, *Jachin* and *Boaz*, are proper nouns.

There are, accordingly, many kinds of Proper Nouns; as many, indeed, as there are kinds of objects. It will be convenient to have in mind the following leading classes:—

1. PERSONS; as, *John, Washington, Julius Cæsar*.

2. ANIMALS; as, *Towzer, Dobbin, Mouser.*
3. PLANETS and STARS; as, *Mercury, Sirius.*
4. THINGS; as, *Stand-by*, applied to a staff; *Monitor*, applied to a war-vessel; *Thames*, applied to a river.

5. PLACES; as, *Africa, Paris.*
6. TIMES; as, *Monday, January, Christmas.*
7. SCIENCES, ARTS, and PURSUITS; as, *Grammar, Rhetoric, Arithmetic, Commerce.*
8. IDEAS; as, *Space, Time, Eternity, Truth, Beauty, Goodness.*

OBSERVATION.—It must be borne in mind that the same word may be used for different purposes, and so may in some uses be a Proper Noun and in other uses be a Common Noun. It is a Proper Noun only when appropriated as the name of an individual object.

§ 25. ORAL EXERCISES. *Mention objects of each class enumerated in the preceding subject by their names as Proper Nouns.*

Define a Proper Noun. Mention the different kinds of Proper Nouns.

WRITTEN EXERCISE. *Write sentences asserting attributes of objects expressed by Proper Nouns of each class.*

MODELS.—December is cold. Eternity will bring full retribution

CHAPTER II.

COMPOSITE OBJECTS.—CLASS-NOUNS.

§ 26. SINGLE objects may be collected together into classes. *John, James, Samuel*, thus, are collected together into a class called by the name *boy*.

A CLASS-NOUN is the name of a class.

§ 27. A class may be composed of any single objects which have some attribute common to them all. Thus *Mercury, Venus, Mars* have this attribute in common, that they are primary bodies revolving around the sun. Having this attribute in common, they may be collected into a class which may be called by a name, as *planet*. *Planet* thus is the name of the class; it is a class-noun. All objects that have this attribute will be contained in the class, and be denoted by the class-name. Thus not only *Mercury, Venus, Mars*, but the *Earth, Jupiter, Saturn, Herschel*, etc., belong to the class, and are denoted by the class-noun, *planet*, because they have the common attribute of being primary bodies revolving around the sun.

§ 28. The same single objects may be collected into different classes, and so have different class-names in respect to different attributes. Thus *Mercury, Venus, Mars* have the attribute of being formed of matter; *body* is the name of the class of objects formed of

matter; they therefore belong to the class called *body* as well as to that called *planet*. They also have the common attribute of giving forth light; and as the class of objects that give forth light is called by the name *luminary*, they belong to this class also; they are luminaries, as well as planets and bodies. In the same way, *James*, and *John*, and *Samuel* have the common attribute of *learning at school*; they may be collected into a class because they have this common attribute, and the name of the class *scholar* is a class-noun. But they are all sons of the same father; they have this common attribute; and so they may be collected into another class—*brothers*. The name of the class *brother* is a class-noun. So they have common attributes by which they may be collected into many other classes, as *boy*, *cousin*, *nephew*, *person*, *biped*, *speller*, *reader*, *writer*, and others.

OBSERVATION.—Two things are to be ever kept in mind: first, classes are composed of single objects by reason of some attribute, or attributes, of those objects; secondly, this attribute, or attributes, must belong in common to every object in the class. Hence it is that every object may be called by the name of the class. *James* is a scholar, because he has the attribute of a scholar—learning at school. A class-noun is often called a common noun, because it is a name common to all the objects in the class. Hence it is, also, any object may belong to as many different classes as it has attributes in common with any other object; and may be named by as many different class names. *James*, thus, is a scholar, a boy, a brother, etc.

§ 29. ORAL EXERCISES. Name the Class-nouns in the following sentences:—

Innumerable branches were shivered from the largest trees; small ones were entirely stripped of their leaves; the long grass was bowed to the earth; the waters were whirled in eddies out of the little rivulets; birds, leaving their nests to seek shelter in the crevices of

the rocks, unable to stem the driving air, flapped their wings and fell upon the earth. Harley sat down on a large stone, by the way-side, to take a pebble from his shoe; when he saw, at some distance, a beggar approaching him. He had on a loose sort of coat, mended with different-colored rags. He had a short, knotty stick in his hand; and on the top of it was stuck a ram's horn; he wore no shoes, and his stockings had entirely lost that part of them which would have covered his feet and ankles. The streets were almost impassable from the countless multitude; the windows and balconies were lined with the fair; the very roofs were covered with spectators. Just then a large stone fell from the top of the cliff into the pool; a loud voice was heard; and a plaid was hung over on the point of a shepherd's staff. Their wakeful sentinel had descried danger, and this was his warning. Forthwith the congregation rose.

Mention some class-nouns.

Say why it is a class-noun. Define a class-noun.

Mention some individual objects which belong to the class.

Mention the attribute which these objects have in common, and on which they are collected into the class.

Mention other class-nouns, and answer in a similar way in respect to each.

§ 30. Point out, or mention, several objects that you see or can think of that belong to the class chair.

Mention the attribute which is common to each of

these objects, and on account of which you call it a chair.

Mention objects belonging respectively to the classes named book, table, house, dog, horse, tree, flower.

Mention the attribute, or attributes, which are common to the objects in each of these classes respectively, and on account of which these objects are gathered into those classes.

Mention other class-nouns; name some objects belonging to each; name also the common attribute.

§ 31. WRITTEN EXERCISES. *Write out names of classes, mentioning some of the single objects belonging to them respectively, and the common class-attribute.*

Supply Class-nouns, as subjects, to the Verbs in the following parts of sentences:—

Blooms; grows; swims; walks; feels; is moving; has been conquered; was produced; will be made; was discovered; is promised; will be multiplied; revolve in their orbits; can be mentioned; is mild; is woolly; is teachable; is scaly; is web-footed; is long-necked; is square; is high; is heavy; is long-lived; is prickly; is bulbous; is brittle; is ripe; is green; is purple; is sweet; is fragrant; is rough; is elastic.

OBSERVATION.—The noun will be apt to occur in answer to the interrogative, *What?* As, if I ask myself, "What blooms?" the word will be apt to occur to me,—*"The flower."*

MODEL.—The serpent creeps; the grape is round.

CHAPTER III.

COMPOSITE OBJECTS.—COLLECTIVE NOUNS.

§ 32. SINGLE objects may, further, be collected into groups. We may think, thus, of a number of sheep as grouped together as a *flock*. This is the name of a group, and is called a *Collective Noun*.

A COLLECTIVE NOUN is the name of a group.

OBSERVATION.—We can not call the individuals after the name of the group; we can not say of any one of the flock that "It is a *flock*," as we can say "It is a *sheep*." Here the single objects are not classed, collected together because of some common attribute which gives the name to the class and to the objects that compose it, but are simply grouped together, because happening to exist together.

§ 33. There are three kinds of collective nouns: one comprising those named in some way from the group, as *flock, army, forest*; the other named from the act of grouping, as *class, company, group, kind*; the third from the number, definite or indefinite, of the objects grouped, as *pair, score, myriad, number, multitude*.

§ 34. ORAL EXERCISES. *Name the Collective Nouns in the following sentences, and mention of what kind of individuals each is made up:—*

The herd was like the endless flocks of the smaller birds, whose extended flanks are so often seen to heave up out of the abyss of the heavens until they appear as countless as the leaves of the forest. At present

swarms of honey-bees range through the noble groves and forests that skirt and intersect the prairies. Sharks swim with great velocity, and often in vast multitudes, especially when pursuing shoals of other fish. A pair of these birds built their nest on the tallest tree in a little clump in the rear of the garden. Here they raised their little family, and continued to fill the grove with their warblings till the approaching winter drove them, with a whole troop of relations, to more genial skies. A pack of wolves, roused by the noise, gave chase; but my trusty skates kept me out of their reach till, as I neared my home, a couple of stag-hounds, baying furiously from their kennels, frightened back my pursuers into the forest. You shall have a dozen, or a round score, if you will but deliver me from this vile crew. The assembly was called to order, and a quorum being found to be present, proceeded to business.

Name three Collective Nouns, denoting,—1, Persons; 2, Animals; 3, Things.

§ 35. WRITTEN EXERCISE. *Supply Collective Nouns as subjects to the following parts of sentences:—*

Contended; clamored; flew; ran together; was stationed; were bought; were found; gathered together; marched; was filled with the songs of birds.

MODELS.—The army fought. The multitude shouted.

CHAPTER IV.

COMPOSITE OBJECTS.—MASS-NOUNS.

§ 36. OBJECTS may not only be thought as mere individuals, or as collected into classes or groups, but also as masses. *Air*, thus, is a mass; *water* is also a mass. The names of such objects are called *Mass-nouns*.

A Mass-noun is the name of a mass.

OBSERVATION.—A class-noun, if it has a singular at least, may always be known by its admitting the indefinite article *a* or *an* before it to denote one of the objects included under the class; thus, *a chair, an oak*. A collective noun does not admit the article to denote one of the objects of the group, as we can not say *a forest* to denote one of the trees in the forest, but we may use the indefinite article or the numeral *one* with a word denoting one object in the group; we can say "*a sheep* in the flock," or "*one* of the flock." In the case of a mass-noun, there are no individual objects thought of as making up the mass. We can speak of *a part, a portion*, using some word denoting a part of a magnitude, not of a number.

§ 37. ORAL EXERCISES. *Name the Mass-nouns in the following sentences:—*

Air is composed chiefly of two invisible gases. Ice is frozen water. Exogenous plants have bark, wood, and pith. The blood is purified by air taken into the lungs. Spirit is active; matter inert. Smoke is a product of combustion. Wheat and rye will germinate in a single day; mustard requires three days; lettuce, four; while parsley requires fifteen. Passion, I see, is catching. Knowledge is power.

Name three Mass-nouns that are,—

1, Minerals; 2, Gases or Vapors; 3, Vegetables; 4, Animals; 5, Spiritual objects.

§ 38. WRITTEN EXERCISES. *Supply Mass-nouns as subjects to the following parts of sentences:—*

Melts; is dissolved; scatters; rises; nourishes; is formed; will bend; will freeze; thinks; bleeds; is sweet; is bright; is ductile; is fusible; is combustible; is brittle; is pliable; is hard; is dull; is stratified; is good for food; is transparent.

MODEL.—Grass withers; thought is deathless.

OBSERVATION.—The four classes of objects named in the preceding sections form a general class of objects of thought. They are expressed in a class of words which are called *Concretes*, and which constitute one of the two grand divisions of nouns in language. Concretes are single or composite. Single concretes expressed in single words are Proper Nouns. Composite concretes are composed either of (1) parts that can be measured, constituting Mass-nouns; or (2) parts that can be numbered without being classed, constituting Collective Nouns; or (3) parts that are gathered into the same class, constituting Class-nouns. See Art of Composition, Appendix, No. II. Concrete nouns are, in fact, original subject-nouns: that is, names of objects of which something is asserted.

§ 39. A CONCRETE NOUN is the name of an object which we first think of as subject having an attribute.

OBSERVATION.—The same word, it should be borne in mind, may be, in one use, a Proper Noun; in another, a Class-noun; in still another, a Collective Noun, or a Mass-noun. Thus, when I say "Alexander was a great general," I use the word "Alexander" as a proper noun. When I say "An Alexander would have failed in such a campaign," I use the word to denote a class. In the same way, I may say "Water is fluid," using the word "water" as a mass-noun; or "Rain water is soft," using the same word as a class-noun. It is the use of the word in speaking, not the form of the word as it is given in the dictionary, that determines whether it belongs to the one or the other of the different classes of nouns;—whether it is, in a given case, a Proper noun, a Class-noun, a Collective noun, or a Mass-noun.

§ 40. WRITTEN EXERCISES. 1. *Write sentences as—*

serting something of three Proper Nouns of each of the following classes respectively:—

1, Of Persons; 2, of Places; 3, of Things.

2. *Of three Class-nouns of each of the following classes respectively:—*

1, Places; 2, Divisions of Time; 3, Minerals; 4, Vegetables; 5, Animals; 6, Rational Beings.

3. *Of three Collective Nouns in each of the following classes:—*

1, Living objects; 2, Inanimate objects.

4. *Of three Mass-nouns.*

PART II.—ATTRIBUTES.

CHAPTER I.

QUALITIES.

§ 41. WHEN we first think, we think of a single subject as having a single attribute; as, The sun is bright.

OBSERVATION 1.—It is not meant, when it is said that our first thoughts take in single subjects as having single attributes, that these first thoughts are just in this verbal form, or that they are complete and perfect. It still remains true that when we think, we always think of a subject as having an attribute; and if the thought be perfect and complete, we assert the attribute of the subject. Moreover, our first thoughts are necessarily of single objects and single attributes. These may be separated afterward; but primitively they are single. The asserting element, it should be remarked, however, does not arise till after some progress in using language. The child says: "Sugar sweet," before saying "Sugar is sweet."

OBSERVATION 2.—Attributes, like subjects, are of different classes. It is important that the pupil, in learning to compose as in learning to think, should know what these classes are; should know that they comprise all the attributes that can be thought of any subject; and that they are broadly distinguished from one another. He should, moreover, be made so familiar with their nature that he shall never confound them; that he shall be able at once, when he is to think or write fully on any subject, to proceed methodically and understandingly to discover and present its attributes freely and accurately, so as to know that he has presented the proper attributes, and all of these attributes that his object in thinking or in writing requires.

Attributes are divided, in reference to the mode in which we think them, into classes. Thus, when we think of an object, we think of it either as having a property in itself, or as being in some relation. We have thus the two general classes of attributes: 1, PROPERTIES; 2, RELATIONS. But we think of objects either in respect of what they are, or in respect of what they do. Properties are

QUALITIES.

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hence subdivided into the two classes: 1, QUALITIES; 2, ACTIONS. Moreover, we think of objects either in their relations to some time or place, or in their relations to some other objects in time or place. Relations, hence, are subdivided into the two classes: 1, CONDITIONS; 2, RELATIONS PROPER.

Still farther. Properties are divided into,—

1. INORGANIC, or such as belong to merely material objects; as, rocks, sand, air, water.
2. ORGANIC, or such as belong to objects in the vegetable kingdom; as, trees, shrubs, plants.
3. SENTIENT, or such as belong to the animal kingdom.
4. SPIRITUAL, or such as belong to rational beings.
5. ATTRIBUTES OF QUANTITY, *Numeral* and *Spacial*, or such as express number or magnitude.

This enumeration of the species of properties is not properly grammatical; it is given to facilitate the exercises in composition, which always imply observation and thought. The classification is one of fundamental importance, and every pupil should be made familiar with it. There will be little difficulty on the part of the teacher to make clear the distinctions. It must be remembered ever that objects of the higher classes not only have the properties belonging to that class exclusively, but also those of the lower classes. *Man* thus is not only spiritual, but he is sentient and organic, as well as material. So an animal is not only sentient, but organic, etc.

Qualities are, when asserted of their objects, more appropriately expressed in English in the form of adjectives; as, "The sun is *bright*." Actions are asserted in the form of verbs; as, "The sun *shines*." Conditions are appropriately expressed in the form of the participle; as, "The sun is *shining*;" or by an adjunct; as, "The sun is *above the horizon*." In English only conditions of action or of activity are expressed in verbs, which may also denote attributes of action; as, "The flower *fades*." Relations are likewise, for the most part at least, expressed by verbs of action. Such verbs as *equal*, *exceed*, etc., are exceptions. For this reason no special exercises are given in verbs expressing condition and relation.

§ 42. Every object of which we think has some attribute, or attributes, which make it what it is. Such attributes are called *Properties*.

PROPERTIES are attributes that belong to an object in itself. *Bright*, *round* are attributes of property belonging to *the sun*.

§ 43. Properties are of two kinds: 1, those which denote Action; 2, those which do not, but are simply Qualities.

Properties hence are either Actions or Qualities. In the sentence, "The sun is warming," *warming* is a property of action. In the sentence, "The sun is warm," *warm* is a property of quality.

§ 44. An attribute of Quality is generally expressed by a word called in Grammar an Adjective. See § 15.

§ 45. ORAL EXERCISES. I. *Point out the adjectives that express attributes of Quality in the following sentences, and name the subjects to which each of these attributes belongs:—*

There has been a pleasant rain, and the grass is green again. Upon quitting the plain, he might have left a green and fertile soil, and a climate warm and pleasing. As he ascends, the ground assumes a more russet color, the grass becomes more mossy, and the weather more moderate. When he is still higher, the weather becomes more cold, and the earth more barren. Sir Philip Mordaunt was young, beautiful, sincere, brave,—an Englishman. A wise man will make haste to forgive, because he knows the true value of time, and will not suffer it to pass away in unnecessary pain. It is a great virtue in good-natured youth to be able to say NO. Young people set out with false notions of happiness; with gay, fairy-land imaginations. Whoever would be really happy, must make the diligent and regular exercise of his superior powers his chief attention. The great inconvenience of public education arises from its being dangerous to morals. The simplest form of external grandeur appears in the

vast and boundless prospects presented to us by nature. Cowper's "Task" was at once descriptive, moral, and satirical. The descriptive parts everywhere bore evidence of a thoughtful mind and a gentle spirit, as well as of an observant eye; and the moral sentiment which pervaded them, gave a charm in which descriptive poetry is often found wanting. Life bears us on like the stream of a mighty river. Our boat at first glides down the narrow channel, through the playful murmuring of the little brook and the winding of its grassy border.

§ 46. ORAL EXERCISES. II. *Name the adjectives expressing properties of form in the following sentences:—*

The ball is round and heavy. The road was winding and rough. I saw a tall, rough, cone-like mountain just before me. A dark cloud was coursed over by zigzag streams of dazzling light. There was a square open place, in the middle of which was an arched portico. A spiral staircase led up to the top of the round tower.

Name some object that is curved; some object that is oblong; that is convex; concave; pointed; oval; triangular; jagged; forked; serpentine; scalloped; bell-shaped; tapering; star-like; furrowed; wrinkled; curly; feathery.

Mention the form of a book; a dollar; a pencil; a flute; a wheel; a corkscrew; the gable of a house; an egg; a door.

§ 47. WRITTEN EXERCISES. *Write out sentences*

attributing some quality of form to six different objects.

MODEL. — The tree is round-topped. The window is oblong.

§ 48. ORAL EXERCISES. *Point out the adjectives expressing attributes of color in the following sentences:—*

If thou wouldst view fair Melrose aright, go visit it by the pale moonlight, for the gay beams of lightsome day, gild but to flout the ruins gray; when the broken arches are black in night, and each shafted oriel glimmers white. My May of life is fallen into the sear, the yellow leaf. They put on him a purple robe. The feathered hearse and sable train, in all its wonted state, shall wind along the village lane. The golden sky had changed to a dun color. Consider what sort of a world it would be if all flowers were gray, all leaves black, and the sky brown.

Name some object that is red; some that is orange; yellow; green; blue; indigo; violet; crimson; saffron; olive; russet; auburn; gray; sorrel; dun; purple.

Tell the color of the sky; the ocean; a pea; a lemon; the larkspur; the buttercup; the lily; a canary; a wren; a mole; an elephant.

§ 49. *Write sentences attributing each of the seven colors of the rainbow to as many different objects.*

Write seven sentences attributing some color to as many objects differing in color.

§ 50. ORAL EXERCISES. *Name the adjectives expressing some quality of sound in the following sentences:—*

No bird, but did her shrill notes sweetly sing. Loud thunder to its bottom shook the bog, and the hoarse nation croaked, God save King Log. Then, after some gruff muttering with himself, he cried. Dumb be thy voice, and mute the tuneful string.

Name some sound that is loud, soft; high, low; rough, smooth; musical, discordant.

§ 51. ORAL EXERCISES. *Name the adjectives expressing some property of odor in the following sentences:—*

Wafted citron scents the balmy breeze. Where the green bower, with roses crowned, in showers its fragrant foliage sheds. Gather from the fragrant shrub the aromatic balsam. We find among their secretions the sweetest perfumes, and the most fetid odors. The sweet smoke of the odorous incense ascended up out of the angel's hand. Bees bring their honey redolent of spring. While frying gums, cast round a fragrant mist of spicy fumes.

Name some object, the odor of which is sweet; pungent; musty; rank; musky.

§ 52. ORAL EXERCISES. *Name the adjectives expressing some property of taste in the following sentences:—*

A dram of sweet is worth a pound of sour. The prickly pear thrives best near the sea, especially where the sand is saltish. The juice is very tart, yet pleasant if sweetened with sugar. One kind has a cold and acid juice which no heat of the sun can sweeten. All men are agreed to call vinegar sour, honey sweet, and

aloes bitter. There Titan still his locks in luscious nectar steep. The jellied cream or custard, daintiest food, for Thyrsis she prepares. The water of the Lake of Lucania, by report, at times becometh sweet, and at other times so salt and brackish that no man can drink it.

Name some object that is spicy; pungent; peppery; luscious.

§ 53. ORAL EXERCISES. *Name the adjectives expressing some property of touch in the following sentences:—*

Out of the roughest marble, the sculptor, stroke by stroke, chisels out the smooth, soft brow, and every rounded feature of the face. The softest body will resist the coming together of any other two bodies.

Name some object that is rough; smooth; sharp; soft; prickly; thorny.

§ 14. WRITTEN EXERCISES. *Write three sentences attributing some property of sound to some object;*

Three attributing some property of odor;

Three attributing some property of taste;

Three attributing some property of touch.

CHAPTER II.

ACTIONS.

§ 55. AN attribute of action is generally expressed by a verb; as, *The sun warms; John studies.*

OBSERVATION.—If the attribute is asserted of the subject, it is combined with the copula, and the verb proper is used; as, *The sun burns*: if it is not asserted, then a form derived from the verb, called the participle, is used; as, *The burning sun*.

§ 56. ORAL EXERCISES. *Point out the verbs in the following sentences:—*

John runs. The moon changes. The house shelters. James saw. Columbus discovered America. The bird carols. The bells ring out a merry sound. The winds howl. The thunder rolls. The tree blossoms. The serpent creeps. The stone supports the ladder. The great sun looked down upon it; the vertical beams drank fiercely of its shrunken water. So saying, he descended to the court, flung himself on his barb, and with a small and saddened train passed through the gate which we yet survey. At the head of the van-guard rode upon a palfrey the Bishop of Avila. I had longed to know its condition. Often had I beheld this brilliant world. The sun had risen upon the hills. I can not but congratulate you. All these bright hopes will soon, one by one, be fading away.

I would have given twenty lives for an advocate. Naught so reluctant, but in it must go.

§ 57. ORAL EXERCISES. *Name the verbs expressing properties of visible action in the following sentences:—*

A light flashed across his path. The fire blazed cheerily. The green blade twinkles in the sun. Her rising beauties flushed a higher bloom. Now, morn with rosy light had streaked the sky. Aurora purpled o'er the sky with blushing light. If the young tree grow crooked, when it is old a man shall rather break it than straighten it; and I think there is no one thing that crooks youth more than such unlawful games. They then rounded it, and smoothed it, and compacted it into a ball that could be easily handled. Anon he rears upright, curvets, and leaps. Merrily they twirl the spindle round. We were forced to cut our cables in all haste, and scamper away as well as we could. Dances like a round top, and reels, and hobbles. The globe shall faintly tremble round and backward jolt. The soldiers' counsel was to kill the prisoners, lest any of them should swim out and escape. Men once walked where ships at anchor ride. Ye that in waters glide, and ye that walk the earth, and stately tread or lowly creep.

Name the verbs expressing active properties of sound in the following sentences:—

Deep in those woods the black-cap and thrush still hooted and clanged unweariably. The tree-toad chimed in with its loud, trilling chirrup; and frogs from the pond and mill-brook, crooled, chubbed, and

croaked. Every man there cried and clattered what he pleased. The thunders bellowed over the wild waste of waters. The morning stars sang together, and all the sons of God shouted for joy. No martial music would have welcomed him in notes of rapture, as they rolled along the Atlantic, and echoed through the valley of the Mississippi.

Name the verbs expressing active properties of taste, odor, and touch, in the following sentences:—

The tartness of his face sours ripe grapes. The wine snacks of the cask. Gentle breezes swept over boundless fields of flowers, and scented the air with the sweetest perfumes. It is to no purpose to fret at his chains and fetters, which will but gall him the more. His pleasant words tickle the ear, but deceive the heart. A torrid sun scorches through the year. I can laugh, laugh heartily,—when the gout cramps my joints. I feel a pricking, a strange pricking; how it tingles!

§ 58. WRITTEN EXERCISES. *Compose sentences asserting of some object some active*

Property of color; of form; of motion; of sound; of touch; of smell; of taste.

§ 59. ORAL EXERCISES. *Name the verbs expressing organic properties of action in the following sentences:—*

Perennials are plants which live on year after year; most die down to the ground before winter; but some parts of the stem are always kept alive. The lily-blossom develops in all its glory without toil of its own; its flower-buds slumber in the protecting bulb

through the cold winter, and in summer unfold in beauty for our delight. Plants having stems that grow outside, especially those that live year after year, almost always branch freely. Some leaves have ribs that radiate from the foot-stalk, and veins that branch off from these ribs. Flower-buds blossom out in the order of their age. Plants grow as they assimilate or digest the food which they absorb from the air, water, and the earth. The honeysuckle twines round the casement; broad, spreading oaks shade the lawn; apple-trees in rich variety ripen their fruit in the orchard.

"The monarch oak, the patriarch of the trees,
Shoots slowly up, and spreads by low degrees;
Three centuries he grows, and three he stays
Supreme in state, and in three more decays."

Name the verbs expressing sentient properties of action in the following sentences:—

The spider feels far off its trembling web. The snuff-taker smells the snuff with one nerve, and feels it tingling with another. The islanders would not swallow a drop of the liquor; they simply tasted it, and returned it with strong expressions of disgust. Gigantic birds stalk along the sands, or wade far into the water; while birds of lesser size float upon the lakes, or scream discordant over the narrower seas. Cattle and beasts of the fields graze on the plains; the thick-skinned rhinoceros wallows in the marshes. Ye that in waters glide, and ye that walk the earth, and stately tread or lowly creep. The wolf's perch bites at every thing, and preys on all the finny tribes within its reach. The mytilus, when it is about to station itself

anywhere, opens its shell, protrudes its foot, and feels around for a suitable spot; this being selected, it secretes an adhesive fluid, and spins a sufficient number of threads to serve as anchor-cords.

Name the verbs expressing active spiritual properties in the following sentences:—

Then he would stop and tell them what the sick child had said last night, and how he had longed to be among them once again. The schoolmaster took a seat beside the sick child and whispered his name. The boy sprang up, and cried that he was his dear, kind friend. "You remember my garden, Henry?" whispered the old man. The boy smiled faintly. Here, too, they worshiped, and prayed to the Great Spirit. He had not written his laws for them on tables of stone, but he had traced them on the tables of their hearts. The poor child of nature knew not the God of revelation, but the God of the universe he acknowledged in every thing around. If you prefer the latter course, as I trust you do, encourage emigration. I love to listen to the falling of snow. I know nothing so wonderful as the shooting of a crystal. Do not suppose that I complain simply because I wish to put myself into notice. We love to read, talk, sit silent, eat, drink, sleep, by candlelight.

Name the verbs expressing attributes of quantity in the following sentences:—

Nothing could equal the stranger's surprise. The sides of the gulf were perpendicular, and extended completely round. His successes exceeded his utmost expectations, yet fell ever short of his swelling

desires. There, Siddons, in the pride of her majestic beauty, looked with emotion on a scene which surpassed all the imitations of the stage. He had outstripped all his early competitors.

§ 60. WRITTEN EXERCISES. *Write sentences containing verbs, asserting of some object some active inorganic property; of some organic, some sentient, some spiritual property; some attribute of quantity.*

§ 61. WRITTEN EXERCISES. *Write out all the attributes of all classes, whether Qualities or Actions, you can think of, which may be asserted of the following objects, arranging them in the order in which they have been presented, viz.: First, Inorganic, including those of sight, sound, odor, taste, and touch; secondly, Organic; thirdly, Sentient; and fourthly, Spiritual:—*

Silver; glass; clock; book; rose; strawberry; hand; heart; lion; ox; fish; man; farmer; sailor; printer; sculptor.

CHAPTER III.

ABSTRACT NOUNS.

§ 62. WHEN we wish to say something of an attribute, and thus make the name of the attribute a subject-word, a derivative form of the word is used, called an *Abstract Noun*, or simply an *Abstract*.

AN ABSTRACT is a noun derived from a word denoting an attribute. Thus, from *bright* is derived the abstract *brightness*; from *grow*, the abstract *growth*.

§ 63. Attributes are of four classes: (1) Qualities, (2) Actions, (3) Conditions, (4) Relations.

Hence, Abstracts are of the four classes: (1) Quality-nouns, (2) Action-nouns, (3) Condition-nouns, (4) Relation-nouns.

OBSERVATION.—Nouns denoting absolute quantity, as *greatness*, are more conveniently classed under Quality-nouns; and those denoting relative quantity under Relation-nouns.

There are certain terminations which are used originally to denote attributes. Although in the progress of the language, and especially in the free admission of words into it from foreign languages, these distinctions are obscured, yet it will be found of great service to facility and correctness in expression, to become familiar with them so far as is practicable. The following may be indicated as of leading importance:—

QUALITIES are denoted by (1) Anglo-Saxon *ness*; as, *goodness*. (2) Latin *ice*, *ty*; as, *malice*, *debility*.

ACTIONS are appropriately expressed by the terminations, (1) Anglo-Saxon *ing*, *th*, *t*; as, *rising*, *truth* (from *to trow*), *rift*. (2) Latin *age*, *nce*, *ion*, *ment*, *ure*; as, *ferriage*, *deliverance*, *diversion*, *description*, *refinement*, *capture*.

STATES OR CONDITIONS are denoted by (1) Anglo-Saxon *hood, ship, dom*; as, *boyhood, hardship, thralldom*. (2) Latin *acy, ncy, nce, ude*; as, *privacy, turbulency, penitence, solitude*.

§ 64. ORAL EXERCISES. *Name objects to which the following qualities may be attributed:—*

Wisdom; boldness; smoothness; heaviness; hardness; blueness; softness; sweetness; quickness; density; timidity; credulity; magnanimity.

Name objects to which the following actions may be attributed:—

Breathing; growth; drift.

Tillage; acceptance; science; suspicion; persuasion; creation; enticement; seizure.

Name objects to which the following conditions may be attributed:—

Childhood; ripeness; wardship; freedom.

Lunacy; occupancy; convalescence; lassitude.

Name objects to which the following relations may be attributed:—

Foundation; center; boundary; inclosure; foreground; opposition.

Priority; concurrence; anticipation; seniority; minority; postponement.

§ 65. WRITTEN EXERCISES. *Construct sentences containing the following abstracts denoting qualities:—*

Feebleness, tardiness, rashness, closeness, justice, cowardice, civility, dignity, ferocity.

Construct sentences containing the following abstracts denoting actions:—

Bidding, winding, growth, trust, hinderance, exten-

sion, mission, circulation, mention, desertion, improvement.

Construct sentences containing the following abstracts denoting conditions:—

Neighborhood, knighthood, kingship, censorship, freedom, earldom, lunacy, degeneracy, vigilancy, occupancy, affluence, absence, lassitude, solicitude.

Construct sentences containing the following abstracts denoting relations:—

Excess, preference, antecedence, inferiority, remoteness, comparison, equality.

MODELS.—Honesty is always best. Superiority to others in virtue may properly be desired.

PART III.—DISTINCTIONS OF NOUNS.

CHAPTER I.

NOUNS.—NUMBER.

§ 66. WHEN we wish to speak of more than one object of the same kind, we use often a different form of the word. This is the distinction of nouns in respect to what in Grammar is called *Number*.

NUMBER is the distinction of nouns as denoting one or more objects.

§ 67. There are in English two Numbers, the Singular and the Plural.

A noun denoting its object as taken but once is of the Singular Number; as, *Milton, water, army, tree*.

A noun denoting its object as taken more than once is of the Plural Number; as, *Miltons, waters, armies, trees*.

§ 68. The noun is changed in its form to denote more than one. Hence the following rules for forming the plural. The first rule is the general rule; the others are specific rules or exceptions.

RULE I. To form the plural noun, add *s* to the singular; as, *star-s, ship-s, virtue-s, race-s*.

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RULE II. If the last letter of the singular can not unite in one syllable with the regular plural termination (*-s*), insert the connecting vowel *e*; as, *arch-es, gash-es, atlas-es, box-es*.

RULE III. Figures, letters, signs, and symbols, used as words, to form their plurals insert an apostrophe before the *s*; as, *5's, n's, B's, + 's, []'s, *'s*; the *m's* were all in italics.

RULE IV. In compound words and modified words the plural sign is affixed to the leading object; as, *step-fathers, horse-thieves, brothers-in-law, cousins-german, knights-templar, the Generals Sherman, the brothers Smith, Messieurs Thompson, the Misses Johnson, billets-doux*.

§ 69. EXCEPTIONS. 1. Nouns ending in *o*, preceded by a consonant, insert *e* before the plural *s*; as, *hero-es, echo-es, cargo-es*. But *canto, duodecimo, fresco, grotto, halo, junto, lasso, memento, octavo, portico, quarto, sirocco, solo, two, tyro, zero*, omit the *e*; as, *cantos, zeros*.

2. Nouns ending in *y*, preceded by a consonant, change the *y* into *i*, and add *es*: as, *sky, skies; duty, duties; colloquy, colloquies*. If preceded by a vowel, they are regular: *keys, valleys, moneys*.

3. The following nouns change *f* or *ff* into *v* before *es*: *beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, staff, thief, wharf, wolf, knife, life, wife*.

But compounds not accented on the final syllable simply add *s*, as *flag-staff-s, distaff-s*; so *house-wife-s* is pronounced *hussifs*.

4. The following nouns are irregular: *man, men*;

woman, women ; foot, feet ; tooth, teeth ; goose, geese ; mouse, mice ; louse, lice ; ox, oxen ; cow, kine ; sow, swine ; child, children ; brother, brethren.

5. The following have two plurals in different significations : *die, dice* and *dies* ; *pea, peas* and *pease* ; *penny, pence* and *pennies* ; *brother, brethren* and *brothers* ; *genius, genii* and *geniuses* ; *medium, media* and *mediums* ; *index, indices* and *indexes* ; *vertex, vertices* and *vertexes* ; *vortex, vortices* and *vortexes* ; *stamen, stamens* and *stamina* ; *phalanx, phalanges* and *phalanxes*.

Many nouns from foreign languages have the same plurals as in those languages ; as, from the Hebrew, *cherub, cherubim* ; *seraph, seraphim*.

FROM THE GREEK.

Antithesis, antitheses.	Exanthema, exanthemata.
Aphellon, aphella.	Helix, helices.
Aphis, aphides.	Hypothesis, hypotheses.
Apsis, apsides.	Metamorphosis, metamorphoses.
Cantharis, cantharides.	Parenthesis, parentheses.
Caryatid, caryatides.	Phasis, phases.
Chrysalis, chrysalides.	Phenomenon, phenomena.
Criterion, criteria. <i>r.*</i>	Stoma, stomata.
Dieresis, diæreses.	Synthesis, syntheses.
Ephemeris, ephemerides.	Thesis, theses.

FROM THE LATIN.

Abscissa, abscissæ. <i>r.</i>	Apex, apices.
Addendum, addenda.	Appendix, appendices. <i>r.</i>
Alga, Algæ.	Aquarium, aquaria.
Alumna, alumina.	Ascaris, ascarides.
Alumnus, alumni.	Automaton, automata.
Analysis, analyses.	Axilla, axillæ.
Animalculum, animalcula.	Axis, axes.
Anta, antæ.	Basis, bases.
Antenna, antennæ.	Calculus, calculi.

* Those words having *r* annexed to them, have also regular plurals.

Calx, calces. <i>r.</i>	Maximum, maxima.
Calyx, Calyces. <i>r.</i>	Medium, media. <i>r.</i>
Candelabrum, candelabra.	Memorandum, memoranda. <i>r.</i>
Centumvir, centumviri.	Miasma, miasmata.
Cicada, cicadæ.	Minimum, minima.
Cirrus, cirri.	Modulus, moduli.
Clavis, claves. <i>r.</i>	Momentum, momenta.
Cloaca, cloacæ.	Nalad, nalades. <i>r.</i>
Collyrium, collyria.	Nebula, nebulae.
Corypheus, coryphæi. <i>r.</i>	Nucleus, nuclei.
Crisis, crises.	Oasis, oases.
Criterion, criteria.	Obolus, oboli.
Cumulus, cumuli.	Ovarium, ovaria.
Curriculum, curricula.	Ovum, ova.
Datum, data.	Palladium, palladia. <i>r.</i>
Decemvir, decemviri.	Pallium, pallia.
Denarius, denarii.	Panacea, panacæ. <i>r.</i>
Desideratum, desiderata.	Papilla, papillæ.
Dictum, dicta.	Parhelion, parhelia.
Discus, disci. <i>r.</i>	Polypus, polypt. <i>r.</i>
Dnumvir, duumviri.	Pupa, pupæ.
Effluviu, effluvia.	Radius, radii. <i>r.</i>
Emeritus, emeriti.	Radix, radices.
Emporium, emporia.	Rhombus, rhombi. <i>r.</i>
Erratum, errata.	Rostrum, rostra.
Focus, foci.	Sarcophagus, sarcophagi.
Foramen, foramina.	Scholium, scholia. <i>r.</i>
Formula, formulæ. <i>r.</i>	Schirrhus, schirri. <i>r.</i>
Fulcrum, fulcra. <i>r.</i>	Sensorium, sensoria. <i>r.</i>
Fungus, fungi. <i>r.</i>	Sepia, sepia.
Genus, genii. <i>r.</i>	Septum, septa.
Genus, genera.	Spectrum, spectra.
Gymnasium, gymnasia.	Speculum, specula.
Herbarium, herbaria. <i>r.</i>	Stadium, stadia.
Hippopotamus, hippopotami. <i>r.</i>	Stamen, stamina. <i>r.</i>
Hydra, hydræ. <i>r.</i>	Stigma, stigmata. <i>r.</i>
Iambus, iambi. <i>r.</i>	Stimulus, stimuli.
Ignis fatuus, ignes fatui.	Stirps, stirpes.
Incubus, incubi. <i>r.</i>	Stratum, strata. <i>r.</i>
Index, indices. <i>r.</i>	Succedaneum, succedanea. <i>r.</i>
Lamina, laminæ.	Syllabus, syllabi. <i>r.</i>
Larva, larvæ.	Terminus, termini.
Legumen, legumina.	Tumulus, tumuli.
Lustrum, lustra.	Tympanum, tympana.
Macula, maculae.	Vertebra, vertebrae.
Magus, magi.	Vertex, vertices. <i>r.</i>
Mausoleum, mausolea. <i>r.</i>	Vortex, vortices. <i>r.</i>

FROM THE FRENCH.

Aid-de-camp, aids-de-camp.	Monsieur, messieurs.
Beau, beaux.	Morceau, morceaux.
Billet-doux, billets-doux.	Plateau, plateaux.
Flambeau, flambeaux.	Rouleau, rouleaux.
Gen-d'arme, gens-d'armes. <i>r.</i>	Savant, savans.
Jet d'eau, jets d'eau.	Tableau, tableaux.
Madame, mesdames. <i>r.</i>	

FROM THE ITALIAN.

Banditto, banditti.	Libretto, libretti.
Cicerone, ciceroni.	Scudo, scudi.
Cicisbeo, cicisbel.	Soprano, soprane.
Conversazione, conversazioni.	Soprano, sopran.
Improvisatore, improvisatori.	Virtuoso, virtuos.

OBSERVATION 1.—*Alms* and *riches* were originally singular nouns, spelled *almesse* and *richesse*. When taken in a singular sense they may properly be regarded as in the singular number; as, "*Asked an alms.*"—Acts iii. 3; "What is the riches [—richness] of the glory."—Col. i. 27. But they may both be used in a plural sense; as, "Thine alms [—almsdeeds] are come up."—Acts x. 4; "Your riches [—possessions] are corrupted."—Jas. v. 2.

Words from the Greek ending in *-ics*, for the most part denoting sciences, as *mathematics*, *optics*, *ethics*, seem to have a plural form, but may be used either in a singular or a plural sense, according as they denote the science or the objects of which the science treats; as, "Physics, that is, Physical Science, treats of matter;" "Physics, that is, Physical things, are learned through a different medium from that through which we study metaphysics."

Amends, *news*, *pains*, likewise have a plural form, but have either a singular or plural sense; more commonly the former.

Bellows and *galloves*, like *billiards*, *hysterics*, *measles*, *odds*, *tongs* (—tongues), *scissors*, *shears*, and *wages*, are real plurals, but being applied severally to a single object, may be used as if of the singular number; but the plural is preferable.

OBSERVATION 2.—Some nouns do not vary their form to express the plural; as *cannon*, *cattle*, *deer*, *head*, *sail*, *salmon*, *sheep*, *shoe*, *trout*. Others are used in the plural in both singular and plural forms; as *fish*. In the plural *fish* and *fishes*. Some have no singular, at least, in a part of their significations; as—

Aborigines.	Belles-lettres.	Breeches.
Annals.	Bellows.	Calends.
Antipodes.	Billiards.	Cattle.
Archives.	Bitters.	Clothes.
Assets.	Bowels.	Colors.

Compasses.	Ides.	Regalia.
Consols.	Infusoria.	Scissors.
Corrigenda.	Jackboots.	Shambles.
Cortes.	Lees.	Shears.
Crampoons.	Letters.	Sheers.
Crustacea.	Literati.	Snuffers.
Customs.	Mammalia.	Spectacles.
Debris.	Manes.	Statistics.
Drawers, a garment.	Manners.	Suda.
Dregs.	Matins.	Sweepstakes.
Eaves.	Minutiae.	Teens.
Embers.	Morals.	Thanks.
Entrails.	Nippers.	Thews.
Environs.	Nones.	Tidings.
Fauces.	Nugae.	Tongs.
Fillings.	Nuptials.	Trousers.
Gaskins.	Obsequies.	Tweezers.
Goggles.	Orgies.	Vermicelli.
Goods.	Pampas.	Vespers.
Greens.	Paraphernalia.	Victuals.
Hatches.	Pinchers.	Vitals.
Head-quarters.	Principia.	Wages.
Hose.	Proceeds.	Withers.
Hysterics.	Ravelings.	

§ 70. ORAL EXERCISES. *Mention the nouns in the singular number, and also those in the plural number, in the following sentences, and give the reason for so regarding them:—*

John is absent. The man was insane. The mountains were high. The ores were rich. The oats were ripe. The grass was green. The molasses was made from the sap. The scissors are sharp. The errata were numerous. These are the stamina of a good character. What do you think of his hypotheses? He places the scholia separately. He made careful memoranda of his observations. What formulæ do you apply? What does he say of the nebulae? He describes the oases of the desert. To what phenomena does he allude? Where shall we look for true criteria? I have spoken

of the larvæ. The eccentricity of an ellipse is the distance of the foci from the center. We have an example in the radii of a circle. He penetrated into the arcana of the science. He was negligent of his manners. The wicked shall drink the dregs thereof. He plays billiards excessively. The market was filled with goods. He had had no victuals for thirty-six hours. He returned at vespers. He was wounded in the lungs. Whatever is sold in the shambles, that eat. Let him grind the shears. He killed the sheep. He caught a fine parcel of fish. No parallel can be found in the annals of the world. He had none of the coin of the country. It was buried in the ashes. The conclusion was drawn from questionable data. The cattle can be sold. Courts-martial were held. The fathers-in-law were reconciled. The antennæ were long. He studied hydraulics. He examined the larvæ. As to his hypotheses, all his hearers disagreed with him. He scrutinized the phenomena.

Correct the errors in the following sentences :—

Their heros were celebrated in song. The delaies were fatal. The shelves were high. The elfs were sporting. Among the cherubims. The stratas were thin. The kines were all over three years old. Economics were pursued with other sciences. The wharfs were overflowed. The cantoes contained over five hundred verses each. The media was unexceptionable. The data was false. All the punctilioes of ceremony were observed. The monies of the country were changed. The chimnies were tall. The folioes were all bound. There were eight porticoes, arranged in

twoes. The childs were neglected. The foots were sore. The seraphjms had harps in their hands. The vertexes of the two figures were equi-distant from the base. The price was two shillings and six pennies. He was an alumni of the institution. He lived on potatos. I heard distant echos. Twelve bodys of the victims were found afterward. The Misses Potters were present. The brother Smiths had enlisted. The Generals Jacksons took command of the respective divisions. The neighbor Washingtons were reconciled. The cousin Allstons went together. The prooves were decisive. The dwarves were absent. He never crossed his ts nor dotted his is. The octavoos were as large as ordinary quartoos. No mementoos were preserved in any of the folioes. All the regimental flag-staves were broken. Four spiritual media, so called, were there. He addressed the brothers of the association. The brethren Townsends were omitted. There were five loafs. Politics are properly ranked among the sciences. The dice for casting the coin were badly cut. The poem contained twelve cantoos. The beaus of the company were elated. The flower had six stamina. The arcanums of the temples were exposed. The strives of the chiefs were ruinous.

§ 71. WRITTEN EXERCISES. *Construct sentences having in them the following words, changed to their plural forms :—*

Folio, valley, surf, genus, madam, turf, portico, two, entry, seraph, alumnus, genius, chimney, fresco, m, 50, soliloquy, tornado, postman, son-in-law, the bookseller Smith, the Miss Wharton, memorandum, man-slayer.

CHAPTER II.

NOUNS.—GENDER.

§ 72. OBJECTS of thought may further be distinguished as having or as not having sex.

Words denoting objects of the male sex are said to be of the *Masculine Gender*; those denoting females are said to be of the *Feminine Gender*; those denoting subjects that have sex, without indication of which sex, are said to be of the *Common Gender*.

Words denoting objects that have not sex, are said to be of the *Neuter Gender*.

§ 73. GENDER is the distinction of nouns in reference to the sex of their objects.

§ 74. Nouns, in respect of their Gender, are of four classes: (1) Masculine; (2) Feminine; (3) Common; (4) Neuter.

A noun denoting an object as male, is of the *MASCULINE GENDER*; as, *John, boy, drake*.

A noun denoting an object as female, is of the *FEMININE GENDER*; as, *Mary, girl, duck*.

A noun denoting an object as having sex, without indicating of which sex, is of the *COMMON GENDER*; as, *child, parent, sheep*.

A noun denoting an object without sex is of the *NEUTER GENDER*; as, *tree, book, stone*.

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§ 75. Nouns may distinguish sex by their form in the following way:—

1. By change of termination; as, *heir, heiress; abbot, abbess; hero, heroine; testator, testatrix*.

2. By prefixing or affixing a sex-word; as, *man-servant, maid-servant; he-goat, she-goat; cock-sparrow, hen-sparrow; land-lord, land-lady*.

3. By words of different origin; as, *boy, girl; uncle, aunt*.

§ 76. The more common mode of forming the feminine from the masculine, is by adding *ess*; as, *host, hostess; priest, priestess*.

Nouns ending in *or* or *er*, often drop the *o* or *e*; as, *actor, actress; tiger, tigress*.

A few words from the Latin ending in *tor*, change *tor* into *trix*; as, *administrator, administratrix*.

The following are more or less irregular:—

Abbott, abbess.	Gaffer, gammer.
Bachelor, maid, spinster.	Gander, goose.
Beau, belle.	Gentleman and lord, lady.
Boar, sow.	Hart, roe.
Boy, girl.	Hero, heroine.
Bridegroom, bride.	Horse, mare.
Brother, sister.	Husband, wife.
Buck, doe.	King, queen.
Bull, cow.	Lad, lass.
Chamberlain, chambermaid.	Landgrave, landgravine.
Cock, hen.	Male, female.
Czar, czarina.	Man, woman.
Dog, bitch.	Margrave, margravine.
Don, donna.	Master, mistress.
Drake, duck.	Negro, negress.
Duke, duchess.	Nephew, niece.
Earl, countess.	Ram, ewe.
Father, mother.	Signore, signora.
Fox, vixen.	Sir, madam.
Friar and monk, nun.	Sire, dam.

Sloven, slut.
 Son, daughter.
 Stag, hind.
 Steer, helper.
 Sultan, sultana.

Swain, nymph.
 Uncle, aunt.
 Votary, votaress.
 Widower, widow.
 Wizard, witch.

§ 77. ORAL EXERCISES. *Name the genders of the nouns in the following sentences:—*

The aunt was absent. The duke and the duchess were elated. The wizard deluded his victims. He exiled the monks. His niece was an heiress. The sportsmen brought back a roe, a buck, a wild goose, a hind, and a pea-hen. There were in the company a queen, a duke, a viscount, an earl, a marquis, and an empress. The witch escaped. He punished the sloven. The bridegroom was sent for. The donna was at home. The testatrix had omitted the seal. He had nothing save one ewe-lamb.

Correct the errors in the following sentences:—

Among the ladies of the household were a duchess, a chamberlain, a marquis, a viscountess, an earl, a baron, four peers of the realm, a princess, the dauphin, the young czar, a landgrave, and a margravine. He divided the males from the females, placing in one field the oxen, the ewes, the bucks, the heifers, the geese; and in another, the females, the pea-hens, the he-goats, the fillies, the drakes, the young does, and the steers.

§ 78. WRITTEN EXERCISES. *Write out the feminines of the following words:—*

Arbiter, czar, don, gaffer, director, duke, prince, earl, dauphin, executor, hero, landgrave, marquis, sul-

tan, peer, viscount, negro, friar, testator, tiger, votary, beau, drake, master, sir, gentleman.

Write out the masculines of the following words:—

Lady, niece, witch, vixen, roe, abbess, infanta, bride, lass, dam, hind, landlady.

CHAPTER III.

NOUNS.—CASE.

§ 79. OBJECTS are further distinguished in respect to their relations in discourse. There are two classes of these relations: one, the relations of the object to the other parts of the sentence; the other, the relations to the person speaking. The first class of relations furnishes the distinctions of *Case*; the second, the distinctions of *Person*.

§ 80. *Case* is the distinction of nouns in respect of their relations to the other parts of the sentence.

§ 81. In the English language there are three different ways of expressing case: one called the *Nominative Case*, expressing the relation of subject; as, *John* studies his lessons; one called the *Possessive Case*, expressing a limitation of some other object spoken of; as, *John's* book; one called the *Objective Case*, expressing an object of an action or relation; as, John brought the *book* to me.

§ 82. The Genitive or Possessive Case is formed by adding *s* with an apostrophe to the simple form of the noun; as, *Peter's* book.

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Plural nouns ending in *s* take the apostrophe only; as, the *girls'* class-room.

EXCEPTION.—For the sake of euphony, the *'s* is sometimes omitted after singular nouns ending in the sound of *s*, especially if they are not monosyllables, or if the next word begins with that sound; as, For *justice'* sake; *Peleus'* son.

§ 83. ORAL EXERCISES. Name the cases of the nouns in the following sentences:—

Many men mistake the love for the practice of virtue. Action and contemplation are in no way inconsistent. The good man's treasure is in himself. Order is Heaven's first law. Men's opinions vary with their interests. And Evan's, Donald's fame rings in each clansman's ears. How wretched is that poor man that hangs on princes' favors. Let all the ends thou aim'st at be thy country's, thy God's, and truth's. She suffers from her tyrant brother's blaze.

Correct the errors in the following sentences:—

Mans highest knowledge is himself to know and Him that formed him what he is. Despairs long sigh and Griefs convulsive sob. A mothers tenderness and a fathers care are Natures gift's for mans' advantage. The picture of her son's does not much resemble him. Socrates's teachings were in advance of his age. I have not read Horace' epistles. Neither John nor his brother's scholarship was very high. The peace of Westphalia closed the Thirty Years War. King James' translators revised former translations. The measure gained the king as well as the peoples appro-

bation. Moses' rod was turned into a serpent. I expect to visit his brother's John's monument.

§ 84. WRITTEN EXERCISES. *Construct sentences containing the following nouns in the Possessive Case:—*

Forest; ocean; judge; chance; vice; coach; peeress; Watts; girls; city; lynx; oxen; artist; my brother Augustus; Bolton, the carriage-maker; Robert Burns; Catharine Philips; Sir William Jones; Demosthenes, the Athenian statesman.

CHAPTER IV.

PERSON.—PERSONAL PRONOUNS.

§ 85. OBJECTS of thought, further, are distinguished in respect of their relations to the speaker. As an object, the speaker is distinguished from the person spoken to, and also from the object spoken of. We have thus what are called in grammar the distinctions of *Person*. These distinctions are conveniently represented in language by a particular class of words, called *Personal Pronouns*.

PERSON in grammar is the distinction of objects in their relations as speaking, spoken to, and spoken of; as, *I am your friend*.

A PERSONAL PRONOUN is a word used to distinguish the speaker, the person spoken to, and the object spoken of.

§ 86. There are Three Persons, which are called, respectively, *the First*, *the Second*, and *the Third Person*.

The FIRST PERSON marks the person speaking;

The SECOND PERSON marks the person spoken to;

The THIRD PERSON marks the person or thing spoken of.

§ 87. PRONOUNS, like nouns, admit of the distinction of number, and have peculiar forms for the singu-

lar and the plural respectively. Corresponding to the singular of the first person *I*, we have the plural form *we*; to *thou*, *ye*, or *you*; to *he*, *they*.

§ 88. Pronouns of the third person are, likewise, distinguished in respect of gender.

The masculine form is *he*.

The feminine form is *she*.

The form for objects without sex is *it*.

The plural form is the same, *they*, for each of the three singulars of the third person.

§ 89. Pronouns are, moreover, like nouns, distinguished in respect of *case*, which expresses the relations of an object to the parts of the sentence, as in the following Paradigm of Inflections:—

FIRST PERSON.				
	<i>Singular.</i>		<i>Plural.</i>	
<i>Nominative.</i>	I,		We,	
<i>Possessive.</i>	My, Mine,		Our, Ours,	
<i>Objective.</i>	Me.		Us.	
SECOND PERSON.				
	<i>Singular.</i>		<i>Plural.</i>	
<i>Nominative.</i>	Thou,		Ye, You,	
<i>Possessive.</i>	Thy, Thine,		Your, Yours,	
<i>Objective.</i>	Thee.		You.	
THIRD PERSON.				
	<i>Singular.</i>		<i>Plural.</i>	
	MASC.	FEM.	NEUT.	
<i>Nominative.</i>	He,	She	It,	They,
<i>Possessive.</i>	His,	Her, Hers,	Its,	Their, Theirs.
<i>Objective.</i>	Him,	Her.	It.	Them.

OBSERVATION.—There are two forms, it will be observed, for the possessive case, except in the masculine and neuter singular of the third person. The shorter form is used before the noun which the pronoun limits; the longer when it is separated from the limited noun; as, "It is *my* book;" "The book is *mine*;" "The seats are *theirs*, not *yours*."

The forms *mine* and *thine* were the only forms used in the earlier stages of the language. They now appear in our earlier literature, as in the Scriptures. They are, hence, sometimes used in solemn discourse, instead of the shorter forms.

The plural of the second person has, also, two forms in the nominative case,—*ye* and *you*. The earlier form was *ye*. It is hence used in more elevated discourse.

§ 90. The Personal Pronouns are compounded with *self* and *selves*, as follows:—

FIRST PERSON.		
	Singular.	Plural.
Nominative and Objective.	Myself.	Ourselves.
SECOND PERSON.		
Nominative and Objective.	Thyself.	Yourselves.
THIRD PERSON.		
Nominative and Objective.	Himself, Herself, Itself.	Themselves.

EXAMPLES.—I went myself. The work explains itself. He himself did the deed.

OBSERVATION.—When the proper plural form of the Personal Pronoun is used for the singular, *self* is used; as, "You, John, *yourself* are in fault;" "Done by *ourselves* the King;" "While editor of this journal, we announce *ourselves* as individually responsible for every article that appears."

Both of the forms *one's self* and *oneself* are in use. The former is the older and more proper form; the latter is a contracted form, and more current in familiar discourse. *Itself* was formerly written *it self*, in two words.

§ 91. ORAL EXERCISES. Name the Personal Pronouns in the following sentences, mentioning at the same time the respective person, gender, number, and case:—

I have searched. I have found it. Having resigned his office, he retired. They searched every room: he was gone. We could not aid them; but they were in a condition to help us. The book is ours; the satchel is theirs. As you wish it, I will go. "Cast thy eyes eastward," said he, "and tell me what thou seest." Those lips are thine; thy own sweet smile I see. 'Twas for your pleasure you came here, you shall go back for mine. Yourself shall be accommodated as well as your brother. I shall be there myself.

Correct the errors in the following sentences:—

As for meself, I am indifferent which course be taken. They came on behind John and I. Samuel and me went to town yesterday. He praises hisself. The book is yourn, not his, nor theirn. By authority of ourselves the king. We used the privilege of an editor, and took a free passage for ourselves and our good wife. Their's is a sad case. The effects of the act do not end with it self. They prostrated their selves before the king. The difficulty will cure its self. This lot is ourn; that is hisn. Our's is a great land; a great nation must here raise up its self. It is not her's but yourn. Our wife has tied our cravat too tight. We have spoken thus far in this discourse of the external circumstances of this transaction; I now proceed to consider its real nature and character.

§ 92. WRITTEN EXERCISE. *Construct five sentences containing, each, one of the inflections of the Personal Pronouns:—*

First person in each case and number;
Second person in each case and number;

Third person in each case, number, and gender;
Compound form with *self* in each person and number.

§ 93. An object of thought once introduced is often conveniently presented a second time in a new relation by the use of a class of words called *Relative Pronouns*, or, more briefly, *Relatives*.

A RELATIVE PRONOUN is a word used to denote an object already named in the sentence; as, "The man *who* is ever speaking of himself we naturally dislike;" "He *that* is already corrupt is naturally suspicious."

The ANTECEDENT of a Relative Pronoun is the object to which the pronoun refers. *Man* and *he* are the antecedents in the examples given.

§ 94. The Relative Pronouns are *who* in the nominative, *whose* in the possessive, and *whom* in the objective case, denoting persons;

Which, denoting things, although formerly applied to persons;

That and *as*, denoting both persons and things;

What, a compound relative, including both antecedent and relative, equivalent to *the thing that*; as, "I know not *what* he says."

§ 95. *Who*, *whose*, *whom*, *which*, and *what* are compounded with *ever* and *soever*; as, *whoever*, *whosoever*. These compounds generally include both antecedent and relative; as, "*Whoever* transgresses the law must suffer the penalty;" equivalent to "*He that* transgresses," etc.

Who is also compounded with *so*; as, *whoso*.

Whose formerly was applied to things as well as to persons; as,—

"I could a tale unfold, *whose* lightest word," etc.—*Shakespeare*.

It is not now used thus so freely.

As was originally a conjunction of comparison, but has come by an elliptical form of expression to stand in the place of a relative. It so used, however, only after *same*, *such*, *so*, and *as*.

That generally may be used as a relative wherever *who* or *which* may be, except after a preposition.

§ 96. When the object is not known, but sought after, it is presented in interrogative sentences, by a class of words called *Interrogative Pronouns*.

AN INTERROGATIVE PRONOUN is a word used to denote an unknown object in an interrogative sentence; as, "*Who* will go for us?" "*Whose* book has he brought?" "*Whom* will he take with him?" "*What* will he do?" "*Which* is Jupiter?"

The Interrogative Pronouns are *who*, *whose*, *whom*, *which*, *what*. They are distinguished from the relative pronouns only by their use in asking a question.

What and *which* are used as adjective interrogatives; as "*What* book and *which* pen did he take?"

§ 97. ORAL EXERCISES. *Point out the Relative Pronouns and their antecedents, and also the Interrogative Pronouns, in the following sentences:—*

If you have a friend that will reprove your faults

and foibles, consider that you enjoy a blessing which the king upon the throne can not have.

To labor and be content with what a man hath is a sweet life.

He who begins soon to be good, will be likely to be very good at last.

He whose ruling passion is love of praise, is a slave to every one who has a tongue for detraction.

No man hath a thorough taste of prosperity to whom adversity never happened.

He that forecasts what may happen shall never be surprised.

What good morals are to society in general, good manners are to particular ones.

You have obliged a person; very well, what would you have more?

Whatever can please, whatever can charm, solicits his attention.

Who will say there are no pleasures in knowledge?

And, after all, what is there in life that may be justly reckoned of sufficient importance to move a person to a violent passion?

And which is the nobler benefactor, patriot, and philanthropist?

Whose work is this?

Whoso mocketh the poor reproacheth his Maker.

This undertaking, so noble in its beginning, so illustrious in its progress, so promising in its future results, must be sustained, whosoever or whatsoever may stand in the way of it.

Such of the combs as were entire were placed in camp-kettles, to be conveyed to the encampment.

What man has done, man can do.

As many as were of that persuasion united in resisting the government.

Correct the faults in the following sentences:—

They which seek wisdom will certainly find her. This is the country whose boundaries you were to trace out. Sidney was one of the wisest and most active governors which Ireland had enjoyed for several years. He is like a beast of prey, who destroys without pity. Flattery, whose nature is to deceive and betray, should be avoided as the poisonous adder. He was the ablest minister which James ever possessed. The child, whom we visited, has recovered. Of all what he said he could not prove a particle. How happy are the virtuous, that can rest on the protection of the powerful arm, who made the earth and the heavens? The man is prudent which speaks little.

§ 98. WRITTEN EXERCISE. *Construct five sentences containing Relative Pronouns relating to persons; five relating to things; five containing Interrogative Pronouns.*

PART IV.—MODIFYING ELEMENTS OF THE SENTENCE.

CHAPTER I.

KINDS OF MODIFYING ELEMENTS.—ADJECTIVES.

§ 99. ANY one of the three principal elements of the sentence—the Subject, the Predicate, and the Copula—may be modified in ways more or less peculiar to each, in order more precisely to express the thought.

Such modifications are of two kinds:—

1. One of mere *form*, to indicate the relationship between parts of the sentence, as between the verb and its subject.
2. The other of *significance*. In this case a word or a part of a sentence is simply limited in its meaning to a narrower import.

MODIFIERS are words used to limit the meaning or relation of words.

INFLECTION is a change in the form of a word, to limit its meaning or its relation in the sentence.

§ 100. The modifier of the subject, and so of any

object of thought that may be used as a subject, is an *adjective* modification.

That of the predicate, or any part of the sentence that may be used as a predicate, is an *adverbial* modification.

That of the copula, or of any part of the sentence that may be regarded as primitively a copula, is a *modal* modification.

§ 101. There are three classes of Modifiers: the *Adjective*; the *Adverbial*; and the *Modal*.

An ADJECTIVE is the modifier of a subject-word, or noun.

An ADVERBIAL is the modifier of a predicate-word.

A MODAL is the modifier of a copula-word.

§ 102. Adjectives are of two classes:—

1. *Definitives*, which limit the object as to its quantity or kind; as, "*Much* money;" "*Six* men;" "*Those* trees;" "*Learned* men."

Epithets, which limit the object in respect of its attributes; as, "The *righteous* Lord;" "The *leafy* oak;" "The *Jocund* spring;" "Happiness is found with the *purring* cat no less than with the *playful* kitten;"

"I have seen tempests when the *scolding* winds
Have rived the *knotty* oaks."

OBSERVATION.—This distinction, but little recognized in systems of Grammar, and, perhaps, for that reason, somewhat unfamiliar, is yet one of great importance in order to correct and free expression. A little thought will familiarize the distinction. It is plain that when I say "*the white* kitten," I mean ordinarily to distinguish one of this color from one of some other color. But in the sentence quoted above, the writer does not at all intend to distin-

guish *playful* kittens from those that are not playful. He wishes to fix the attention of the reader on one of the attributes that belong to all kittens—*playful*.

It must be borne in mind that the same word may be used either as a *Definitive* or as an *Epithet*. Thus, when Spenser says, "Then came the jolly summer," he uses the adjective *jolly* not as *Definitive*—not to indicate what kind of a summer he meant—but as an *epithet*, to indicate upon what attribute of the summer he wished the attention directed. But when I say "It was a jolly summer," I mean to define a certain kind of summer.

§ 103. *Definitives* are of three classes:—

1. *Numerals*;
2. *Demonstratives*;
3. *Attributives*.

§ 104. NUMERAL ADJECTIVES designate how much or how many of the parts of the composite object are meant.

They include two classes:—

1. *The Definite Numerals*; as, *all, both, every, each, either*; the negatives, *no, none, neither*, together with the cardinal numbers, *one, two*, etc.
2. *The Indefinite Numerals*; as, *some, few, several, certain, divers, sundry, any, enough, only, many, much, little*.

OBSERVATION.—Of the Numerals, *much* and *little* are used properly to limit mass-nouns; that is, to limit in spacial or geometrical rather than in proper numerical quantity. *Whole, some, any, enough, only*, are used in both ways. *Large, small*, and the like, properly limit, likewise, mass-nouns.

Further, *every, each, either, none, neither*, are distinguished from others of the class as *distributives*.

The numerals generally may be used as nouns without further indication of the objects to which they properly belong.

To this class—numerals—belongs what has been called by distinction, *the indefinite article*, *a* or *an*. In this use, it has come to drop the *n* before consonant sounds, while it is still written *an* in full before vowel sounds. In accordance with this principle, it is written and sounded *an* before a silent *h*, as, *an honest man*; also before an aspirated *h* in an unaccented syllable, as the consonantal power of the letter is then weak, as *an historical essay*; *an*

hypothesis. But before an aspirated *h* in an accented syllable, the general principle applies, and it is written without the *n*; as, *a history*; *a hypothetical case*. For analogous reasons the *n* is omitted in writing and in pronunciation before the consonantized sound of *y* and of *w* as sounded at the beginning of words; as, *a youth*, *a war*, *such a one* (*won*).

§ 105. DEMONSTRATIVE ADJECTIVES point out the particular parts or individuals meant in the composite object; as, *this*, *that*; *these*, *those*.

OBSERVATION.—To this class belongs what has been called *the definite article*, *THE*.

This article may be used with or without other modifiers; as, *the man*, *the brave man*. It demonstrates, that is, *points out*, the particular individual meant in the class *man*; *brave man*. It sometimes demonstrates the species; as, "*The fish swims*."

To this class—Demonstratives—also may be assigned those adjectives which determine which of the individuals contained under the general object are meant by referring them to the particular place or time to which they belong; as, *yonder*, *adjacent*; *former*, *latter*.

Here belong, moreover, *Ordinal Adjectives*, so called; as, *first*, *second*, *third*, etc.

§ 106. ATTRIBUTIVE ADJECTIVES limit the noun in respect to some species contained under it through some attribute; as, "*Dark clouds*;" "*An ill fortune*;" "*Malicious passions*;" "*An unyielding firmness*."

§ 107. EPITHETS are adjectives which limit the object to some of its attributes; as, "*Balmy spring*;" "*Fiery Mars*;" "*Silent flowers*."

§ 108. ORAL EXERCISES. *Mention the Adjectives in the following phrases, and name them as Numerals, Demonstratives, or Attributives. Distinguish, also, Definitives from Epithets, and Modifying Adjectives from Predicate-adjectives:—*

Three royal messengers. That lofty eminence. Six

hundred years. The eighty-fifth year of the government. An unimportant abstract. A former message. The latter date. That excellent man. Either circumstance. Any portion. The eight-hundredth year of the Christian era. Playful wit. Three centuries. Barbarous tribes. The voiced expression. There was a peculiar, a more than human solemnity. His voice trembled on every syllable. On the fifth day of the moon. The arm-chair of dozing age. Stern-eyed justice. The spirit deathless in its very nature. A single human being. Great was the love which poor silly I had for this little kitten.

"O glorious malice, dearer than the prize!
Fraternal hour, which one fraternal minute could destroy."

The giddy multitude are not always judicious in their approbation.

Correct the faults in the following expressions:—

An highway was there. An heart of evil. A open door. A hussar. Many an one. An humorist. An humble roof. A honorable man. A heir-loom. An wiseacre. A Hibernian. A hiatus. A heroic act. A herbarium. An heroine. An hierarchy. An Hebrew.

It was strange kind of goodness. The pleasure attends benevolence. A mercy is God's attribute. The prosperity in a nation endangers the good morals. I will walk in the ways of the righteousness. The copiousness of expression is to be acquired. The gravity is ballast of soul. The memory is treasure-house of mind. Do nothing in the passion.

The rich and poor are alike mortal.* It has been the ambition of good and noble in all ages. The patrician and plebeian were equally concerned. The North and South have common interests and common destiny. The old and young may alike profit by experience. He regards the cries of the widow and orphan. How do the duties of a good wife, good mother, and worthy matron, well performed, dignify a woman! Gratitude regards the giver rather than gift. The desires may be classed as twofold: the animal and rational. All minerals have the common properties of fracture, the degree of hardness, and the specific gravity. The perch, the mackerel, and pilot-fish belong to the sharp-finned order of fishes. The class of quadrumans includes the ape and baboon. The frog and toad belong to the order of batrachia. The study of English language is making daily advancement.

§ 109. WRITTEN EXERCISES. *Modify the following words by Definitives of each class:—*

Acorn, horse, cloud, tree, animal, shrubs, feet, chance, virtue, decision, doubt, hypothesis, yellowness, hygrometer, heir, hallucination, wilderness, youth, antipathy, yawl, hour-glass, horizon.

Modify the above, and also the following, by Epithets:—

Humility, gratitude, obeisance, animosity, hosanna, magnanimity, sentence, rebukes, wreaths, thrift, stu-

* The definitive should be prefixed to each distinct class, to prevent ambiguity; thus, *the rich and the poor*.

pidity, recital, membrane, truth, ambiguity, revelry, testimony.

§ 110. In order to a still more precise expression of the thought, it often becomes necessary to limit the modifier itself. Thus the adjective comes to be modified; and this in two ways:—

1. *Absolutely*, or without express reference to other objects or other attributes; as, "The *willingly* obedient;" "Entirely empty;" "Exceedingly rich." This kind of modification is by adverbials.

2. "Relatively, either in degree or in quantity, as compared with other objects or attributes; as, "A metal *richer* than gold;" "The *longest* life of all." This relative modification of the adjective is called, in Grammar, *Comparison*. It is effected by inflection.

GRAMMATICAL COMPARISON is the relative modification of the Adjective.

§ 111. The Adjective may be of either of three forms: the *Positive*, the *Comparative*, and the *Superlative*; as, *tall, taller, tallest*.

The POSITIVE FORM is that in which the Adjective is not relatively modified.

The COMPARATIVE FORM is that in which the Adjective is relatively modified in the relation of its object to some other part or parts.

The SUPERLATIVE FORM is that in which the Adjective is relatively modified in the relation of its object to the whole of which it is a part.

OBSERVATION.—Briefer definitions may be given of these forms of comparison, which, with sufficient precision, distinguish them from one another; thus—
The POSITIVE FORM of the Adjective is its form when relatively unmodified.

The **COMPARATIVE FORM** of the Adjective is its form when modified relatively to other parts.

The **SUPERLATIVE FORM** of the Adjective is its form when modified relatively to the whole of which its object is a part.

§ 112. From the nature of grammatical comparison, the following general rules are at once derived:—

1. *The Comparative should be used only when its object as one part is compared with another part or with other parts.*

2. *The Superlative should be used only when its object as a part is compared with the whole.*

§ 113. The Comparative Form adds *r* or *er* to the Positive, or prefixes the word *more* or *less*; as, Positive, *wise*, Comparative, *wiser*, *more wise*, *less wise*.

§ 114. The Superlative Form adds *st* or *est* to the Positive, or prefixes *most* or *least*; as, Positive, *wise*, Superlative, *wisest*, *most wise*, *least wise*.

OBSERVATION 1.—If the positive form end in *y*, this letter is changed to *i* before *er* and *est*; as, *happy*, *happier*, *happiest*.

OBSERVATION 2.—The following adjectives are irregular in their comparison:—

Positive.	Comparative.	Superlative.
Bad, ill, evil,	Worse,	Worst.
Good,	Better,	Best.
Little,	Less,	Least.
Much or many,	More,	Most.
Aft,	After,	Aftermost.
Far,	Farther,	Farther, farthermost.
Fore,	Former,	First, foremost.
(Forth, adv.),	Further,	Farthest.
Hind,	Hinder,	Hindmost, hindermost.
	Hither,	Hithermost.
In,	Inner,	Inmost, innermost.
Late,	Later, latter,	Latest, last.

Low,	Lower,	Lowest, lowermost.
Near and nigh,	Nearer,	Nearest, next.
	Nether,	Nethermost.
Old,	Older, elder,	Oldest, eldest.
Out,	Outer, utter,	Outermost, uttermost, utmost.
Up,	Upper,	Uppermost, upmost.

OBSERVATION 3.—A number of superlatives, besides those in the above list, are formed by adding *most* to the positive form of the adjective, or to nouns, prepositions, or adverbs; as, *easternmost*, *topmost*, *hithermost*.

OBSERVATION 4.—Generally, the formation of comparatives and superlatives in *er* and *est*, from positives of more than one syllable, is inelegant, and such forms are to be avoided as “*beautifulest*,” “*hopefulest*,” “*profitabler*,” “*abominablest*.” Dissyllables ending in an accented syllable or in *le* or *y*, are exceptions; as, *remoter*, *gentlest*, *hollest*.

OBSERVATION 5.—It has been a question whether the use of the Comparative form is proper in such an expression as “The taller of the two.” In the classical languages this use is allowed; and it is found in the best forms of English literature. In the expression “The tallest of the two,” the whole class is regarded, but the class here is made up of two. There can be no objection to this form of expression in the principles of thought, as we may think of two as a class.

OBSERVATION 6.—Some adjectives from foreign languages, particularly from the Latin, which were proper comparatives, are used in English as adjectives of relation, being followed by *to*, not by *than*. Such are *anterior*, *posterior*, *prior*, *ulterior*, *superior*, *inferior*, *interior*, *exterior*; also *minor*, *major*, *junior*, *senior*, which do not admit either *than* or *to* after them. It is generally incorrect to prefix to them the words of comparison *more* and *most*, *less* and *least*, or to add the terminations *r* and *st*.

In the same way superlatives from other languages are used in English as positives; but it is not in good use to join to them the superlative sign, except in rare cases for emphasis; as, *maximum*, *minimum*, *supreme*, *extreme*, *ultimate*.

Words, moreover, that are superlative in their own meaning, should not, generally, receive the signs of comparison; such as *chief*, *final*; and also numerals and demonstratives.

§ 115. ORAL EXERCISES. *Distinguish the several forms of comparison in the Adjectives in the following sentences:—*

John was tall; taller than either of his brothers; the tallest man, in truth, in the town. A less objec-

tionable, if more difficult course, would have been to remove the hinderance. An abler or an angrier combatant could not easily be found. The nearest as well as the remotest branches were loaded with fruit. The veriest child could not have been guilty of a worse or a sillier blunder. The tongue is like a race-horse, which runs the faster the less weight it carries. His chief concern and his highest enjoyment was to be approved by his Creator. Multitudes in the most obscure stations are not less eager in their petty broils, nor less tormented by their passions, than if princely honors were the prize for which they contend.

Correct the errors in the following sentences:—

He is a person of the most great abilities. He is the powerfulest man of his company. The knife was the usefulest instrument he had. He soon formed an advantageouser connection. The amiablest disposition secures most regard. The fartherest distance. The worser qualities. The latterest editions. The lowerest strata. The furtherest position. The hindest of the flock. Virtue confers the supremest dignity on man. He was the more junior of the sons. I thought him the memorablest of those forgotten margraves. He is recognizable as one of the remarkablest of mankind. He was the beautifulest, hopefulest of little drummers. They were the greatest generals of any others in the army. The fairest of her daughters, Eve. The youngest was the comelyest; the littlest was the amiablest. The dispute was a more minor affair than the blows he inflicted. It was the extremest cold of the season.

CHAPTER II.

PREDICATE-MODIFIERS. — VERB-INFLECTIONS. — ADVERBIALS.

§ 116. THERE are three distinct reasons for modifying the predicate in discourse: (1) To show to what subject the predicate refers; (2) to embody in it or combine with it the copula, for which element language generally fails to supply a special form; and (3) to limit the meaning of words when those precisely expressing the thought are wanting.

§ 117. The modifications of the Predicate are threefold:—

1. Relatively to the subject;
2. Relatively to the copula;
3. In itself.

§ 118. Relatively to the subject, the predicate may be modified either as to its form or as to its significance.

The modifications in respect of *form* give the distinctions of *number* and *person*, and are for the purpose of showing more distinctly the reference to the subject.

Thus in the sentence,—

“Money and man a mutual falsehood *show*,”—

the form of the verb, *show* instead of *shows*, indicates

that it refers to the subjects *money* and *man*, not to the word immediately preceding it, *falsehood*. And in the sentence, "Thou didst it," the form *didst* shows that the verb refers to the subject *thou*.

§ 119. In English, the first person singular is not marked by any special form, except only in the verb *to be*, which has *am*; the second person is denoted by *st*, as *love-st*, *loved-st*; the third person by *s*, or in old forms *th*, as *love-s*, *love-th*.

The plural has no special forms; as, singular, *I love*; plural, *they love*.

These five are irregular: *art*, *wast*, *wert*; *shalt*; *wilt*.

See §§ 136, 137 for the full inflection of the verb in the Indicative Mood.

§ 120. ORAL EXERCISES. *Name the Person and Number of each verb in the following sentences:—*

He is kind. I am glad. They are studious. John loves his books. They assist their companions. He lives in state. Seest thou a man wise in his own eyes? Iron sharpeneth iron. Faithful are the wounds of a friend. Slothfulness casteth into a deep sleep. When thou goest, it shall keep thee. He was absent when the clock struck. You were tardy.

Form the Second Person Singular and the Third Person Singular of the following verbs, applying in each case the rule for forming words, § 21:—

Fib, throb, shed, plod, bestud, pin. Rule II.

Fly, fancy, eddy, remedy, bandy, edify. Rule III.

Frolic, mimic. Rule VII.

Nib, begin, glory, levy, parody, grub, shun, club, physic, study, qualify, testify, shy, weary, occupy, hurry, pity.

Correct the errors in the following sentences:—

He dare not disobey. When was you there? The number of inhabitants do not exceed forty thousand. He is as strong as I is. The goods was sold at a high price. Thou, who art the Author of life, can restore it also; thou doth thy own pleasure, and ever ordereth wisely. Was you certain of the fact? They was going along the street, when the bricks was falling.

§ 121. WRITTEN EXERCISES. *Construct five sentences with verbs in the Second Person Singular; Five with verbs in the Third Person Singular; Five with verbs in the Third Person Plural.*

Construct sentences with the following verbs in the Second Person Singular, and also in the Third Person Singular:—

Am, was, shall, will, care, move, rest, call, bed, threaten, plot, cast, inherit, fan, dip, caress, fix, loved, curbed, laugh, lend, help, think, accept, get, peril, level, ferret, clog, drug, dread, linger, wrap, throb, slip, mar, purr, envelop, forfeit, intermit, play, cloy, apply, deny, obey, cry, harass, forego.

OBSERVATION.—Relatively to the subject, the predicate is modified as to its significance in two ways: (1) *Concretely*, when it respects the subject as to *kind*, or by a noun; as, "She walks a queen;" (2) *Abstractly*, when it respects the subject as to attribute, or by an adjective; as, "She walks *calm* and *majestic*."

Relatively to the copula, the predicate can not be modified in significance, but only in form, and in this way only as it is combined with the copula.

§ 122. The Predicate may be modified in itself either as a whole or in its parts.

Thus in the sentence, "Teneriffe was formerly an active volcano," the predicate as a whole is modified by the tense distinction in the imperfect *was*, and also by the adverb *formerly*; it is modified in its parts by the adjective *active* modifying the part *volcano*.

§ 123. The predicate as a whole is modified in language in two ways:—

1. By changes in the word itself, that is, by *Inflection*; as, *I love, I loved, I was loved*;

2. By the use of other words, that is, by *adverbials*.

§ 124. There are only two modifications of the predicate in itself expressed in the English language by appropriate inflections or changes in the form of the verb. They are,—

1. The modifications of the direction of an action or relation as *to* or *from* the subject, called the modifications of *Voice*;

2. Those of the time of the predicate, called the modifications of *Tense*.

§ 125. VOICE expresses the direction of the action or relation as *to* or *from* the subject.

§ 126. There are two Voices, the *Active* and the *Passive*.

The ACTIVE VOICE expresses the action of the predicate as proceeding from the subject; as, *I strike the ground*.

The PASSIVE VOICE expresses the action of

the predicate as directed to or upon the subject; as, *The ground is struck*.

§ 127. The PASSIVE VOICE is formed from the Active by prefixing the passive auxiliary, *to be*, to the past participle of the verb; as, *to be loved, I am loved, I was loved*.

§ 128. TENSE is the form of Verb-Inflection to express the time of the predicate as present, past, or future.

§ 129. TENSE is either *simple* or *continuous*.

SIMPLE TENSE expresses the predicate simply; as, *I wrote*.

CONTINUOUS TENSE expresses the predicate as continuous; as, *I was writing*.

§ 130. TENSE, whether simple or continuous, is *Present, Past, or Future*.

The PRESENT TENSE presents the predicate as of the present time; as, *I write; I am writing*.

PAST TENSE has three distinctions,—*the Imperfect, the Perfect, and the Pluperfect*.

•The IMPERFECT TENSE expresses the predicate as simply past; as, *I wrote; I was writing*.

The PERFECT TENSE expresses the predicate as past, and with a reference to the time of speaking; as, *I have written; I have been writing*.

The PLUPERFECT TENSE expresses the predi-

cate as past, and with a reference to some past time; as, *I had written; I had been writing.*

FUTURE TENSE has two distinctions, called, respectively, *the Future* and *the Future Perfect.*

The FUTURE TENSE expresses the predicate as simply future; as, *I shall write; I shall be writing.*

The FUTURE PERFECT TENSE expresses the predicate as future, but with a reference to some future time; as, *I shall have written; I shall have been writing.*

OBSERVATION.—If further modifications of time are to be expressed, recourse must be had to adverbials.

§ 131. The Simple Past tense, and also the Past Participle, appear in two forms: (1) In the *Regular Form*, or what is sometimes called the *Weak Conjugation*; (2) in the *Irregular Form*, or the *Strong Conjugation*.

§ 132. The *Regular Form* adds *d*, generally with the connecting vowel *e*, to the simple form of the verb; as, *hear*, Imperfect *heard*; *learn*, *learned*; *end*, *ended*. If euphony requires, when the connecting vowel *e* is omitted, as is the case after all merely breathed or aspirated letters, the *d* becomes *t*; as, *sleep*, *slept*.

§ 133. The *Irregular Form* changes the vowel of the simple form to make the Imperfect and the Passive Participle; as, *drink*, *drank*, *drunk*.

In this conjugation, the Passive Participle is fre-

quently formed by adding *n* or *en*; as, *rise*, *rose*, *risen*.

§ 134. In the Inflection of Verbs, there are three forms upon which other forms are built. They are called *The Fundamental Forms*, or *The Principal Parts*. These are,—

1. *The Simple Present*; as, *love*, *hear*, *write*;
2. *The Simple Past*, or *Imperfect*; as, *loved*, *heard*, *wrote*;
3. *The Past*, or *Passive Participle*; as, *loved*, *heard*, *written*.

§ 135. LIST OF IRREGULAR VERBS.

OBSERVATION.—Those words in the list which are marked with an *r* have also the regular forms. The italicized forms are less in use.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Abide,	Abode,	Abode.
Am or be,	Was,	Been.
Awake, <i>r.</i>	Awoke,	Awaked.
Bear,	Bore, <i>bare</i> ,	Borne.*
Beat,	Beat,	Beaten, beat.
Begin,	Began,	Begun.
Bend, <i>r.</i>	Bent,	Bent.
Bereave, <i>r.</i>	Bereft,	Bereft.
Beseech,	Besought,	Besought.
Bet, <i>r.</i>	Bet,	Bet.
Bid,	Bid, <i>bade</i> ,	Bidden, bid.
Bind,	Bound,	Bound.
Bite,	Bit,	Bitten, bit.
Bleed,	Bled,	Bled.
Blow,	Blew,	Blown.
Break,	Broke, <i>brake</i> ,	Broken, <i>broke</i> .
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.
Build, <i>r.</i>	Built,	Built.
Burn, <i>r.</i>	Burnt,	Burnt.

* In the sense to *bring forth*, the passive participle of this verb is *born*, when not followed by the preposition *by*, and the agent expressed or understood.

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
Burst,	Burst,	Burst.
Buy,	Bought,	Bought.
Cast.	Cast,	Cast.
Catch, <i>r.</i>	Caught,	Caught.
Chide,	Chid,	Chidden, chid.
Choose,	Chose,	Chosen.
Cleave (adhere), <i>r.</i>	<i>Clave,</i>	Cleaved.
Cleave (split),	Clove, cleft, <i>clave,</i>	Cloven, cleft.
Cling,	Clung,	Clung.
Clothe, <i>r.</i>	Clad,	Clad.
Come, <i>be-, over-</i>	Came,	Come.
Cost,	Cost,	Cost.
Creep,	Crept,	Crept.
Crow, <i>r.</i>	Crow,	Crowed.
Cut,	Cut,	Cut.
Dare* (venture), <i>r.</i>	Durst,	Dared.
Deal,	Dealt,	Dealt.
Dig, <i>r.</i>	Dug,	Dug.
Do,	Did,	Done.
Draw,	Drew,	Drawn.
Dream, <i>r.</i>	Dreamt,	Dreamt.
Drink,	Drank,	Drank, drunk.
Drive,	Drove,	Driven.
Dwell, <i>r.</i>	Dwelt,	Dwelt.
Eat,	Ate, eat,	Eaten, eat.
Fall,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Flee,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forsake,	Forsook,	Forsaken.
Freeze,	Froze,	Frozen.
Freight, <i>r.</i>	Freighted,	Fraught.
Get,	Got,	Got, gotten.
Gild,	Gilded, gilt,	Gilded, gilt.
Gird, <i>r.</i>	Girt,	Girt.
Give,	Gave,	Given.
Go,	Went,	Gone.
Grave, <i>r.</i>	Graved,	Graven, graved.
Grind,	Ground,	Ground.

* *Dare*, to challenge, is regular.

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
Grow,	Grew,	Grown.
Hang,* <i>r.</i>	Hung,	Hung.
Have,	Had,	Had.
Hear,	Heard,	Heard.
Heave, <i>r.</i>	Hove,	Hoven.
Hew, <i>r.</i>	Hewed,	Hewn.
Hide,	Hide,	Hidden, hid.
Hilt,	Hilt,	Hilt.
Hold,	Held,	Held, holden.
Hurt,	Hurt,	Hurt.
Keep,	Kept,	Kept.
Kneel, <i>r.</i>	Kneit,	Kneit.
Knit, <i>r.</i>	Knit,	Knit.
Know,	Knew,	Known.
Lade (load), <i>r.</i>	Laded,	Laden.
Lay (to place), <i>in-</i>	Laid,	Laid.
Lead,	Led,	Led.
Lean, <i>r.</i>	<i>Leant,</i>	<i>Leant.</i>
Leap, <i>r.</i>	Leapt,	Leapt.
Leave,	Left,	Left.
Lend,	Lent,	Lent.
Let,	Let,	Let.
Lie* (recline),	Lay,	Lain.
Light, <i>r.</i>	Lit,	Lit.
Lose,	Lost,	Lost.
Make,	Made,	Made.
Mean,	Meant,	Meant.
Meet,	Met,	Met.
Mow, <i>r.</i>	Mowed,	Mown.
Pay,	Paid,	Paid.
Pen* (inclose), <i>r.</i>	Pent,	Pent.
Prove, <i>r.</i>	Proved,	<i>Proven.</i>
Put,	Put,	Put.
Quit, <i>r.</i>	Quit,	Quit.
Read,	Read,	Read.
Rend,	Rent,	Rent.
Rid,	Rid,	Rid.
Ride,	Rode, <i>rid,</i>	Rode, ridden, <i>rid.</i>
Ring,	Rang, rung,	Rung.
Rise,	Rose,	Risen.
Rive, <i>r.</i>	Rived,	Riven.
Run,	Ran,	Run.
Saw, <i>r.</i>	Sawed,	Sawn.

* *Hang*, to take life, *Lie*, to deceive, and *Pen*, to write, are regular.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Say,	Said,	Said.
See,	Saw,	Seen.
Seck,	Fought,	Bought.
Seethe, <i>r.</i>	Sod,	Fodden.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set,	Set,	Set.
Shake,	Shook,	Shaken.
Shape, <i>r.</i>	Shaped,	Shapen.
Shave, <i>r.</i>	Shaved,	Shaven.
Shear, <i>r.</i>	Sheared,	Shorn.
Shed,	Shed,	Shed.
Shine, <i>r.</i>	Shone,	Shone.
Shoe,	Shod,	Shod.
Shoot,	Shot,	Shot.
Show, <i>r.</i>	Showed,	Shown.
Shred,	Shred,	Shred.
Shrink,	Shrunk, shrank,	Shrunk, <i>shrunkon.</i>
Shut,	Shut,	Shut.
Sing,	Sang, sung,	Sung.
Sink,	Sank, sank,	Sunk.
Sit,	Sat,	Sat.
Slay,	Slew,	Slain.
Sleep,	Slept,	Slept.
Slide, <i>r.</i>	Slid,	Slidden, slid.
Sling,	Slung,	Slung.
Slink,	Slunk,	Slunk.
Slit, <i>r.</i>	Slit,	Slit.
Smell, <i>r.</i>	Smelt,	Smelt.
Smit,	Smote,	Smitten, <i>smit.</i>
Sow (scatter), <i>r.</i>	Sowed,	Sown.
Speak, <i>be-</i>	Spoke, <i>spake,</i>	Spoken, <i>spoke.</i>
Speed,	Sped,	Sped.
Spell, <i>r.</i>	Spelt,	Spelt.
Spend,	Spent,	Spent.
Spill, <i>r.</i>	Spilt,	Spilt.
Spin,	Spun, <i>span,</i>	Spun.
Spit,*	Spit, <i>spat,</i>	Spit, <i>spitten.</i>
Split,	Split,	Split.
Spread,	Spread,	Spread.
Spring,	Sprang, sprung,	Sprung.
Stand,	Stood,	Stood.
Stave, <i>r.</i>	Stove,	Stove.

* *Spit*, to put on a spit, is regular.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Steal,	Stole,	Stolen.
Stick,	Stuck,	Stuck.
Sting,	Stung,	Stung.
Stride,	Strode, strid,	Stridden, strid.
Strike,	Struck,	Struck, <i>stricken.</i>
String,	Strung,	Strung.
Strive,	Strove,	Striven.
Strow, <i>r.</i>	Strowed,	Strown.
Swear,	Swore, <i>sware,</i>	Sworn.
Sweat, <i>r.</i>	Sweat,	Sweat.
Sweep,	Swept,	Swept.
Swell, <i>r.</i>	Swelled,	Swollen.
Swim,	Swam, swum,	Swum.
Swing,	Swung,	Swung.
Take,	Took,	Taken.
Teach,	Taught,	Taught.
Tear,	Tore,	Torn.
Tell,	Told,	Told.
Think, <i>be-</i>	Thought,	Thought.
Thrive, <i>r.</i>	Throve,	Thriven.
Throw,	Threw,	Thrown.
Thrust,	Thrust,	Thrust.
Tread,	Trod,	Trodden, trod.
Wax (grow),	Waxed,	Waxed, <i>waxen.</i>
Wear,	Wore,	Worn.
Weave,	Wove,	Woven, wove.
Weep,	Wept,	Wept.
Wet, <i>r.</i>	Wet,	Wet.
Whet, <i>r.</i>	Whet,	Whetted.
Win,	Won,	Won.
Wind,	Wound,	Wound.
Work, <i>r.</i>	Wrought,	Wrought.
Wring,	Wrang,	Wrang.
Write,	Wrote, <i>writ,</i>	Written, writ.

§ 136. The Irregular Verb To BE is thus inflected in the Indicative Mood:—

PRINCIPAL PARTS.		
<i>Present, Am.</i>	<i>Past, Was.</i>	<i>Past Participle, Been.</i>
PRESENT TENSE.		
	<i>Singular.</i>	<i>Plural.</i>
1st Person,	I am,	1. We are,
2d Person,	{ You are,	2. { You are,
	{ Thou art,	{ Ye are,
3d Person,	He is.	3. They are.

IMPERFECT TENSE.

- Singular.*
 1. I was,
 2. { You were,
 { Thou wast,
 3. He was.

- Plural.*
 1. We were,
 2. { You were,
 { Ye were,
 3. They were.

PERFECT TENSE.

- Singular.*
 1. I have been,
 2. { You have been,
 { Thou hast been,
 3. He has been.

- Plural.*
 1. We have been,
 2. { You have been,
 { Ye have been,
 3. They have been.

PLUPERFECT TENSE.

- Singular.*
 1. I had been,
 2. { You had been,
 { Thou hadst been,
 3. He had been.

- Plural.*
 1. We had been,
 2. { You had been,
 { Ye had been,
 3. They had been.

FUTURE TENSE.

- Singular.*
 1. I shall be,
 2. { You will be,
 { Thou wilt be,
 3. He will be.

- Plural.*
 1. We shall be,
 2. { You will be,
 { Ye will be,
 3. They will be.

FUTURE PERFECT TENSE.

- Singular.*
 1. I shall have been,
 2. { You will have been,
 { Thou wilt have been,
 3. He will have been.

- Plural.*
 1. We shall have been,
 2. { You will have been,
 { Ye will have been,
 3. They will have been.

§ 137. The Regular Verb To LOVE is thus inflected in the Indicative Mood:—

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

- Singular.*
 1. I love,
 2. { You love,
 { Thou lovest,
 3. He loves.

- Plural.*
 1. We love,
 2. { You love,
 { Ye love,
 3. They love.

IMPERFECT TENSE.

- Singular.*
 1. I loved,
 2. { You loved,
 { Thou lovedst,
 3. He loved.

- Plural.*
 1. We loved,
 2. { You loved,
 { Ye loved,
 3. They loved.

PERFECT TENSE.

- Singular.*
 1. I have loved,
 2. { You have loved,
 { Thou hast loved,
 3. He has loved.

- Plural.*
 1. We have loved,
 2. { You have loved,
 { Ye have loved,
 3. They have loved.

PLUPERFECT TENSE.

- Singular.*
 1. I had loved,
 2. { You had loved,
 { Thou hadst loved,
 3. He had loved.

- Plural.*
 1. We had loved,
 2. { You had loved,
 { Ye had loved,
 3. They had loved.

FUTURE TENSE.

- Singular.*
 1. I shall love,
 2. { You will love,
 { Thou wilt love,
 3. He will love.

- Plural.*
 1. We shall love,
 2. { You will love,
 { Ye will love,
 3. They will love.

FUTURE PERFECT TENSE.

- Singular.*
 1. I shall have loved,
 2. { You will have loved,
 { Thou wilt have loved,
 3. He will have loved.

- Plural.*
 1. We shall have loved,
 2. { You will have loved,
 { Ye will have loved,
 3. They will have loved.

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

- Singular.*
 1. I am loved,
 2. { You are loved,
 { Thou art loved,
 3. He is loved.

- Plural.*
 1. We are loved,
 2. { You are loved,
 { Ye are loved,
 3. They are loved.

IMPERFECT TENSE.

- Singular.*
 1. I was loved,
 2. { You were loved,
 { Thou wast loved,
 3. He was loved.

- Plural.*
 1. We were loved,
 2. { You were loved,
 { Ye were loved,
 3. They were loved.

PERFECT TENSE.

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

PLUPERFECT TENSE.

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

FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1.	I shall be loved,	1.	We shall be loved,
2.	{ You will be loved,	2.	{ You will be loved,
	{ Thou wilt be loved,		{ Ye will be loved,
3.	He will be loved.	3.	They will be loved.

FUTURE PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1.	I shall have been loved,	1.	We shall have been loved,
2.	{ You will have been loved,	2.	{ You will have been loved,
	{ Thou wilt have been loved,		{ Ye will have been loved,
3.	He will have been loved.	3.	They will have been loved.

§ 138. ORAL EXERCISES. *Indicate the Tenses in the following sentences, and also the Time as continuous or successive:—*

I am writing. He walked two miles before he breakfasted. They drank too freely of iced water. We had not gone far before it began to rain. You will have seen him before you receive my letter. They have all forgotten their promise. He will not show himself to-day. He has built his house. They durst not deny it. They abode there six months. No one has begun. I besought him to go. The wind blew a hurricane. He had brought his friend with him. The storm will have caught him before he leaves the forest.

It crept slyly up. He had driven the cattle under a shed. You will hit the mark if you aim well. She had knelt before the altar. I knew my lesson, before the clock had struck. John had swept the hall. He won the prize. The veterans led the attack. A bitterness which the heart only knoweth; a joy with which a stranger intermeddled not. They will, certainly, when they see the consequences of what they have done, be sorry, and will, also, when they have opportunity, ask forgiveness. The ship was much strained by the storm, but it reached its port finally, without loss. By the time this reaches you, the message will have been published. They had not been better instructed. The former colonies have been recognized as independent states.

Correct the faults in the following sentences:—

He has abided there a long time. They been here often. I had awoke and had arose from my bed before the bell rung. They begun wrong. I beseeched him not to do it. They blowed the trumpet long and loud. The police brung him to the station. She had catched a cold. Thompson was chose corporal. They come home an hour ago. The cat creeped up very softly. He done the job yesterday. He drawed his dagger. They drunk no cider. I had drove the sheep into the pasture. The boy had ate green apples, and had fell sick. The bird has forsook its nest. The stream was froze over. The horse had went home. The vine growed astonishingly last year. I have hearn tell. The vessel laid in the stream. He meaned well. I had no sooner rose from my bed, than the

water run in streams over the floor. I had never saw such a sight before. The earthquake had shook down every house. He had showed all his wares. She has spoke but once. The man had stole two watches, and had swore he was not guilty. Five were took prisoners. The soldiers had wore out their shoes, and the captain had wrote for a fresh supply. From the drawer in which it had laid so long forgotten. I intended to have writ soon. The assembly had took a recess. The river had sank below ordinary low-water mark. The sale had fell off greatly. He had came some hours before. He had mistook the word. You was there yesterday; and they been there to-day. The murderer was convicted by a jury, sentenced by the court, and hung by the sheriff.

§ 139. WRITTEN EXERCISES. Construct five sentences each containing one of the following verbs in Continuous Time:—

Five in the Imperfect Tense, Successive Time;

Five in the Perfect;

Five in the Pluperfect;

Five in the Future;

Five in the Future Perfect;

Obey; recede; ransom; forget; buffet; travel; delay; reply; bear; begin; break; hew; forgive; wring; stick; strive; smite; seethe; shake; show; lie; fall; fell; teach; thrive; kneel; mow; seek; beseech; shear; shrink; fly; freeze; choose.

Construct five sentences each containing one of the Active Verbs in the above list expressed in the Passive Voice in each Tense.

§ 140. The second way mentioned, § 123, in which the Predicate in itself may be modified, is by Adverbials.

AN ADVERBIAL is a modifier of an attribute; as, "He is *strictly* honest;" "He acted *discreetly*;" "He acted *in a discreet manner*."

§ 141. The normal adverbial is a single word, and is called simply an *adverb*. Other predicate modifiers are called generally *adverbials*. They include *adverbial phrases* and *adverbial clauses*, as well as single words.

AN ADVERB is the normal modifier of an attribute.

§ 142. Adverbial Modifiers are of two general classes:—

1. Those of *Property*;
2. Those of *Relation*.

§ 143. Predicate Modifiers of Property are of two kinds:—

1. *Manner*;
2. *Quantity*.

§ 144. ADVERBIALS OF MANNER are grounded upon the internal attributes, or those of quality and action; as, *heavily, clearly, wisely, laughingly, intelligently*.

They answer the question, *How?*

§ 145. ADVERBIALS OF QUANTITY include those,—

1. Of *Amount*; as, *largely, richly, abundantly*.
2. Of *Extent*; as, *widely*.

3. Of *Frequency*; as, *often, once, seldom*.
4. Of *Intensity*; as, *vehemently*.

They answer the question *How much?* as applied to magnitude, content, number, and degree.

§ 146. ADVERBIALS OF RELATION are of four kinds:—

1. Of *Condition*;
2. Of *Comparison*;
3. Of *Dependence*;
4. Of *Order*.

§ 147. ADVERBIALS OF CONDITION include those:—

1. Of *Time*, present, past, and future, and also successive and continuous; as, *now, then, when, formerly, hereafter, repeatedly, meanwhile*.
2. Of *Place*, absolutely, as, *there, here*; and relatively, as, *hence, hither, whence*.

§ 148. ADVERBIALS OF COMPARISON respect relations to other predicates; as, *equally, subordinately*: "He ate *excessively*," that is, as compared with what he should eat; "They fought *most gallantly*," that is, as compared with other fighting.

§ 149. ADVERBIALS OF DEPENDENCE include those which respect the relation,—

1. Of *cause and effect*; as, *hence, thence*;
2. Of *reason and consequent*; as, *therefore, consequently*;
3. Of *motive or aim, and result or object*; as, "He labors *for fame*;"
4. Of *means and end*, in the three just-mentioned

relations; as, "The stream was crossed *by a raft*;" "The tree is known *by its fruits*."

OBSERVATION.—There are no normal adverbs of the last two varieties.

§ 150. ADVERBS OF ORDER include the proper Ordinal Adverbs; as, *first, secondly, thirdly*, etc.; and also such as, *next, further, furthermore, again, finally*.

§ 151. Some adverbs are relatively modified by means of grammatical comparison in a way similar to that of adjectives, by adding *r* or *er* for the comparative, and *st* or *est* for the superlative; as, *soon, sooner, soonest*.

They are also relatively modified by the auxiliaries of comparison, *more, most*; *less, least*; as, *more probably, most probably*; *less probably, least probably*.

OBSERVATION.—The following are irregular:—*Fir, farther, farthest*; *forth, further, furthest*; *ill, worse, worst*; *little, less, least*; *much, more, most*; *well, better, best*.

§ 152. ORAL EXERCISES. *Point out the Adverbials and the Adverbs in the following sentences; indicate also to which class they belong, and name the predicate which they modify:—*

We were clearly and particularly shown how the work was done. The birds sing sweetly. We often resolve; we rarely fulfill. Still waters are commonly deepest. He has been much deceived. They have been long absent. He spoke with a clear and full voice. They showed us the work with much patience. He was here yesterday, and will return to-day at two o'clock. He labored excessively upon his task; it was therefore well done. On all occasions she behaved with propriety. Mentally and physically we are curiously

and wonderfully formed. The task is already more than half done. First, I am to show the nature, and, secondly, the importance of this virtue. I shall for that reason warily befriend him.

§ 153. WRITTEN EXERCISES. *Construct five sentences with predicates modified by Adverbials, and five by Adverbs of manner.*

Five each by Adverbials and Adverbs of quality.

Five each by Adverbs of condition.

Five each by those of comparison.

Five each by those of dependence.

Five each by those of order.

§ 154. Predicates denoting action or relation necessarily imply an object. But this object may be expressed or not; and, if expressed, it may be either immediate and direct, or remote and indirect. Grammarians have, accordingly, distinguished those verbs which have an object that is immediate and direct as *Transitive*, while those verbs which either have no object expressed or necessarily implied in the form of the sentence, or have only an object that is remote and indirect, they have denominated *Intransitive*. Thus in the sentence, "John strikes the ground," *strikes* is a transitive verb, for it is followed by the immediate object, *ground*. But in the sentence, "John leaps upon the horse," *leaps* is intransitive, for the object is represented only as remote and indirect. Generally, if the object be immediate and direct, it follows the verb without a preposition; if remote and indirect, a preposition is introduced; and, conversely, if there be no preposition following the verb, the

verb is to be regarded as transitive; if there be, it is intransitive. The only exception is that the remote object is sometimes placed without a preposition between the verb and the immediate object; as, "John gave *him* the book."

Any verb that can take an immediate object, except perhaps a proper factitive verb, may be used intransitively, that is, may be used with no such object expressed or necessarily implied in the form of the sentence. In other words, it is not necessary in the case of any verb always to modify the action in respect of the kind of object which it respects. The verb *to give*, thus, is as necessarily transitive as any except proper factitive verbs; but it may be used intransitively; as, "He that *giveth*, let him do it with simplicity." On the other hand, grammarians teach that any intransitive verb, except the verb *to be* used as a mere copula word, may take an immediate and direct object that specifies the kind of action expressed; as, "John *runs* a race."

A Transitive verb differs, therefore, from an Intransitive verb in this respect; it may be followed by an object that is external to the action expressed by the verb, and that is also immediate and direct. An Intransitive verb is one that either takes no object external to the action of the verb, or takes an object that only defines or limits the kind of action meant more specifically in respect of the action itself, not in respect of the object of the action.

A Transitive verb that is followed by no object, or only by a remote or specifying object, is said to be used intransitively.

§ 155. A TRANSITIVE VERB is one that may be limited by an immediate object external to the action denoted by the verb; as, "John gave the book."

AN INTRANSITIVE VERB is one that can not be limited by an immediate object external to the action denoted by the verb; as, "John runs;" "He lives a quiet life."

§ 156. Verbs are modified in respect to their object in the following different ways:—

1. By a *specifying* object; as, "John runs a race;" "He strikes a blow;" "He gave a gift;"
2. By a *passive* object; as, "John strikes the ground;"
3. By a *remote* object; as, "John runs to the goal;" "John gave her his book;"
4. By an object of *result*; as, "He runs for the prize;" "He went to see his friend;"
5. By a *factitive* object:—
 - (1.) *Of effect*; as, "He made his brother remember his kindness;"
 - (2.) *Of kind*; as, "He made his brother his partner;"
 - (3.) *Of attribute*; as, "He made his brother rich."

§ 157. ORAL EXERCISES. *Point out the words expressing objects of action in the following sentences, and state to which class of objects they respectively belong:—*

Tell me thy name. Bring me the book. He taught John arithmetic. He painted a fine picture and sang

a good song. They sold the house for a large sum of money. He lived a long life. He dealt him a heavy blow. The government made him treasurer. Esteeming him judicious and faithful. The people chose Virginius and Pomponius tribunes. He painted his house white. They pronounced him at first an impostor, but he proved himself honest. We account the wise man happy. He asked me a question. He took them all prisoners. He made his tent a palace. I have fought a good fight. He fought the enemy valiantly. They fought for glory. They deem him a false pretender. They brought him a sword. And now she sits her down and weeps. Slow tolls the village clock the drowsy hour. Franklin considered the word to have sprung up during his residence in Europe.

CHAPTER III.

COPULA MODIFIERS.—MOOD.—MODALS.

§ 158. THE COPULA may be modified absolutely or in itself only in two general ways: (1.) In degree or intensity: (2.) In kind.

The copula is modified in degree only by modals; as, "The report is *certainly* true;" "The sun *clearly* has risen."

The copula is modified in kind in two general ways: (1.) As necessary. (2.) As contingent. But both of these modes of the copula may be further sub-modified.

The various modes of the copula are expressed in language in two ways: (1.) By inflection. (2.) By modals.

The modes of the copula expressed by inflection, are called in grammar the *moods* of the verb.

MOOD in Grammar, is the inflected mode of the copula.

§ 159. There are in English four moods: the Indicative; the Necessary; the Potential; and the Imperative.

§ 160. The Indicative Mood expresses the unmodified form of the copula; as, "The sun *shines*."

§ 161. The forms of the Indicative are:—

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1. The Affirmative; (1.) Simple; as, "The sun *shines*;" (2.) Emphatic; "The sun *does shine*;"

2. The Negative; (1.) Simple; as, "The sun *shines not*;" (2.) Emphatic; as, "The sun *does not shine*;"

3. The Affirmative-Interrogative; as, "*Does* the sun *shine*?"

4. The Negative-Interrogative; as, "*Does not* the sun *shine*?"

§ 162. ORAL EXERCISES. *Distinguish the varieties of the Indicative Mood in the following sentences:—*

The leaves fall from their boughs. Great actions encourage greater. I have professed me thy friend. What a ready tongue suspicion hath? Specious names are often used to shelter vice. Each present joy or sorrow seems the chief. I am not covetous of gold. Old men do prophesy upon it. Are you serious in your question? Do you mean the copula of a judgment? Have you not marked, when he entered, how the multitude retired at his approach? The seasons came and went. There have not been wanting trivial minds to mark this as a fault in his character. Did ye not hear it? No! 'twas but the wind. It is accomplished. The deed is done. What means this martial array? Will he make a covenant with thee? Gavest thou the goodly wings unto the peacock? Hath the rain a father? Or who hath begotten the drops of dew? Hast thou perceived the breadth of the earth? Dost thou know the balancings of the clouds? He does not act wisely in this. Do you think nothing of the families which are left behind?

Doth God exact day-labor, light denied? God doth not need either man's work, or his own gifts.

§ 163. WRITTEN EXERCISES. Construct five sentences each expressing an Affirmative Simple Judgment;

Five expressing an Affirmative Emphatic Judgment;

Five expressing a Negative Simple Judgment;

Five expressing a Negative Emphatic Judgment;

Five expressing an Affirmative Interrogative Judgment.

Five expressing a Negative Interrogative Judgment.

§ 164. THE NECESSARY MOOD expresses the assertion modified as necessary; as, "The sun *must* shine."

OBSERVATION.—The only form of this mood in English is the inflection with the auxiliary *must*, which is now never used as a principal verb.

§ 165. THE POTENTIAL MOOD expresses the contingent form of the copula; as, "The sun *may* rise;" "It *were* a great pity;" "Would he *were* here."

OBSERVATION.—Contingent Judgments may be sub-modified by uniting with the Pure Judgment either a desire, or a determination of the will. We have, thus, the distinction of Contingent Judgments into,—

1. *Pure*; expressing a pure contingent judgment;

2. *Optative*; expressing a judgment modified by wish or desire;

3. *Concessive*; expressing a judgment modified by permissive will.

Thus, when I say, "Heaven may smile on their endeavor," I express a mere contingent judgment; that it is possible Heaven may smile, not necessarily implying any wish or permission on my part. When I say, "May Heaven smile," I express the judgment embodied in a wish or desire. I may, moreover, express my will in the form of allowance or concession; as, "John may go now, for he has finished his task."

§ 166. The Potential Mood is expressed in two ways:—

1. By the forms of the Imperfect Tense; as, "He *were* a fool if he accepts the offer;"

2. By the auxiliaries *may* and *can*; *might*, *could*; *would*, *should*.

§ 167. ORAL EXERCISE. Distinguish the varieties of Contingent Judgments as Pure, Optative, and Concessive in the following sentences:—

Many poets may be found who have condescended to the cares of economy.

The most busy man can not always be occupied with business.

May thy best blessings ever last!

He who would think the "Faerie Queene" childish and romantic might relish Pope.

Between the periods of birth and burial, I would fain insert a little happiness, a little pleasure, a little peace; to-day is ours, yesterday is past, and to-morrow may never come.

We may observe that great power and strength exerted always raise sublime ideas.

He can live to God and his own soul, and at the same time attend to all the lawful pursuits of the present world.

-You may believe I entirely disagreed with him.

I would therefore exhort you earnestly. For who would slander him?

Could Mr. Hastings have been condemned to infamy for writing this book?

But this error, might, perhaps, arise from a want of due attention to the foundations of human judgment.

We should do well to translate this word *war* into language more intelligible to us.

May it please your grace.

Such a man were one for whom a woman's heart should beat constant while he breathes, and break when he dies.

Death better were; death did he oft desire.

Would God it were even.

I would there were a sword in my hand.

O that there were such a heart in them.

O that thou wert as my brother.

A man might have all these qualities and yet not be Hotspur.

We should expect that the corruption of poetry would commence in the educated classes of society.

It could not possibly have been missed much longer by the most heedless inquirer.

We should subject our fancies to the government of reason.

Almost all difficulties may be overcome by diligence.

That were against me.

Hume's History, be its faults what they may, is now one great entire work.

He were no lion, were not Romans hinds.

Heaven hinder that such a one, etc.

§ 168. WRITTEN EXERCISES. *Construct five sentences, each expressing a judgment asserting a possible event;*

Five with a judgment expressing a wish or desire;

Five with one expressing a concession or permission.

§ 169. THE IMPERATIVE MOOD expresses the

assertion modified as peremptory will; or, expresses command.

It is expressed in the form of the uninflected verb when its subject is in the second person, and by the imperative auxiliary *let*, when its subject is in the first or the third person; as, *Go! Depart!* "*Let there be light;*" "*Let us go.*"

§ 170. ORAL EXERCISES. *Name the moods of the verbs in the following sentences:—*

Nature will never be bettered by any art till that art becomes nature. You may deny the story of miracles, but can you destroy the miracle of the story? Do not hear from yourself what you would be loath to hear from others. If you love peace, avoid censures. Age commendeth friendship. Let not your face belie your heart. God forbid that I should glory. O had I the wings of a dove! Had he been here I should have seen him. If 'twere done, when 'tis done, then 'twere well it were done quickly. I had fainted unless I had believed. It were wise for the king if the blood now shed had been thought a sufficient expiation for the offense. He will tell you that "whatsoever is, is right." Some are and must be greater than the rest. How unexpected must have been his arrival. Such a course can not but end in misery. May the smiles of Heaven rest upon you! O my son Absalom! would God I had died for thee, O Absalom, my son! We should always speak the truth. I had rather walk than ride. Whoever runs may read. Let not your heart be troubled.

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§ 171. WRITTEN EXERCISES. *Construct five sentences expressing Unmodified Judgments.*

Construct five expressing Contingent Judgments of each kind.

REVIEW OF THE DOCTRINE OF VERBS.

A VERB expresses an attribute of action or relation combined with the copula or asserting element.

A TRANSITIVE VERB may be limited by a direct object.

AN INTRANSITIVE VERB can not be limited by a direct object, unless it be a specifying object.

VOICE expresses the direction of the action as to or from the subject.

NUMBER and PERSON show to what subject the verb belongs.

TENSE expresses the time of the action.

MOOD expresses the mode of the assertion or copula.

PART V.—ABNORMAL FORMS.

CHAPTER I.

NATURE AND DIVISIONS OF ABNORMAL FORMS.

§ 172. THE forms of language in which the various kinds of thought are expressed are of two kinds, called *Normal* and *Abnormal*.

OBSERVATION. For all the special forms of thought we do not find provision of appropriate forms of speech in language. Recourse is consequently had to borrowing. Forms, in other words, provided for one use are employed for other uses having no forms appropriated to them. We have thus forms that may be called *normal*, that is, regular forms, and those that are *abnormal*, irregular. It must not be supposed that the distinction is absolutely exact and unvarying. Some forms might, with certain objects in view, be reckoned as normal, while, with other objects, they might properly be regarded as abnormal. The use of a proper verb-form for an object of thought, that is, the use of a clause instead of a noun, we may regard as ever abnormal; while the use of a participial to limit a noun may be regarded in one view as normal, in another view as abnormal. It will be more convenient for the study of the English language to regard all nouns, verbs, adjectives, adverbs, modals, expressed in single words or with the aid of auxiliaries, and employed for the proper uses of these several parts of speech, as normal; and to treat other forms as abnormal.

Further, for aiding in the expression of the thought, recourse is often had in language to the use of words which originally express objects or attributes, but which, in the progress of language, become appropriated to this particular purpose of helping out the supply when normal forms are deficient. They come thus in some cases to lose their proper original significance, and subserve only the new use for which they are borrowed. Such words are called *Form-words*, or *Relation Words*, to distinguish them from words expressing notions or modifications of notions, which are called *Notion-words*, or *Principal words*.

§ 173. Words are of two classes according as they

do or do not of themselves signify some subject or attribute, or a modification of such subject or attribute.

Notion-words denote a subject or attribute, or a modification of a subject or attribute. They include nouns, verbs, adjectives, and adverbs.

Form-words do not of themselves denote a subject or attribute, or a modification of a subject or attribute, but are used to denote relations of notion-words or modifications of them by thought or feeling.

§ 174. Form-words are of the following classes:—

1. Those that indicate relations of objects of thought, called *Prepositions* ;
2. Those that indicate relations of thought, called *Conjunctions* ;
3. Those that help out inflections, called *Auxiliaries* ;
4. Those that indicate some rhetorical relation, called *Expletives* ;
5. Those that indicate the thought to be determined or shaped by some feeling, called *Interjections*.

§ 175. Form-words, themselves, may be distinguished as normal or abnormal. Thus we have normal prepositions; as, *in, at, over* : and normal conjunctions; as, *and, but, because*. We have prepositions that may be regarded as abnormal; as, *concerning, notwithstanding, according to, by reason of, for the sake of* : so abnormal conjunctions; as, *if so be that, inasmuch as*.

§ 176. Prepositions with their nouns form that kind of phrases called by grammarians *Adjuncts*.

An *ADJUNCT* is a phrase consisting of a preposition and the noun denoting its object; as, "*Love of gold*;" "*He went to Rome*."

OBSERVATION.—One adjunct may include in itself another adjunct as a sub-modifier; as, "*In this mansion of distress*."

CHAPTER II.

ABNORMAL FORMS OF THE NOUN.—SUBJECTS.—PREDICATES.

§ 177. THERE are three classes of abnormal nouns used as subjects, or generally to denote objects of thought:—

1. Adjective words, used to denote objects of thought;
2. Verb-forms;
3. Marks or signs of objects.

§ 178. Adjectives with the article *the* are used as nouns; as, "*The vicious* fall into trouble;" "*The more modest* are generally *the more deserving*;" "He hath given to *the poor*."

OBSERVATION.—Words, originally adverbs, but used as adjectives, are also used as nouns; as, "*The far-off* among the nations." Such expressions, for the most part at least, have come into use through a kind of Ellipsis.

§ 179. Of verbs used as nouns there are two classes: (1.) Participials; (2.) Clauses.

§ 180. A PARTICIPIAL is a derived form of the verb used not for asserting but for expressing either,—

1. An object of thought; or,
2. A modification of such an object.

Participials, accordingly, are either,—

1. *Noun-participials*; as, "*To think* is to act;" "Their *sending* the message was the cause of the trouble;" or,
2. *Adjective-participials*, more commonly called Participles; as, "*The advancing* army;" "*The expected* messenger."

§ 181. Noun-participials are of two forms:—

1. *The Infinitive*; as, "*To think*, *To act*;"
2. *The Gerund*; as, "Their *sending* the message."

§ 182. The Infinitive is a noun-participial, having for its form that of the simple verb, generally with *to* prefixed; as, "*To think* is to act."

OBSERVATION.—The infinitive is always to be regarded as a noun. It now appears generally with the particle *to* prefixed; as, "*To seek* is to find;" but sometimes without; as, "Bid him *depart*;" "He came to *seek* the lost." In the first example the *to* is a mere sign of the infinitive; in the last, the *to* is a proper preposition, and, hence, not a sign of the infinitive, as it denotes the relation of remote object—here the relation of *seek* to *came*. In both forms the infinitive is, in construction and use, a noun. But it is a noun-participial—not a normal noun, since it takes an immediate object without a preposition; as, "*To seek* the lost was his errand."

The sign of the infinitive—*to*—is generally omitted when it stands after the active forms of the verbs *bid*, in the sense of command, *dare*, *feel*, *find*, *have*, *hear*, *help*, *let*, *make*, *need*, *please*, *see* and its synonyms; as, "He bade him *depart*;" "They helped him *rise*;" "I saw him *fall*;" "I perceived the apples *fall*;" "They observed the smoke *move* up the side of the mountain;" "I noticed the boats *glide* down the stream."

§ 183. The Infinitive is used in all the general uses of a noun. It is thus used,—

1. *As subject of a sentence*; as, "*To die* in such a struggle would be glorious."

2. *As Predicate*; as, "To know a man well were to *know* himself."

3. *As Object of an attribute of action or relation*; as,—

(1.) *Passive*, "Yet to be loved makes not to *love* again."—Tennyson.

(2.) *Of Result*; as, "He came to *seek* the lost;" "Able to *conquer*."

(3.) *Fluctitive*; as, "Overpowering numbers forced him to *surrender*."

§ 184. The Infinitive has four forms, two of which are active, two passive:—

1. Present Active; as, *to have*;
2. Past Active; as, *to have had*;
3. Present Passive; as, *to be had*;
4. Past Passive; as, *to have been had*.

§ 185. ORAL EXERCISES. *Point out the Infinitives in the following sentences, and state whether the to, whenever it occurs, is a preposition or a sign of the Infinitive:—*

I hope not much to tire those whom I shall happen not to please. The general ordered five regiments to march at once to the scene. I bade him return home and avoid all exposure. He made the messenger tell the whole story of the plot, and expose all that were concerned in it. To adorn and clothe necessary and important truths is to cover them, and that to obscure them. He went to London to procure a proper outfit. He is expected to return to-morrow. To be dexterous in danger is a virtue; but to court danger to show it is weakness. They plied every art to pacify him. I

then proceeded to recount the incidents of our perilous journey. He led us into the thicket to watch the spotted doe browse on the springing foliage. We heard them tell the sad story of their wrongs; and felt that we ought to afford them the relief and help they asked of us. To refer all pleasure to association is to acknowledge no sound but echo. It was not possible for her to arrive in time to see them die; not even to see them buried. Sad was it for the bereaved mother not to have been allowed to take a last look of her loved ones. I seemed to have lived my childhood over again.

§ 186. WRITTEN EXERCISES. *Construct three sentences with Infinitives in each of the four forms, Present Active, Past Active, Present Passive, Past Passive.*

Construct ten sentences containing Infinitives without the sign "to."

§ 187. The GERUND is a noun-participial in the form of an inflection of the verb; as, "*Keeping* his wealth was more difficult than *acquiring* it;" "He was justly punished for *being found* in such company;" "From *having been detained* by this accident, he lost the opportunity of *seeing* them."

§ 188. The Gerund has four forms: two active; two passive:—

1. *The Present Active*; "From *obeying* faithfully, he commands efficiently;"
2. *The Past Active*; "From *having obeyed* faithfully, he commands efficiently;"

3. *The Present Passive*; "From *being* thus commanded, he obeys promptly;"

4. *The Past Passive*; "From *having been* thus commanded, he obeyed unhesitatingly."

§ 189. ORAL EXERCISES. *Point out the Gerunds in the following sentences:—*

By omitting the conjunction in English a writer often adds to the energy of his style. I can not help mentioning here one character more. They continued questioning him. In honoring God and doing his work, put forth all thy strength. The following them about and jesting with them, affords a cheap and innocent amusement for the boy population. By reason of his having enjoyed so many honors before, his new distinctions occasioned no agitation of spirit. He had a way of holding himself, a way of walking, a way of swelling his chest and rearing his head, which deceived the eyes of the multitude.

§ 190. Clauses are used as nouns, and form a class which may be called Clausal Nouns. They are used as subjects, as predicates, and as objects of an action or relation:—

1. *As Subject*; "That the earth revolves upon its axis is now a truth of rudimentary science;" "Why he went is not known;" "Who has gone is in doubt;"

2. *As Predicate*; "The proposition was, that suffrage ought to be universal;" "The subject of inquiry was, who came and whence he came;"

3. *As Object of action or relation*; as, "We judge that he died;" "I do not know whether they were there;" "He traveled that he might inform his mind

as well as improve his health;" "He waited long after the hour had expired; until, indeed, the twilight had gone."

OBSERVATION.—The following prepositions are now used before clausal nouns:—After, before, besides, ere, except, excepting, in, notwithstanding, save, since, till, until. The clausal sign *that* may be omitted with *after, before, ere, except, notwithstanding, since, till, until*; it must be expressed after *besides, excepting, in, save*.

§ 191. *Clausal Nouns* are of three classes:—

1. Those introduced by the Relative Pronouns, *who, whose, whom, which, that, what*, and their compounds;

2. Those introduced by the Clausal Adverbs, *when, where, whither, whence, how, why*, with their compounds;

3. Those introduced by the Clausal Conjunctions, *that, if, whether*.

§ 192. ORAL EXERCISES. *Point out the clausal nouns in the following sentences:—*

That they should have so little prudence and forethought, he could but consider as the effect of disordered intellect. A better reason was, that I had predetermined not to give him a single sou. But admitting that this hope should be accomplished, what do you gain? Why he tarried so long, no one could conjecture. Who shall then shelter and befriend him? Alas! he can not tell. The prisons in our own land could probably tell us that they have scarcely a solitary tenant, who had not broken over the restraints of the Sabbath before he was abandoned to crime. No one who has observed how heavily the vacuities of time hang upon minds unaccustomed to think, will be at a loss to make a just estimate of the advantages of

possessing a copious stock of ideas. If we consider how much literature enlarges the mind, and how much it multiplies, adjusts, rectifies, and arranges the ideas, it may well be reckoned equivalent to an additional sense. The only question is, whether you choose to reach this point by slow gradations. Ere the Christian could avail himself of this mishap, his nimble foe-man sprang from the ground. The Crusader felt that the confidence of the Moslem made him ashamed of his own doubts. After I had contemplated these things, I turned my eyes toward the top of the mountain.

§ 193. The third class of Abnormal Nouns consists of marks and signs of objects. Characters or symbols of any kind that can be sounded or written, letters, figures, words, phrases, etc., may be used as nouns; as, "A is the first letter of the alphabet;" "A counterfeit *five*;" "9 is the square of 3;" "*Healthy* is an adjective;" "*The whole is equal to its parts*, is an axiom;" "A," "*five*," "9," "3," "*healthy*," and "*the whole is equal to its parts*," are all nouns.

§ 194. ORAL EXERCISES. *Name the different kinds of Nouns in the following sentences:—*

The tree grows. Charles was absent. The sun shines. Planets revolve about the sun. The orbits of planets are elliptical. The nation prospers. Society advances.

Mind is immortal. The memory sometimes fails. Patience is a virtue. Hope animates.

Water runs. The air is cold. Space is boundless. The sky is clear. Time passes. Events thicken. Praise stimulates.

Forbearance is praiseworthy. To be forbearing is praiseworthy. Sleep is refreshing. To sleep refreshes. Indifference is wrong. To be indifferent is criminal.

Action is natural. To act is natural. Acting is natural. Song is pleasing. To sing pleases. Singing pleases. For him to sing is uncommon.

John's departure was sudden. His going was sudden. For him to depart was unexpected. That he should depart, surprised us. That he is gone, is certain. That he will return, is doubtful. That Columbus discovered America is not claimed.

The transgressor suffers. He that transgresses, suffers. Whoso transgresses, suffers. Whoever transgresses, suffers. The star twinkles. That which twinkles is a star. Right is safe. Whatever is right is safe. That which is right is safe.

I know the sufferer. Who suffered I know. Whom he injured I know. By whom it was done is in doubt. The perpetrator is unknown. Him that cometh to me I will in no wise cast out. The suppliant I will not reject.

Its destination was uncertain. Whither it was destined was uncertain. His traveling-conveyance is unknown. How he traveled is unknown. The reason of his going is ascertained. Why he went is ascertained.

Adverbial propositions of place express the *where*, the *whence*, and the *whither*. The Anglo-Saxon language had no *j* in its alphabet. There were no tens among them. He answered without an *if* or a *but*. Dot every *i* and cross every *t*. The thought of an hereafter appalls him. Welcome ever smiles, and Fare-

well goes out sighing. For the yeo-heave-o, and the heave-away, and the sighing seaman's cheer. When the child is waked with "nine at night."

Our country folks in Hampshire call almost every thing *he* or *she*. A mower calls his scythe a *she*; the plowman calls his plow a *she*; but a prong or shovel is called a *he*. Their says-hes and says-shes are proverbial. When all that is shall be turned to was. The subduing prejudices and acquiring true knowledge.

Whatever we perceive, whatever we remember, whatever we are conscious of, we have a full persuasion or conviction of its existence. It is the vague anticipation of a brilliant future for the child, and of how deservedly it will become an object of the world's admiration. Mark you his absolute shall? Thine is a strain to read among the hills. Many such like as's of great charge. Who lets I dare not wait upon I would. Without any cautions, qualifications, ifs, or ands. In all push and pull there is counteraction.

§ 195. WRITTEN EXERCISES. *Construct five sentences containing Infinitives used as Nouns;*

Five with Gerunds;

Five with Clausal Nouns introduced by Relative Pronouns;

Five with Clausal Nouns introduced by Adverbs;

Five with Clausal Nouns introduced by Conjunctions;

Five with Clausal Nouns depending on Prepositions;

Five with Predicates in the form of Adjuncts;

Five with Adverbial Predicates.

CHAPTER III.

ABNORMAL FORMS OF THE ADJECTIVE.

§ 196. ABNORMAL modifiers of the noun are of two kinds:—

1. Words other than proper adjectives used as adjectives, and dropping their own proper nature;
2. Words so used, but retaining their own proper nature.

§ 197. Words other than proper adjectives may be used as adjectives to modify objects of thought, losing in such use their own proper nature.

Nouns are frequently used thus; as, "A *mountain* rill;" "A *fairy* vision;" "A *Sunset* scene."

Adverbs and prepositions are sometimes so used; as, "The *under* current;" "*Hither* Gaul;" "The *then* administration."

Verbs and phrases are used in the same way; as, "The *let-alone* policy;" "An *out-of-the-way* place."

§ 198. Words other than proper adjectives may be used to modify objects of thought, retaining their proper nature.

They are used either as *demonstratives*, *attributives*, or *epithets*.

§ 199. We may modify the object by the use of the noun in three ways, namely:—

1. *By Apposition* ;
2. *By Case* ;
3. *By an Adjunct*.

§ 200. We modify by *Apposition* in two ways:—

1. By using another name of the object ; as, "Stamboul, *Constantinople*, was now in sight ;" "The mountain *Horeb*."
2. By limiting the object itself ; as, "Goodness, *an attribute of the Deity*."

Nouns thus used to modify other nouns are called **APPOSITIVES**.

§ 201. The noun may be put in apposition with another noun either with or without the conjunctions *as* and *or* ; as,—

"Memory, bosom-spring of joy !"

"As a poet, he can not claim a station in the first rank."

"Systematic education, *or* elementary instruction in the various departments of literature and science."

OBSERVATION.—The noun may be in apposition with a sentence, a clause, or other part of a sentence, when regarded as an object of thought ; as, "The young cavalier was guided to the water-side by the pensioner, who showed him considerable respect—a circumstance which may be considered as an augury of no small consequence." Here the word *circumstance* is in apposition with the preceding clause.

§ 202. The English language furnishes but one form of modifying objects of thought by *Case*, other than those expressed by pronouns. It is by the use of the possessive case ; as, "*John's* book."

§ 203. An object of thought is modified, further, by an *Adjunct* ; as, "Love *of country* ;" "Honor *for the brave* ;" "The general *in the field*."

§ 204. The forms of the verb are used in modifying an object of thought in three different ways:—

1. *With a relative*, forming an *Adjective-clause* ;
2. *As a Participle* ;
3. *In the Infinitive and the Gerund*.

The participle or adjective participial is of four forms, namely:—

1. Present or simple active, *loving* ;
2. Perfect active, *having loved* ;
3. Present or simple passive, *loved, being loved* ;
- and,
4. Perfect passive, *having been loved*.

EXAMPLES OF VERB-MODIFIERS. 1. *Definitives*.

The man *who loves virtue* ;

The *suffering* child ;

The soldier *to be shot* was rescued ;

The chalk *for marking the bow* was missing.

2. *Epithets*. Man, *that was created in the divine image* ;

Man, *aspiring to angelic heights* ;

The brave general, *to be daunted by no danger*, led the desperate charge ;

The address, *in its observing all the proprieties of the occasion*, was commendable.

OBSERVATION.—The forms with the infinitive and gerund are properly adjuncts.

Among the relative or clausal modifiers of nouns are to be reckoned clauses introduced by adverbs ; as, "The place *where they laid him* ;" "The year *when I was there*."

§ 205. **ORAL EXERCISES.** *Distinguish the Normal and Abnormal Modifiers of each of the objects of thought in the following sentences, and indicate them as Definitives or Epithets:—*

Once upon a time, in the leafy covert of a wild, woody dingle, there lived a certain little brook. In the year's fresh morning, delicious May or ripening June, if a light breeze but stirred in the hawthorn

tops, down on the dimpling water came a shower of milky blossoms, loading the air with fragrance. By the midnight taper, the writer digests his meditations. The streams of lava which they emitted rolled down into the lake and mingled with the melted mass. Almost all the people in the parish were loading in their meadow hay on the same day of midsummer, so drying was the sunshine and the wind. The great, golden eagle, the pride and the pest of the parish, stooped down, and flew away with something in its talons. In this town a Swiss general surprised and took prisoner the Austrian commander, who had murdered his father. By this mighty people, the Swiss have lost their country, the country which they loved so long. He was no mercenary wretch, striving for the spoil of the vanquished. Even looking forward to a single day, the spirit may sometimes faint from an anticipation of the duties, the labors, the trials to temper and patience that may be expected. The light to guide us and the arm to help us are from above. The few remaining trees, clothed in the fantastic mourning of autumn; the long line of heavy clouds, melting away before the coming sun; and the distant mountain, seen through the blue mist of departing twilight, alone remained as he had seen them in his boyhood. The music from the caroling of the birds and the murmuring of the brooks is a pleasant music.

§ 206. WRITTEN EXERCISES. *Modify the following Nouns by Abnormal Modifiers, in each of the forms specified below:—*

John, Peter; Smith, Washington.

The ox, the camel; the ocean, the mountain; gold, air; angle, circle; year, month; heart, memory; judgment, feeling; virtue, fortitude; goodness, justice.

Power, economy, character, custom, college, asylum, idolatry, eloquence, slander, habit, intemperance, emulation, instruction, care, riches, contentment, authorship, genius.

I. BY THE NOUN: 1. In *apposition*: (1) as a demonstrative or attribute; (2) as an epithet;

2. *By case*;

3. *By an adjunct*: (1) as a definitive; (2) as an epithet.

II. BY THE VERB: 1. *With a relative*: (1) as a definitive; (2) as an epithet;

2. *By a participle*: (1) as a definitive; (2) as an epithet;

3. *By the infinitive, and the gerund.*

MODELS.—John, James's brother. John, that noble fellow. John's book. John of Antioch. John of excellent memory.

John who wrote the Apocalypse. John who was inspired with his master's gentleness and affection.

John thrown into prison. John, burning with indignation, demanded fire to be called down from heaven upon them.

He was a John to be envied. He was a John for rebuking as well as for exhorting his disciples.

CHAPTER IV.

ABNORMAL FORMS OF THE ADVERB.

§ 207. ABNORMAL modifications of the predicate are of three classes:—

1. *Other parts of speech used as adverbs*;
2. *Phrases*;
3. *Clauses*.

§ 208. Other parts of speech are used as adverbs, to modify the predicate; as,—

1. *Nouns*; "He went *home*;"
2. *Adjectives*; "Right *early*;"
3. *Participles*; "He rode *seated* between two officers;" "They went away *sorrowing*;"
4. *Infinitives and Gerunds*; "Convenient *for overseeing* the work;"

"Smiles with altered air
To see thee climb his elbow-chair;"

5. *Prepositions*; "He went *down*."

§ 209. ADVERBIAL PHRASES are:—

1. *Adjuncts*; as, "The sun sets *in glory*;" "All this, Sculpture has embodied *in perpetual marble*;" "Easy *to see*."
2. *Nouns with participles*, forming the *Case Independent* or *Case Absolute*, so called; as, "The convention adopted the measure, *a considerable minority op-*

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posing it;" "They sailed up the river, *the tide being in their favor*."

§ 210. CLAUSES are used to modify the predicate both in respect of property and of relation; as, "He did *as he was directed*;" "But at the nuptial feast, *when all sat down*, the bride herself was wanting;" "They stood *where the combatants fought their decisive battle*;" "Holland is richer to-day *than she was when she sent her navies up the Thames*."

§ 211. ORAL EXERCISE. *Point out the Abnormal Adverbials in the following sentences, and name the attribute word or phrase which they respectively modify:—*

They rejected, with contempt, the ceremonious homage which other sects substituted for the pure worship of the soul. He understood by their signs that they wished to be informed whence he came. She herself drew the design of that monument with her own hand, and left it with me when she went away. Cowper said, fifty or sixty years ago, that he dared not name John Bunyan in his verse, for fear of moving a sneer. We live in better times. Admirable as the natural world is for its sublimity and beauty, who would compare it, even for an instant, with the sublimity and beauty of the moral world. When life begins, like a distant landscape, gradually to disappear, the mind can receive no solace but from its own ideas and reflections. Not many generations ago, where you now sit encircled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared.

After this bustle of preparation, and amid the silence which follows it, Henry Brougham takes a slow and hesitating step toward the table, where he stands crouched together, his shoulders pulled up, his head bent forward, and his upper lip and nostril agitated by a tremulous motion, as though he were afraid to utter even a single sentence. It seems easier to do right to-morrow than to-day, merely because we forget that, when to-morrow comes, then will be now. During her wane, while inferior luminaries were brightening around her, he was growing fainter and smaller every evening.

CHAPTER V.

ABNORMAL FORMS OF MODALS.

§ 212. ABNORMAL modifications of the Copula are, in respect of their significance, of three classes:—

1. Those simply indicating the character of the assertion in quality or degree; as, *not, certainly, truly, verily, really, positively, absolutely, indeed*; also, in certain connections, *naturally, readily, easily, in truth, in verity*; *more, much more, no more*;
2. Those indicating contingency in higher or lower degrees; as, *perhaps, peradventure, possibly, probably*; *in all probability*; *by possibility*;
3. Those indicating necessity in higher or lower degrees; as, *necessarily*; *of necessity*.

§ 213. Modals, further, are in respect of their forms of three classes:—

1. *Single words, or Proper Modals*;
2. *Modal Phrases*;
3. *Modal Clauses*.

§ 214. Modal phrases are in the form of adjuncts; as, *in fact, in truth, in very deed*; or of the case absolute; as, "Our opinion, *such a state of things being supposed*, would be very different."

§ 215. Modal clauses are indicated either,—

1. By modal conjunctions; as, *although, albeit, not-*

withstanding, however, unless, except ; if, provided ; whereas, since, seeing, because, than, whether ; as, "Although he slay me, I will trust in him ;" "However improbable the statement may seem, the judge decided in favor of the criminal ;" "If it were not so, I would have told you ;" or,

2. By a transposition without a conjunction ; as, "*Were it not so, I would have told you ;" "Had he inquired, he would have learned."*

§ 216. ORAL EXERCISE. *Point out the Modals in the following sentences, and name the kind, and also the Copula used, which they respectively modify :—*

He that is his own foe, will assuredly be destroyed. By suffering we may possibly avoid sinning ; but by sinning we certainly can not avoid suffering. He of necessity remains weak who never tries exertion. If you would teach secrecy to others, begin with yourself. Bid farewell to all greatness, if envy stir within thee. His estimate of human nature was probably not very high. If Luther had been born in the tenth century, he would have effected no reformation. We may die, it may be, ignominiously and on the scaffold. Would you listen to conscience, it would tell you whether you really do as you would be done by. Were you omniscient, you might be allowed to rule. If he had gone farther, he might have fared worse. Had he gone farther he might have fared worse. Would you break any spell that worldly feeling or selfish sorrow may have spread over your mind, go and see the Coliseum by moonlight.

The angle A is greater than the angle B ; much

more is it greater than C, which has been proved to be less than B. Whether he confess or not, the truth will certainly be discovered. Our season of improvement is short ; and whether used or not, will soon pass away. We might, did our limits allow, refer to the metaphysical argument.

CHAPTER VI.

PREPOSITIONS.

§ 217. A PREPOSITION is a word used to show some relation of an object of thought; as, "Love *of* gold;" "He went *to* Rome."

§ 218. Prepositions are, in respect of form, either single words or phrases; as, *at, by, in, upon; hard by, close upon, in the midst of.*

OBSERVATION.—The following is a list of the prepositions chiefly in use in the English language, distributed in respect of the different classes of relations which they indicate:—

1. PLACE and TIME: At, after, before, between, betwixt, by, from, in, on, upon, near, high, next, past, to, within, without.
2. PLACE: Aboard, above, under, over, mid, midst, amid, amongst, among, amongst, behind, below, beneath, beside, besides, beyond, opposite.
3. TIME: After, since, till (formerly used also in relation to place), until, during, ere, pending.
4. SOURCE, and hence QUALITY, POSSESSION, CAUSE: Of, off, out of, because of, from.
5. DIRECTION: Down, up, about, round, around, to, into, unto, toward, towards, against, along, across, athwart, through, throughout, through to.
6. OBJECT: For, to, of, about, concerning, regarding, respecting.
7. CONNECTION: With, besides, among.
8. EXCLUSION: But, bating, excepting, notwithstanding, except, save.

§ 219. The object of the preposition in an adjunct may be expressed in any kind of noun, normal or abnormal.

OBSERVATION.—Even phrases in the form of predicate adjuncts may be used after prepositions; as, "Instead *of* in shoes;" "Entrance *in* at the gate;" "In the courts and halls of legislation instead *of* in the fields of battle."

CHAPTER VII.

CONJUNCTIONS.

§ 220. A CONJUNCTION is a word used to indicate some relation in the thought itself; as, "He has been diligent, *and* he will probably succeed;" "He will succeed *if* he be diligent;" "He was diligent *but* unfortunate."

§ 221. Conjunctions are of three general classes:—

1. *Co-ordinate*;
2. *Modifying*;
3. *Clausal*.

§ 222. CO-ORDINATE CONJUNCTIONS connect sentences, or like parts of sentences. They are of the following species:—

1. *Copulatives*: and, also, too, both, besides, likewise, further, furthermore, moreover.
2. *Disjunctives*: or, nor.
3. *Intensives*: even, yea, nay.
4. *Adversatives*: but, though, albeit, although, except, unless, nevertheless, notwithstanding, however, still, only, yet.
5. *Illatives*: since, seeing, because, for, as, whereas, then, so, therefore, wherefore, accordingly, consequently, hence, thereupon, whereupon.

6. *Comparatives*: as, than.

§ 223. The relation of simple co-ordination may exist between whole sentences, or even paragraphs or chapters; and also between any like elements of a sentence.

§ 224. MODIFYING CONJUNCTIONS are used to indicate clauses as modifiers. They are chiefly *Conditionals*; as, *if, provided, unless*. The adversatives are also used to indicate clausal parts of sentences as modifiers; as, "The event, *though* possible, is hardly probable."

§ 225. SOME CLAUSAL CONJUNCTIONS simply indicate that clauses are used as nouns to denote objects of thought.

Such Clausal Conjunctions are:—

1. *That*, used with a Categorical Proposition; as, "*That* he went is certain."
2. *Whether*, used with an Interrogative Proposition; as, "*Whether* he has arrived is not known."
3. *If* was formerly used with an Interrogative Proposition; but this use is now not so common; as, "I know not *if* it be so."
4. *Lest*, used before a clause denoting an object; as, "I feared *lest* they should arrive and find us unprepared."

§ 226. ORAL EXERCISES. *Point out the several kinds of Conjunctions in the following sentences:—*

Though he was a man shut up within himself like an oyster, and of such a profoundly reflective turn that he scarcely ever spoke except in monosyllables, yet did he never make up his mind on any doubtful point.

But on my ascent, though I looked all the while upward, I was tremblingly alive to the fact that I was getting into higher danger. But neither words nor example could stay their flight. Defend Moscow against all, whether friend or foe. The pain of burning, if instantaneous, is believed to be but slight—but a momentary shock to the nervous system; but as a protracted method of execution, it must be exceedingly distressing. But to your country, if need be, you owe your life; and though in that life is mine entwined, yet I would give up all to insure my country's weal. I am debtor both to the wise and to the unwise. He was more resolute than wise. Never speak unless you have something to say. He loved his country, notwithstanding she had forgotten his services. Ye shall not eat of it, lest ye die. I trust him, because I have tried him. Since these great truths are beyond all question, let us live by them. I weep the more, because I weep in vain.

CHAPTER VIII.

AUXILIARIES.—EXPLETIVES.—INTERJECTIONS.

§ 227. AN AUXILIARY is a word used in the inflection of words; as, *shall* see; *may* see; *more* righteous.

OBSERVATION.—The word which is inflected by the aid of the auxiliary is called the *principal* word. The two together form what is regarded as one word—a composite word. *Might have been loved*, thus, is regarded as one word.

§ 228. Auxiliaries are of two classes:—

1. *Verb Auxiliaries*, used in the inflection of verbs;
2. *Auxiliaries of Comparison*, used in the inflection of adjectives and adverbs.

§ 229. Verb Auxiliaries are:—

1. *The Emphatic*: *do* and its inflections;
2. *The Passive*: *be* and its inflections;
3. *Tense*: *have*, *had*; *shall*, *will*;
4. *Mood*: *must*; *may*, *can*; *might*, *could*, *would*, *should*; *let*;
5. *Infinitive*: *to*.

§ 230. The Auxiliaries of Comparison are *more*, *most*; *less*, *least*; as, *more* righteous, *least* important.

§ 231. AN EXPLETIVE is a word without significance in itself, used to indicate some relation in the expression.

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§ 232. The Expletives are:—

1. *For*, used to show that the infinitive with its subject is used as a subject of the sentence; as, "*For* me to resist would be madness."

2. The *Rhetorical* Expletives *it* and *there*, used to show that the sentence is inverted; as, "*It* is certain that he knew it" = "That he knew it is certain;" "*There* is a pleasure in the pathless woods" = "A pleasure is in the pathless woods;" or, "A pleasure in the pathless woods is."

3. The *Interjectional*, used to express a feeling, *what*; as, "*What!*" said I, "does Virtue then reside in the vale?"

§ 233. AN INTERJECTION is a word expressive of feeling; as, *Oh!* *Alas!*

§ 234. Interjections are of two general classes:—

1. Those originally expressing mere feeling; as, *Fie*, *pshaw*;
2. Those originally expressing some object or attribute, but subsequently used to express feeling mainly.

Of the first class may be enumerated the following species:—

1. *Those expressing feeling generally*; as, *O*, *oh*, *ah*;
2. *Those expressing joy*; as, *Io*, *ha*, *huzza*, *hurra*, *hey-day*;
3. *Sorrow*; as, *Alas*, *welawa* (old);
4. *Aversion and contempt*; as, *Fie*, *fy*, *fangh*, *foh*, *plsh*, *pshaw*, *fudge*, *poh*, *pooh*, *tush*, *tut*, *whew*; *aroynt*, *avaunt*;
5. *Surprise or curiosity*; as, *Helgh*, *hey*; *eh*, *lo*, *la*; *oho*, *haha*;
6. *A call generally*; as, *Ho*, *soho*, *hallo*, *holla*, *boy*, *ahoy*, *hem*;
7. *A call to silence*; as, *Hush*, *hst*, *whist*, *mum*;
8. *Calls to animals*; as, *Whon*, *baw*, etc.

Of the second class are:—

1. *Intensives*; as, *Indeed*, *truly*; *zounds*, *sdenth* (abbreviations of "By his wounds," "By his death"), with forms of adjuration;
2. *Words of greeting and parting*; as, *Hail*, *welcome*, *good-morning*, *adieu*, *good-by*, *farewell*, etc.;
3. *Words of praise or censure*; as, *Good*, *bravo*, *well-done*; *shame*, etc.;
4. *Words of incitement or checking*; as, *On*; *hold*, *soft*, etc.

CHAPTER IX.

COMPOUND SENTENCES.

§ 235. A COMPOUND SENTENCE consists of two or more simple sentences ; as, "The war is over and peace has come ;" "In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours."

§ 236. The simple sentences that make up a compound sentence may be joined,—

1. By a conjunction ; as, "All other points *and* duties are relative *and* subordinate, as parts *or* means."

2. By a relative ; as, "Those great masteer of pedantry and jargon have coined several systems, *which* are all equally true, and of equal importance to the world."

§ 237. Compound Sentences are of different kinds, according to the relation between the simple sentences :—

1. COPULATIVE ; as, "For all his days are sorrows, and his travail grief ; yea, his heart taketh not rest in the night ;" "He confessed his crime as well as his companions ;" "Nothing can stand the test of his correct judgment, which is equally severe to poets and parsons ;"

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2. DISJUNCTIVE ; as, "I am greatly deceived or he was present ;" "Either the universe had a creator or it exists by chance ;"

3. ADVERSATIVE ; as, "The wind has changed, but it continues to rain ;" "He is poor, yet he gives freely ;"

4. ILLATIVE ; as, "Matter is in itself inert ; therefore there is a mind that moves it ;" "I am at peace, for I have done right ;"

5. COMPARATIVE ; as, "Young men are fitter for execution than they are for counsel."

§ 238. In compound sentences there is often an ellipsis of one or more of the three principal elements, the subject, the predicate, and the copula ; as also of the Conjunction and of the Relative. As the sentence, "John and James crossed the bridge," is equivalent to the compound sentence, "John crossed the bridge, and James crossed the bridge."

In the following sentences there is an ellipsis either of the Conjunction or the Relative : "Thy chains are burst, thy bonds are riven ;" "Other foundation can no man lay than that is laid."

§ 239. Members of a simple sentence of the same order, whether clauses, phrases, or single words, are united like sentences by conjunctions into compound members. We have thus the following classes of compound members of sentences :—

1. COMPOUND CLAUSES : "*If he had been present and had not participated in the disturbance*, his case would be different ;"

2. COMPOUND PHRASES; as, "A God *above us and for us* is the God we need;"

3. COMPOUND SUBJECTS; as, "*James and John* are well matched;"

4. COMPOUND PREDICATES; as, "The air is *oxygen and nitrogen*;"

5. COMPOUND COPULAS; as, "To be divine, He *is and must be*;"

6. COMPOUND MODIFIERS; as, "*The prudent and diligent* man prospers;" "*The suffering but virtuous* poor claim our sympathy and help;" "*The wisely and greatly* good."

OBSERVATION 1.—Care will often be requisite in order to distinguish whether the sentence is a compound sentence, or contains only compound elements. Thus, "John and James are diligent" is a compound sentence, having two distinct subjects, as it means, "John is diligent; James is diligent." But "John and James are united" is a simple sentence, with a compound subject; for the predicate can not be affirmed of each separately, but only of the two united.

OBSERVATION 2.—It is to be borne in mind, further, that the relative clause, whether pronominal or adverbial, may be used as well in modifying as in connecting sentences. A close investigation will often be necessary, in order to determine in which way it is used.

§ 240. ORAL EXERCISES. *Point out the members of the following Compound Sentences or Compound Parts of Sentences:—*

I was equally pleased with his sister, whom I wished to see very much, for her great celebrity in her brother's science. She is very little, very gentle, very modest, and very ingenious; and her manners are those of a person unhackneyed and unawed by the world, yet desirous to meet and return its smiles. Be strong and choose aright. Man proposes and God disposes. Either these books add to the Koran, or they merely repeat

it. In the one case they are blasphemous; in the other futile. Not the rich are happy, but the good. Nature forces on our heart a Creator; history, a Providence. He returned to Athens, where he continued his studies. She is more talkative and lively than her brother, but not so well informed, nor so uniformly cheerful. It is easier to build two chimneys than to maintain one.

CHAPTER X.

COMPLEX SENTENCES.

§ 241. A COMPLEX SENTENCE is one that contains a single sentence, whether simple or compound, combined with elements that are foreign to it.

§ 242. A sentence may be complicated in three ways: either (1) by joining with it references to the speaker's mind or mode of speaking; or (2) by joining with it references to the mind addressed; or (3) by joining with it references to other sentences.

§ 243. A sentence may be complicated with reference to the communicating mind in two ways: either (1) with reference to the mode of thought; or (2) with reference to the mode of expression.

The forms of language in which these references are expressed are such as these:—

1. "As I judge;" "As I have been accustomed to think;" "To be candid;"

2. "Briefly;" "summarily;" "in a word;" "in common speech;" "if I may say so;" "so to speak."

§ 244. A sentence is complicated with reference to the mind addressed, in all forms of address; as, "*My lads*, I have done;" "*O thou that with surpassing glory crowned*," etc.

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§ 245. A sentence is complicated with reference to other sentences, in three ways:—

1. *In Quotations*; as, "His soul," observes a Spanish writer, "was superior to the age in which he lived;" "The air," he said, "is piercing cold;" "The time," I say, "has come."

2. In the use of *Conjunctions*; as,—
Continuatives; "Moreover, by them is thy servant warned;" "He went, also, to Athens;"

Disjunctives; "I would, otherwise, have aided him;" "Else, his conclusion is false;"

Adversatives; "He rushed, notwithstanding, into the midst of the strife;"

Illatives; "Wherefore, we conclude," etc.; "Let us, then, be faithful to ourselves."

3. By *Parentheses*; "And thou hast walked about, how strange a story, in Thebes' streets."

OBSERVATION.—Such words and phrases as *further*, *secondly*, *in the first place*, used as ordinals or continuatives, are in their proper nature adverbials, and may correctly be regarded as modifying some verb understood. They are, however, used as connectives; that is, they perform the part of proper conjunctions. But it is clear they are not parts of the sentence proper.

§ 246. ORAL EXERCISES. Distinguish the kind of Complex Sentence in the following selections:—

I love thee, Winter, all unlovely as thou seem'st. Few speak, wild, stormy month, in praise of thee. The question is for Lucy to consider, continued Jonas, whether she ought to go or not. Accordingly, as soon as he commenced speaking, the company all rose and left. Therefore, in a case of such moment, let no false shame prevail over you. For, to return to our statue in the block of marble, we see it sometimes only begun

to be clipped, sometimes rough-hewn. Whence, then, is this increased love of life which grows upon us with our years? Mother, he faintly said, come near me. I say, then, England is not against us. Look, in a word, at Protestant Ireland. He had, it seems, a way of holding himself. He gained from Heaven, 't was all he wished, a friend. Very few men, properly speaking, live at present; most are preparing to live another time.

The cultivation of cotton has thrown more money into Egypt than it has seen for many years, we had almost said, centuries. It is not often that an Englishman, let alone an English lady, lives among modern Egyptians. Men reasoned better, for example, in the time of Elizabeth than in the time of Egbert. Within certain limits, therefore, poetry may be improving while the poetical faculty is decaying. The first works of the imagination are, as we have said, poor and rude. Their great predecessors, it is true, were as bad critics as themselves. It is true, however, that in the spirit of the homely adage, we need not go through the whole to get at its flavor. Take my word, it is the most successful and pleasing method of conviction. They have what they call the sublime, that is, a style proper for poetry. Be this as it will, he employed the shears to good purpose. "I would not choose," says a French philosopher, "to see an old post pulled up with which I had been long acquainted."

CHAPTER XI.

EMOTIVE SENTENCE.

§ 247. AN EMOTIVE SENTENCE is one which expresses, instead of a judgment, a feeling or an object of feeling; as, "Joy, joy forever!" "O the thought that thou art safe!" "How heavy falls the foot of Time!"

OBSERVATION.—An emotive sentence can be distinguished from a proper sentence which expresses feeling only by this, that as the feeling predominates over the thought, the proper thought-element—the judgment, which, as we have seen, is the vital element of the normal sentence, is not expressed in any proper form.

§ 248. Emotive sentences are of the following classes:—

1. *Simple Exclamatory, or Interjectionals*; as, *Strange! Wonderful! Possible! Sorrowful!*
2. *Complex Exclamatory*; which combines an *expression of the emotions* with that of its object; as,

"O joy! that in our embers
Is something that doth live."

"O that I had died before thee!" "O the depth of the riches both of the wisdom and knowledge of God!"

3. *Addresses*;

"Then glorious mirror! where th' Almighty's form
Glasses itself in tempests: in all time,
Calm or convulsed—in breeze, or gale, or storm,
Icing the pole, or in the torrid clime
Dark-heaving, boundless, endless, and sublime."

4. *Reflections*; as, "How beautiful upon the mountains are the feet of him that bringeth good tidings!"

"How did I hope to vex a thousand eyes!" "Too flattering joy!"

§ 249. ORAL EXERCISES. *Distinguish the kinds of Emotive Sentence in the following extracts:—*

I never dealt better since I was a man; all would not do. A plague of all cowards! Let them speak.

What a dreadful sight!

O for breath to utter what is like thee!

How frightful the grave! how deserted and drear!

O what a pang of perfect blessedness transfixed her heart from that faint, feeble cry: "It lives! it lives!"

Oh! that glorious globe the skylark talks of. How delightful to enjoy his notice!

Towns sacked! whole cities wrapped in flame!

"Just Heaven! say, is this the bay
Which warriors gain? Is this called Fame?"

O that those lips had language!

Sad soul! she could not be beguiled.

Who were they, whose screams were heard louder than the roaring elements, imploring that aid which no human power could afford them? His wife and child! Oh! heart-rending agony!

Wealth and power and prosperity, how peculiarly transitory and uncertain!

Strange contradiction in our nature, to which even the wise are liable!

Wretch that I am, shall I plead the example of a vile worm of the earth for disobeying the commands of my Saviour?

O happy bond that seals my vows.

O that I knew where I could find him!

PART VI.—CONSTRUCTION.

CHAPTER I.

DIVISIONS.

§ 250. IN the Construction of the Sentence two things need distinct consideration:—

1. The supply of the necessary materials;
2. The actual constructing of these materials, so as to express correctly and clearly the thought.

The grammatical principles regulating the supply of materials are: 1, *Propriety*; 2, *Precision*.

The grammatical principles regulating the actual construction of the materials of the sentence when supplied are: 1, *Concord*; 2, *Arrangement*.

The four parts of Construction accordingly are:—

- I. CONCORD;
- II. ARRANGEMENT;
- III. PROPRIETY;
- IV. PRECISION.

CHAPTER II.

CONCORD.

§ 251. WHEN an object of thought is made the subject of a proposition, its connection with the verb is shown by its being put in the nominative case. Hence,

The subject of a sentence, or clause, is put in the Nominative Case.

EXCEPTION—In the first and third persons of the Imperative, when formed by the auxiliary *let*, the subject is in the Objective Case; as, *Let me rise*; *let them fall*.

§ 252. The subject of an infinitive is put in the Objective Case; as, “For *me* to act thus, is base ingratitude;” “For *me* to draw those conclusions without knowing that I do so, seems altogether incomprehensible;” “For *me* to say a soldier lies, is stabbing.”

§ 253. The subject of a gerund is put in the Possessive or Genitive Case; as, “I was opposed to *his* writing the letter;” “*Whose* mauling them about their heads hath dulled those who in quickness exceeded their master;” “They became sensible of *their* having incurred great danger.”

§ 254. ORAL EXERCISES. *Correct the faults in the cases of the subjects in the following sentences:—*

Ilm and I will come over to-morrow. She is not so tall as me, but taller than him. It is not for such as us to sit with the rulers of the land. Them that be proud shall be brought low. Whom do you suppose met us at the gate? To prevent it breaking into open violence. I can not forget him mentioning one other fact. The report was widely spread of the steamship Pacific being lost. Without the messenger going to them at once, they will be in danger of falling into the open pit. For he to boast is ridiculous. By me agreeing to go with him, he consented. A greater instance of a man being a blockhead, I do not know. The whole need not a physician, but them that are sick. You are a much greater loser than me.

§ 255. The pure or uncombined predicate is put in the same case as the subject; as, "The criminals were *they themselves*."

OBSERVATION 1.—The principle applies also to a part of the impure predicate standing in the factitive relation; as, "The criminals were said to be *they themselves*."

OBSERVATION 2.—It also applies to the infinitive phrase, in which the subject of the infinitive is in the objective case; as, "I knew it to be *them*."

OBSERVATION 3.—The gerund takes its predicate noun in the objective case; as, "I was aware of its being *him*."

§ 256. To show its reference, the verb is put in the same person and number as the subject; as, "Thou *art* the man;" "They *were* the offenders."

OBSERVATION.—This principle is generally to be interpreted in reference to the meaning rather than the form of the expression. We have, therefore, the following rules, which might seem to be exceptions to the principle, if the form

of the expression were exclusively regarded, or, at least, to be cases to which the principle might not seem to have full application.

I. Where a verb has several subjects of different persons or numbers, it takes the person and number of the nearest; as, "Whether thou or I *am* in fault;" "He or they *are* to be promoted;" "No wars nor any rumor of wars *disturbs* my quiet."

II. The leading subject determines the person and number; as, "They as well as I *are* to be regarded."

This principle outweighs the foregoing, when the two come in conflict. Indeed, strictly speaking, the second subject may properly in such cases be regarded as the subject of a verb to be understood.

This rule has a special application to cases where a distributive is introduced. If the distributive is made the leading subject, the verb takes the singular; otherwise the number of the principal word. Thus: "When my female regiment is drawn up in array, upon my giving the word to handle their fans, each of them shakes her fan at me with a smile;" "They have, each, their distinct laws and revelations."

III. A collective noun, when singular in form, takes a plural verb, if the thought turns upon the individuals of which it is composed rather than upon the whole group as one; as, "The assembly *were* from different communities."

OBSERVATION.—The numeral collectives, as they may be called, such as *dozen*, *score*, *hundred*, *thousand*, etc., as they take a singular definitive, as "*one* dozen," "*a* score," "*this* hundred," "*that* thousand," are clearly in the singular form; and when used to denote a unity, take a singular verb; as, "My thousand *is* the meanest in Manasseh;" "One dozen now *costs* fifty cents." If taken as a plurality, they take plural verbs like other collectives.

IV. A compound subject, if denoting but a single person or thing, takes a singular verb; as, "*The states*

man and the orator at last sleeps;" "The scholar and the poet was also the Christian and the patriot."

REMARK.—Such sentences are equivalent to "He who was the statesman," etc. The words are virtually appositives, and do not denote different objects.

V. A compound subject, if taken distributively, takes a singular verb; as, "*Each man, each woman, each child has a duty to discharge;*" "*Study or play is, for this hour, at your option;*" "*No man, no set of men is authorized to impose such a law.*" But in such expressions as "The Graces *each* their several ministry had lent," the distributive *each* is an appositive, and not the grammatical subject of the verb.

§ 257. ORAL EXERCISES. *Correct the faults in Concord in the following sentences:—*

It was him that was chosen last year. There was many lights burning in the chamber. I know it is her. James or I is to be sent. The company was almost all sick with fever. The meeting were disordered in opinion. Each man, each woman have a destiny to fulfill. Six months' interest are due. It can not be me. The "Pleasures of Memory" were published in 1792. The House have decided the question. Every limb and feature appear with its appropriate grace. To live soberly, righteously, and piously, are required of all men. He dare not act contrary to his instructions. The mechanism of clocks and watches were totally unknown a few centuries ago. Great pains has been taken to reconcile the parties. The sincere is always esteemed. There is many occasions in life, in which silence and simplicity is true wisdom. The support of so many of his relations were a heavy tax upon

his industry; but thou knows he paid it cheerfully. And the fame of this person and of his wonderful actions were diffused throughout the country. In unity consists the welfare and security of every society. Good order in our affairs, not mere savings, produce great profits. The following treatise, together with those that accompany it, were written many years ago. The religion of these people, as well as their customs and manners, were strongly misrepresented. I know it was them. I or him are to go. Either thou or I are greatly mistaken. Whether one person, or more, was concerned in the business does not yet appear. The church have no power to inflict corporal punishment. The remnant of the people were driven into exile. The committee were composed of members of both parties. The possession of our senses entire, of our limbs uninjured, of a sound understanding, of friends and companions, are often overlooked. It is not me you injure.

§ 258. To show their reference, pronominal words are put in the same number, gender, and person as the words for which they stand; as, "*I that speak to you.*"

"Whence and what art thou, execrable shape!
That dar'st"—

"'Tis of a lady in her earliest youth."

OBSERVATION 1.—In applying this principle, reference must generally be made to the form of the expression. Thus the plural form "you," which is used when only a single person is addressed, requires the plural verb and pronoun.

There are exceptions, however, as we say "yourself," not "*youmeselves*," when only one person is meant. "*Ourselves*" is also sometimes used.

The plural pronoun of the first person is used when only one individual is meant, in two cases:—

1. As the *plural of dignity*. Thus a sovereign uses the plural *we, our, us* when speaking of himself in formal transactions.

2. As the plural of representation, as when an essayist, a reviewer, or an editor uses the plural as if he were the mouth-piece of others.

After *many a* in the same clause, the pronoun and the verb are alike in the singular; but in a subsequent clause or sentence, the reference may be rather to the sense; as, "Many a hero *lays down his life*; but *their names* shall be precious."

OBSERVATION 2.—In the figurative expression, the gender is lawfully changed; as, "Is this the character of British Justice? Are these *her* features? Is this *her* countenance? Is this *her* gait or *her* mien?" In such cases, care should be taken that there be consistency in the use of the gender.

OBSERVATION 3.—When a verb and a pronoun are to be used, both relating to a subject that may be taken in either number, they should be put in the same number. It is incorrect, thus, to say, "The community *is* responsible for what takes place among *themselves*."

OBSERVATION 4.—Such titles as *lordship, grace, majesty*, etc., take verbs in the third person singular, but pronouns in the masculine or feminine gender, and not in the neuter, as consistency might seem to require. Thus, "This imitation must have stuck a little with your lordship, *who is* used to examine things by a better standard;" "His grace repeatedly pledged *himself* to the House."

OBSERVATION 5.—A collective noun taken as a singular noun is to be regarded as of the neuter gender; as, "The army did *itself* honor."

OBSERVATION 6.—If the objects referred to are of different persons, the pronoun takes the first person rather than the second or third, and the second rather than the third; as, "John and I will take *our* books; you and James will take *yours*."

OBSERVATION 7.—When the reference is to two or more singular objects, the pronoun is in the plural, if they are taken collectively, but in the singular if taken distributively; as, "John and James gave up *their* walk;" "Each man and boy took off *his* hat;" "France or England will lend *her* aid."

OBSERVATION 8.—The compound relatives, *whoever*, etc., should be put in the case in which the relative would be if the compound were resolved into the antecedent and the relative; as, "*Whomever* the cap fitted might wear it;" not *whoever*, because when resolved the sentence would be, "*He whom* the cap," etc. There is strictly an ellipsis of the subject in such cases.

§ 259. ORAL EXERCISES. *Faults to be corrected:—*

I do not think any one should incur censure for being tender of their reputation. Each of them shall be rewarded in their turn. But she fell a laughing like one out of their right mind. If an Aristotle, or a

Pythagoras, or a Galileo, suffer for their opinions, they are martyrs. Each House shall keep a journal of its own proceedings, and publish the same, except such parts as in their judgment require secrecy. He offered a great recompense to whomsoever would help him. Each of which have stamped their own impress on the character of the people. You, John, and I, will each take your books. Those men which were engaged in the plot were all put under arrest. If any one has forgotten his part, let them now study it. Everybody brought their contributions for the relief of the suffering.

§ 260. Compellatives, or objects addressed, are to be put in the Nominative Case; as, "O *thou eternal One!*" "O pardon me, *thou piece of bleeding earth!*"

OBSERVATION.—The pronoun of the first person is put in the objective case in exclamatory sentences; as, "Ah *me!*" "*Me* miserable!"

§ 261. Appositives must be put in the same case with the nouns which they modify; as, "The earth is the Lord's—his who made it."

§ 262. An object, when an action or a relation expressed in a verb or an adjunct is to be limited by it, should be in the Objective Case; as, "The nation honored *them*;" "The lot fell upon *him*;" "He gave *me* the book."

OBSERVATION 1.—The passive object, the specifying object, and the facilitative object follow the verb without the preposition; the remote object if separated from the verb requires the preposition; as, "He gave *me* the book;" "He gave the book *to me*."

Such expressions as "Sending of them such profitable guests" (*Bunyan*), are accordingly faulty.

OBSERVATION 2.—The preposition is often omitted before an object expressed in the infinitive, or a clause; as, "Worthy to be loved;" in this case *to* being not a preposition, but the sign of the infinitive; "None so poor to do him reverence;" "Deserving that he should be held in perpetual remembrance by his countrymen."

OBSERVATION 3.—The gerund is properly followed by the passive object, without a preposition. But as the gerund-form in *ing* may legitimately be used as a noun, dropping its gerundive character, in which case the object limiting the noun must depend on a preposition, the tendency of late has been to regard this form as a noun unless the gerundive character is clearly intended. Thus, "The sending of the messenger" is generally to be preferred to "The sending the messenger." This last form is not, however, as some writers seem to think, ungrammatical; for it has the support of the best usage.

§ 263. ORAL EXERCISES. *Faults to be corrected:—*

Who have I reason to love so much as this friend of my youth. He wrote to my brother and I, asking us to help him. He and they we know, but who are you? Who did he learn that from? Does he know who he is speaking to? When did you ever know of John and he playing together? That will not do for you or I. He can not tell who to go to. We are all accountable, each for himself. What agreement can there be between men who commit crimes and they who authorize them? He gave John and I, each a book. He that did the wrong, the laws should punish, not I that suffered the wrong.

§ 264. The subject of an attribute, when the attribute is expressed by a noun or gerund, should be in the Possessive Case; as, "*John's* eagerness;" "*His* disclosure of the secret;" "*Their* presence;" "*Our* inferiority;" "*Her* delaying the messenger frustrated the scheme;" "Things growing to themselves are *growth's* abuse."

OBSERVATION.—The principle extends also to phrases which take the sign of the possessive on the final word; as, "The kingdom of God's sake;" "The Caliph of Bagdad's divan;" "Maximilian, the Emperor's palace;" "The Emperor Maximilian's palace." But this use is inelegant when the phrase is long or the reference to the principal part of it is obscure, and the form of the expression should be changed, as by substituting an adjunct.

If, however, the possessive phrase be placed after the word which it limits the principal word of the phrase should take the sign of the possessive; as, "I dined to-day at Delaval's, the Portuguese Envoy."—*Swift*. "The palace was Maximilian's the emperor."

On the same ground, if the possessive phrase is composed of several nouns all alike relating to the same object, the last only takes the sign of the possessive; as, "James, Peter, and Henry's father." But if relating to different objects, the sign of the possessive must be affixed to each; as, "Peter's and Henry's father."

§ 265. ORAL EXERCISES. *Faults to be corrected:—*

Moses rod was turned into a serpent. Peter's, John's, and Andrew's occupation was that of fishermen. Wisdoms precepts form the good man's interest and happiness. I bought the knives at Johnsons, the cutlers. I got the book at Tonsons, an old-established booksellers, and the publisher of many valuable books. The girls school was better conducted formerly than the boys. The peoples happiness is the statesmans honor. Thomas disposition is better than his brothers.

OBSERVATION.—When several modifiers are to be introduced, they should be used in harmony with one another, and with the rest of the sentence. This general principle has diverse applications which may be separately considered.

§ 266. The time indicated by tense-inflections should be in harmony with that indicated by other parts of the sentence.

Thus, "I have been sick yesterday" is faulty, inasmuch as *have been* expresses reference to present time, while the other modifier, *yesterday*, denotes past time. It should be, "I was sick yesterday." So, "I expected

to have gone to New York yesterday" is faulty; for *have gone* indicates past time, while *expected* looks to future time; we can not expect what is past. Likewise, "Ptolemy taught that the earth was in the center of the universe," is faulty, because *was* expresses past time, when no reference to time should be expressed.

Unlike some other languages, the English language does not refer the time of a dependent verb to the time of the principal, unless in the case of an infinitive. Thus we say, using the infinitives, "I confessed myself to be guilty;" "I confessed myself to *have been* guilty of playing truant the day before." But in the use of a clause we say, "I confessed I *was* guilty;" "I confessed that I *had been* guilty of truancy the day before."

§ 267. ORAL EXERCISES. *Faults to be corrected:—*

That writer has given an account of the manner in which Christianity has formerly been propagated among our heathen ancestors. I intended to have written the letter before he urged me to it. The summer has been warmer than we expected it to have been. After he visited Rome, he returned to Sicily. Always bear in mind that you might fail of success. He will speak, if he could get the floor. They would listen to the terms offered, if they can mortify their silly pride. He said he is very unwell to-day. Two young gentlemen have made a discovery that there was no God.

§ 268. When an action or relation is to be modified by a clause in respect to its object as

an object of purpose, the verb of the clause should be in time either future or indefinite in reference to the purpose; as, "I will see that he *do* it;" "He managed that they *should arrive* too late."

OBSERVATION.—When the clause expresses an object which is not one of purpose on the part of the subject of the principal verb, the verb in the clause may take present or definite time according to the meaning to be conveyed. Thus, "I will see how he *does* it;" "I will see how he *will* do it;" "He managed that they *arrived* too late."

§ 269. ORAL EXERCISES. *Faults to be corrected:—*

He will take due heed lest he miscarries. Be careful that thou breakest not any of the rules. I have toiled hard that he lives at ease. I told him that I will go. I promised him that if he came back to-morrow I shall reward him well for his promptness.

§ 270. A modal clause modifying a conditional verb expressed in the form of the imperfect tense, takes the same tense; as, "*Were* he penitent, he should be pardoned;" "Next new-year's day would be a happy occasion if our friends *could* be all with us again."

In other cases, it is either in indefinite time or such as the sequence of time requires; as, "I can go, if it *be* pleasant;" "I can go if it *shall be* pleasant;" "If he *repent*, he will be pardoned;" "If he *will repent*, he will be pardoned;" not, "If he *shows* penitence when his father shall see him, he will be pardoned."

§ 271. ORAL EXERCISES. *Faults to be corrected:—*

Be especially careful that thou givest no offense to the aged or helpless. Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons. I shall return on Monday unless it rains. If he be but in health, I am content. Though he were her friend, he did not attempt to justify her conduct. He will, on his return, find ready employment if he proves expert in his business. Though he falls, he shall not be utterly cast down. Was he ever so great, such conduct would debase him. Was I to tell the whole truth, I should not be credited. If he does but approve my endeavors, it will be an ample reward. On condition that he comes, I will consent to stay.

§ 272. In compound sentences or compound members of sentences, the forms should be alike, in order to show the union.

This principle has application wherever a choice is allowed in the modes of expression. The following instances of faults in respect of this rule may be particularly named:—

1. In the union of the antique and the modern styles; as, "He stoppeth not to consider his ways and presses on thoughtlessly to ruin."
2. In the union of auxiliary forms with simple forms; as, "Did he visit Rome and forgot that a Brutus ever lived there?"
3. In the union of plural with singular forms; as, "Thou livest worse than the heathen, and they might teach *you* wisdom."
4. In the selection of pronouns; as, "He *that* weighs

the matter impartially and well, and *who* also considers," etc.

5. In the union of proper adjectives with adjective clauses; as, "His piety was genuine and fervent, and that mingled with the whole course of his thoughts and actions."

6. In the union of nouns and adjectives as like parts of a compound predicate; as, "When ignorance is not willful and sin."

§ 273. ORAL EXERCISES. *Faults to be corrected:—*

The glory that fills immensity and inhabiteth eternity.

Then did the officer lay hold on him and executed him immediately.

Thou art a friend that hast often relieved me, and who has not deserted me now in the time of peculiar need.

He is a man that approves of wholesome discipline, and who recommends it to others.

If thou have promised, be faithful to your engagement.

There is no talent so useful, or which puts men more out of the reach of accidents, than that quality generally possessed by persons of cool temper, and is in common language called discretion.

CHAPTER III.

ARRANGEMENT.

§ 274. GRAMMATICAL ARRANGEMENT respects,—

1. The order of the principal elements of the sentence;
2. The order of the subordinate elements in reference to each other and to the principal elements.

§ 275. The logical order of the principal elements of the sentence is: first, the subject; next, the copula; and, last, the predicate; as, "The sun shines;" "To acquaint us with ourselves may be one use of the precept;" "That his care for his works ceased at their publication is hardly credible."

OBSERVATION.—To this general rule there are many exceptions, as other principles come in to modify the application of it. The rule should be observed, however, unless in a clear case of exception; and especially should not be departed from when clearness forbids.

EXCEPTIONS.—1. In interrogation, the copula, or a part of it, or the interrogative word or phrase in the predicate, is placed first; as, "Are our consciences so tender?" "Can you aid me with propriety?" "Will you be permitted to go?" "What a careless, even deportment hath your borrower?" "How often is the labor of years thus lost forever?"

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2. Imperatives take the subject after the copula; as, "Be thou my guardian!" "Let the world scoff."

3. Conditional clauses without conjunctions take the subject after the copula; as, "Could they have been contented with moderate employments and moderate gains, they might have prospered in their business;" "Had they been wiser, they would have escaped the loss;" "Be they ever so sharp, they will not outwit him."

4. For emphatic distinction and in passionate expression, the predicate or a part of the predicate may be placed first; as, "Beautiful, no doubt, are all the forms of Nature;" "Around thy hills and mountains cling, like gathering mists, the mighty memories of the Revolution;" "Upon us, then, peculiarly, devolves the duty of feeding the fires upon that kindly hearth;" "Here floats the same banner which rustled above our boyish heads."

OBSERVATION.—To soften the repulsiveness of an inversion of the logical order of the assertive sentence to an English ear, when emphasis or passion does not prompt it, the words *there* and *it* are used to introduce the sentence. They are mere expletives when so used, having no meaning, and only serve to indicate a departure from the regular order of construction. They can not be parsed, for they in no way affect the thought. See § 232. "There lies, upon the other side of the wide Atlantic, a beautiful island, famous in story and song." "It is reported that the troops are disbanded." "It will be said that our passions are not in our power." "It is imagined by many that whenever they aspire to please, they are required to be merry."

5. The order may be inverted in order to show a reference to the preceding sentence; as, "This he did habitually."

6. The logical order, once more, yields often to the demands for consistency; as in the sentence, "Silver and gold have I none," emphasis having inverted the

order by placing the object of the action first; the subject and verb also in consistency change places—*have I* instead of *I have*. So in the following sentence there is a similar inversion; “Whoso sheddeth man’s blood, by man *shall his blood* be shed.”

7. The restrictions of poetical composition render necessary much wider departures from the proper logical order than is allowable in prose discourse. In poetry, moreover, form rules, and this principle of form requires various deviations from strict logical order in which clearness is the controlling principle.

§ 276. ORAL EXERCISES. *Faults to be corrected:—*

For the last years of man the first must make provision.

This we question, at least as it has always impressed with a feeling of melancholy.

Than the analogies just given I know of none stronger.

Than this no inquiry can be of greater interest.

The rising tomb a lofty column bore.

Both Silo this and Jordan did excel.

“But stings and sharpest steel did far exceed
The sharpness of his cruel-rending claws.”

War at that time there was none.

Into this hole thrust themselves these Roman senators.

§ 277. The most general principle of arrangement in regard to the subordinate elements is, that the related parts should be placed in the closest proximity, according to the degree of relationship.

§ 278. Modifiers should be placed as near as may be to the principal parts which they modify.

They should also generally precede.

§ 279. Simple definitives, and those which express properties of the object, must generally precede; while definitives by adjuncts and clauses, and also those which express relations, usually follow their nouns.

Epithets may also, like modifiers by relations, follow their objects.

EXAMPLES.—*Three thousand brave men* were there. The person *who told me her story* had seen her at a masquerade. *An elevated genius employed in little things* appears like the sun in *his evening* declination. Every inhabitant of a town, *trader or otherwise*, was liable to be claimed by the curia. The questions of *faith and doctrine* became more complex. Agriculture and commerce, *insecure as to their accumulations, weak and exposed*, declined in this chaotic condition.

When several adjectives precede the noun, epithets generally should be placed nearest the noun; and then of the definitives the most generic in order. Thus Lamb says: “Even *ourselves*, in these our humbler lucubrations, tune our best measured cadences,” placing the epithet *humbler* after the definitives *these* *our*, and *measured* after *our best*. If the epithet belongs only to the object as limited by a definitive, it must of course precede the definitive; as, “The *noble* English cavalier;” the epithet *noble* being limited to *English cavalier* specifically. So we say “a tall young man,” because we wish to specify one who is “tall” from among the larger class of “young men.” If, however, we were speaking of two classes of men, *tall* and *short*, and wished to designate one of the former class who was young, we should say a *young tall man*. Definitives, demonstratives, and numerals generally, precede attributives; as, “These many *thrifty trees*.”

The controlling principle is that each limiting word should limit immediately the next higher class. It should be remarked that this principle of arrangement

does not respect compound adjective modifiers, whether the connecting conjunction is expressed or not. A rhetorical, not a grammatical principle, determines the order in which the several adjectives that are brought together in a compound adjective phrase should be arranged.

§ 280. Adverbials should generally precede but ever be closely joined with the attribute words which they modify ; as, "They *habitually* ascribed every event to the will of the Great Being, for whose power nothing was *too* vast, for whose inspection nothing was *too* minute ;" "They were *deeply* read in the oracles of God ;" "The explanation may *easily* be found."

§ 281. Modals properly precede but should ever be closely joined with their copulas ; as, "These, *perhaps*, are foolish feelings."

If the copula is composite, the proper place of the modal is between the parts ; as, "The task has *probably* been finished ;" "He has *not* been absent long."

§ 282. The object of an action or relation should follow closely the word expressing the action or relation ; as, "The smith hammers *the iron* ;" "The drought is fatal *to the springing vegetation*."

§ 283. Objects standing in different degrees of relationship to the action, follow in the order of dependence : the passive object, first ; next, the remote object ; and the object of result, last ; as, "His father introduced him to his new as-

sociates ;" "He attached himself to their society solely for their benefit."

OBSERVATION.—To this rule, which should be observed unless for clear reasons, there are many exceptions, as it yields readily to other principles, when clearness does not forbid. Thus the remote object is, with a view to harmony, often placed before the passive object ; as, "He gave him the book ;" "It exerted upon society a prodigious influence." So, also, often for emphasis the order is inverted ; as, "To the Bible he more and more exclusively addressed himself."

§ 284. Pronominal words and all correlative words should be so placed as to show the relation.

§ 285. In complex sentences, the extraneous parts should be introduced either at the beginning or at the first separation in the parts of the sentence ; as, "The poet, *says Schiller*, is a citizen not only of his country but of his time ;" not, "The poet is a citizen, says Schiller," etc.

OBSERVATION.—In the application of this, as of all the rules of arrangement, as divers principles come into play, there is large occasion for the exercise of judgment and taste. Only general directions can be given. The sentence should be as compact as possible ; and care should be taken not to obscure the thought by inserting elements in wrong places.

§ 286. ORAL EXERCISES. *Faults in arrangement to be corrected :—*

Under § 279. The mansion was a new elegant house.

The two last kings of this race were put to death.

The three first stanzas may be omitted.

We bought two black pairs of kid gloves.

God heapeth favors on his servants, ever liberal and faithful.

We differ in our opinions often, only because we do not alike understand one another.

Under § 280. By greatness I do not only mean the bulk of any single object, but the largeness of a whole view.

I was engaged formerly in that business, but I never shall be again concerned in it.

The planets are in motion perpetually.

From what has been said you will understand readily what must be our conclusion.

Not only was he busily occupied, but pleasantly and successfully.

When favors are conferred speedily, they are doubled.

Under § 281. They had investigated the matter with great earnestness certainly, but without much success.

He would have accomplished his object in making the journey, possibly, if his errand had not been secretly disclosed to his enemies.

Under § 282, 283. In such cases, the pronoun is governed by, and consequently agrees with the preceding word.

When we have had for the pleasures of virtue a true taste, we can have no relish for those of vice.

These are the considerations which I lay most stress upon.

Give the praise he deserves to him, but do not withhold merited censure from him.

This great politician desisted from and renounced his designs, when he found them impracticable.

Under § 284. Thou thyself art guilty of those same sins, who now condemnest others.

It is not reasonably to be expected of such men, to administer our affairs uprightly, as have themselves procured their offices by corruption.

The British constitution stands like an ancient oak in the wood, among the nations of the earth; which, after having overcome many a blast, overtops the other trees of the forest.

Under § 285. A certain prince when he invaded the Egyptians placed, it is said, in the front of his army a number of cats and other animals which were worshipped by those people.

Cautious of giving offense I shall leave, therefore, the illustration of your virtues to other hands.

It would be unsafe, considering his profligacy, to trust him.

Such language was extremely censurable, regarding it in its real character.

Education is as necessary for woman in her sphere of action as for man in his, to say the least.

Miscellaneous.—If Louis XIV. was not the greatest king, he was the best actor of majesty, at least, that ever filled a throne.

The embarrassments of the artificers rendered the progress very slow of the work.

They are now engaged in a study of which they have long wished to know the usefulness.

The emperor refused to convert at once the truce into a definitive treaty.

Pauses of ease and relaxation, labor necessarily requires; and the deliciousness of ease makes us commonly unwilling to return to labor.

He who is blessed with a clear conscience, in the worst conjunctures of human life, enjoys an elevation of mind peculiar to virtue as well as dignity and peace.

The hand of industry may change in a few years the face of a country.

There is no talent so useful toward success in business, or which puts men more out of the reach of accidents, than that quality generally possessed by persons of cool temper, and is, in common language, called discretion.

The deaf man, whose ears were opened, and his tongue loosened, doubtless glorified the great physician.

This is the person whom we are so much obliged to.

Another passion which the present age is apt to run into, is to make children learn all things.

Valleys are more fertile generally than mountains.

Zealots seldom are distinguished by charity.

Attainments made easily are not of much value often.

Knowledge is only to be acquired by application.

The good man not only deserves the respect but the love of his fellow-beings.

CHAPTER IV.

PROPRIETY.

§ 287. GRAMMATICAL PROPRIETY, which requires that each element of expression be used in its own and only its own proper use, has a threefold application, namely:—

1. To the use of the proper element;
2. To the use of the proper inflectional form;
3. To the single use of the same element in the same sentence.

§ 288. The first principle of Grammatical Propriety requires:—

1. That subject-words and predicate-words, concretes and abstracts, and their several subordinate forms, be used in the sentence according to their respective natures.

2. That in the use of modifying elements, adjectives modify only objects of thought; adverbials, only predicate-words; and modals, only copula-words; and the subordinate forms be used each according to its proper nature.

3. That in the use of form-words, prepositions be used to show their proper relations between objects of thought; conjunctions to show their proper relations between copula elements; and all correlative words in

their proper connections; and that auxiliaries be used as inflectional helps, and not as principal elements, nor as form-words of relation.

OBSERVATION—There is a considerable number of words which are used for several purposes, sometimes as prepositions, sometimes as conjunctions, sometimes as pronouns. These words are ever on the increase in the progress of the language. A list of those most worthy of attention to the learner will not be inappropriate here. Words used both as adverbs and adjectives are for the most part omitted in this list.

Words used for different Offices in Speech.

- A**—Article, "A boat;" Preposition, "I go *a* fishing."
About—Adverb, "He roams *about*;" Preposition, "He wrote *about* the war."
Above—Adverb, "He soars *above*;" Preposition, "*Above* the earth."
After—Adverb, "He returned soon *after*;" Preposition, "He came *after* me."
All—Adjective, "*All* hours;" Noun, "Her little *all*;" Adverb, "And cheeks *all* pale."
As—Adverb, "He is *as* proud as poor;" "As he passed, the men shouted;" Conjunction, "No longer *as* it was;" Relative Pronoun, "Such *as* I never saw before."
Before—Adverb, "It had happened *before*;" Preposition, "*Before* the Revolution."
Below—Adverb, "He went *below*;" Preposition, "*Below* his rank."
Besides—Adverb, "All the world *besides*;" Preposition, "*Besides* him."
Both—Adjective, "*Both* generals;" Conjunction, "*Both* king and subject."
But—Adverb, "All are *but* dust;" Conjunction, "*But* he was mistaken;" Preposition, "All *but* him."
By—Adverb, "Years have passed *by*;" Preposition, "*By* the river."
Do—Auxiliary Verb and Principal Verb.
Else—Adjective, "What *else* can he do?" Conjunction, "*Else* would I give it."
Enough—Adjective, "*Enough* goods;" Adverb, "Well *enough*;" Noun, "He has *enough*."
Except—Conjunction, "*Except* these abide;" Preposition, "*Except* these bonds."
For—Preposition, "*For* his interest;" Conjunction, "*For* it is injurious;" Expletive, "*For* him to act thus is shameful."
Have—Auxiliary Verb and Principal Verb.
However—Adverb, "*However* small;" Conjunction, "*However*, it may not be so bad as reported."
Indeed—Modal, "It was *indeed* true;" Conjunction, "*Indeed* the procedure was a farce."
It—Pronoun and Rhetorical Expletive.
Let—Auxiliary Verb and Principal Verb.
Notwithstanding—Preposition, "*Notwithstanding* the rain;" Conjunction, "The motion was carried, *notwithstanding*."

- Now**—Adverb of Time; Conjunction, "*Now*, Barabbas was a robber."
Over—Adverb, "All is *over*;" Preposition, "*Over* the river."
Shall—Predicate Auxiliary and Copula Auxiliary.
Since—Adverb, "He has not been seen *since*;" Preposition, "*Since* that time;" Conjunction, "*Since* this is so."
So—Adverb, "*So* great;" Conjunction, "*So* truth be in the field;" Interjection, "*So*!"
That—Adjective, "*That* man;" Conjunction, "I think *that* they will be here."
Till—Preposition, "*Till* next week;" Conjunction, "*Till* all be lost."
To—Sign of Infinitive and Preposition.
Too—Adverb, "*Too* high;" Conjunction, "He, *too*, will be present."
Until—Preposition, "*Until* morning;" Conjunction, "*Until* he arrive."
What—Interrogative Pronoun, "*What* news?" Compound Relative Pronoun, "I know *what* he will say;" Interjection, "*What*! might Rome have been taken?"
While—Adverb, "*While* tarrying there;" Conjunction, "*While* the facts showed the contrary;" Noun, "Worth *while*;" Verb, "Let us *while* away this life."
Who, Whose, Whom, Which—Interrogative and Relative Pronouns.
Will—Auxiliary Verb and Principal Verb.
Yet—Adverb, "A few *yet* remain;" Conjunction, "*Yet*, is it a false conclusion."

§ 289. ORAL EXERCISES. *Faults in Grammatical Propriety to be corrected:—*

1. *In use of Subject-words and Predicate-words.*

Careless and imprudent, giddy and fickle, ungrateful and interested everywhere met us.

Blessed is the people that know the joyful sound.

Consulting of the best authors will make him learned.

It is dangerous playing with edge tools.

Piety is constant endeavoring to live to God.

2. *In use of Modifying Elements.*

I expect to take the soonest and fastest packet.

He reads proper, and writes very neat.

She had many virtues, and was exceeding beloved.

Few could speak better or nobler on the subject.

His behavior previously to this outrage was not exceptionable.

The fruit tasted delicious.

All of them books are mine.
 The hour is near passed.
 Whether he will succeed or no, is uncertain.
 He was the wisest man of any in the convention.
 The virtues like his are not easily acquired.

3. *In the use of Form-words and Correlatives.*

The matter was no sooner proposed, but he privately withdrew to consider it.

He has too much sense and prudence than to become a dupe to such artifices.

Such men as act treacherously ought to be avoided.

Be ready to succor such persons who need thy assistance.

Without your consent to it the party will not go.

The election resulted very different than he expected.

Neither despise or oppose what thou dost not understand.

The weather is not as favorable as we hoped.

As far as I am able to judge, he acquitted himself well.

He is already arrived.

The event was different to his expectation.

He has a difficulty of fixing his attention.

There was no water, and they suffered for thirst.

We may profit from good counsel, as well as from good example.

Compliance to solicitations to evil companions is easy.

It is a principle in unison to our nature.

His offer was accepted of by his friends.

He had a taste of such studies and consequently made great proficiency.

I had been to London the year before; and was to spend the summer at Paris.

Except he take great care, he will stumble.

He promised something more besides this.

No other but his own brother came in.

They can not doubt but that I have acted uprightly in this business.

They are seldom or ever in town.

His behavior was equally silly as ungentlemanly.

Do you think this is so good as that?

They had no sooner risen, but they applied themselves to their studies.

Whether virtue promotes our interest or no, we must adhere to her dictates.

Directly the clock struck, the guest appeared.

He has not that self-confidence as is desirable.

§ 290. The second general principle of grammatical propriety requires the use of the proper inflectional form.

§ 291. ORAL EXERCISES. *Faults in respect of the use of Inflectional Forms to be corrected:—*

Wisdoms precepts form the good man's interest and happiness.

The strata was rich in minerals.

The seraphims veiled their faces.

It was a striking phenomena.

The sheafs were large and numerous.

The two father-in-laws were both present.

He prescribed three spoonsful.

Man is subject to many wos.

A more healthier spot can hardly be found.

The furtherest town on the borders was reached in safety.

He cared for nobody but hisself.

They had began to leave the vessel, before any one had came to their rescue.

He had went to Charleston.

I throwed my stone into the air.

The ship lays in the harbor.

He had laid in bed all the morning.

They drunk up all the liquor they could find.

John never telled me of it.

If they done nothing, they deserve no pay.

He had wrote a letter to him about their father.

§ 292. The third general principle of grammatical propriety requires that the same element of expression be employed only in a single use or relation in the same sentence.

§ 293. ORAL EXERCISES. *Faults in double use of elements to be corrected:—*

These remarks I offer after long and serious consideration and should receive a candid and patient hearing.

The friend that visited me and I entertained so freely has betrayed me.

It is difficult to find a man that will be faithful and we can trust.

I will wait here till next month and the steamer arrive.

§ 294. ORAL EXERCISES. *Promiscuous faults in Grammatical Propriety to be corrected:—*

The court sets to-day. They have ate their dinner. The army fought brave. The horses were drove on board. The river had overflown its banks. His hat is newer than yourn. He had wrote these letters. He was the best player of any in the country. She sung sweet. Knowledge has been spreading and will do so, while our free institutions last. An universal peace prevailed through the world. Wealth is easier acquired than kept secure. O that he was wise. He has no other claim but that of a suppliant in distress. Of all the soldiers in the company this is the taller. For a long time they set silently; till at last when patience was almost exhausted, the performance begun. He has wore out his health in the service and had n't ought to enlist again. He acted worthy of his high reputation. There is no position in life so high as can not be reached by the waves of adversity. His whole life was spent in doing of good. He feared lest he had come too late. His whole behavior was surprising strange. Of all other proceedings this was the most unpardonable. Socrates was wiser than any Athenian. This is the best counsel which I can give in the matter. If he had have gone the day before, he would have succeeded. His father learned him to practice his own evil acts. The people had not ought to run after demagogues. I asked him to set down for a while. The freshet was very great and all the meadows were overflown. They accused him with the theft. The affair was managed as quiet as possible. The ancients never see such wonders of inventive art. James was easier gained

over than John. The book is printed very neat. It was never heard tell of that the sea had rose over the wharf. If it do not rain to-morrow, it will next day sure. Once they are gone, we can manage as we like. He wed out the borders and then he planted the flower-beds. He declared he would not leave them except they promised to return to his house. The influence he had over the assembly was far inferior in their estimation than what his reputation warranted them to expect. The bargain was broke just to suit his wishes. He had came a great distance. The war done more harm than the plague. He beseeched them not to leave him. Any man which has his senses will tell you better.

He was far ahead of multitudes who, either in our own or in other countries, have born the name.

He opposed the most remarkable corruptions of the church, so as that his doctrines were embraced by great numbers.

No person was ever so perplexed or sustained the mortifications as he has done to-day.

Whence have there arose such a great variety of opinions and tenets in religion?

The business was no sooner opened, but it was cordially acquiesced in.

Many persons will not believe but what they are free from prejudices.

CHAPTER V.

PRECISION.

§ 295. GRAMMATICAL PRECISION requires that so many and only so many of the materials of expression be used as are requisite for the communication of the thought. It has obviously a twofold application, as these materials may in quantity be in excess or in defect. The two departments of precision are, accordingly,—

- I. PLEONASM, or the use of more words than are requisite for the orderly construction of the sentence;
- II. ELLIPSIS, or the use of fewer words than are admissible for the orderly construction of the sentence.

Pleonasm may be allowable or faulty. It is *allowable*,—

1. For clearness and fullness in the impression of the thought;
2. For the harmony of the expression in its effect on the ear.

It is *faulty* when more words are required than the proper construction of the sentence requires or is admissible for one or the other of the two reasons just mentioned.

§ 296. ORAL EXERCISES. *Faults in Grammatical Pleonasm to be corrected:—*

In these and in such like cases we should generally suffer in our alms none to be witnesses but Him who must see every thing.

It is an hour ago since he left.

It is more than a year since the time that he commenced studying his profession.

True believers of every class and denomination on earth make up the church and people of God.

Those two horses seem to be both well matched.

Whenever you apply yourself to study always give your whole mind to it.

I feel myself grateful to my friend for all the many instances of his kindness which he has often shown me.

It is difficult often to combine together clearness and elegance.

I went home full of a great many serious reflections.

The journey was by no means as tedious as we expected it would be.

No such attempt as that can possibly be successful.

Ye know how that it is an unlawful thing.

He never afterward in all the time I was with him said nothing more on the subject.

From thence he concluded that his whole property was entirely lost.

The most supreme dignity to which man can attain will fail to satisfy his aspirings.

The pleasures of the understanding are more preferable than those of sense.

Their more ulterior designs were never known.

We need not, nor do not give heed to such counsels.

His spirit announced those general judgments which are the inevitable doom, as they are also the certain consequence of an age of profanity and depravity.

It is not only the duty but interest of young persons to be studious and diligent.

The Chinese language contains an immense number of words; and who would learn them must possess a great memory.

He was a man of learning, knowledge, and benevolence; and, what is more, a true Christian.

How a seed grows up into a tree, and the mind acts upon the body, are mysteries which we can not explain.

He took up the points in the order they stand.

Laws have and still are made against drunkenness.

It has not and ought not be misunderstood.

He narrated the past and present state of things.

The man was seen go around the corner and enter the house by the side door.

§ 297. Grammatical Ellipsis may be allowable or faulty.

It is allowable when greater force is given without sacrifice of clearness.

It is faulty when the sentence is left by it obscure or ambiguous.

§ 298. ORAL EXERCISES. *Faults in Grammatical Ellipsis to be corrected:—*

Justice eyes not the parties but cause.

I gladly shunned who gladly fled from me.

Rank may confer influence; but will not necessarily produce virtue.

The old and young are alike subject to evil.

Is this the man you say was present?

He answered us as he will you.

You can show me the way it is done.

How great, how wise, how good must he be who made and governs the whole.

In the circumstances I was at that time, my troubles pressed heavily upon me.

These arts have and always will enlighten all who attentively study them.

If we consult the improvement of mind or the health of body, it is well known exercise is the great instrument of promoting both.

PART VII.—EXPLANATION.

CHAPTER I.

GENERAL VIEW.

§ 299. EXPLANATION is that process by which we communicate our thought of an object to another mind for the simple purpose of information.

§ 300. An object of thought, when viewed as that which is to be explained, is called a *Theme*.

The THEME in Explanation is the object of thought to be explained.

OBSERVATION—We explain a theme to another mind by unfolding its parts one by one in order. As different themes have different kinds of parts, we have so many different ways of proceeding in Explanation. Of these, the two primary modes are those in which we narrate something that has happened, or describe something that exists or has existed.

When we narrate, we follow the order of time; and the parts of the theme to be explained are the parts of the event that we narrate, or the parts of time in which the event happened. When we describe, we follow the order of place, and the parts of the theme are the attributes that together make up the object which we describe, or the parts of place in which the object exists. These are the simplest and most fundamental modes of Explanation.

There are other modes of Explanation which are appropriate to other than simple objects. These are treated in the Art of Composition, and the Art of Discourse. In these treatises, the grounds for the divisions into the different kinds of processes as they are to be found in the nature of the object, or of the parts which compose the theme will be found systematically presented.

§ 301. The two primary processes of Explanation are *Narration* and *Description*.

§ 302. There are four laws to be observed in Explanation:—1. *The Law of Unity*; 2. *The Law of Selection*; 3. *The Law of Method*; 4. *The Law of Completeness*.

CHAPTER II.

NARRATION.

§ 303. NARRATION is the explanation of an object of thought as changing in successive time.

OBSERVATION.—We can narrate in either of two ways. We can simply mention the periods of time in which the changes in the theme severally take place. Thus we narrate the theme *human life*, by representing it as passing through the several periods of infancy, childhood, youth, manhood, and old age.

Or we may narrate by representing the theme itself in its actual changes. Thus we narrate human life as at first weak and dependent, then as becoming stronger and bolder, then as in its fullest vigor, and, finally, as waning and decaying.

The only difference between the two modes is, that in the former case we are governed rather by a regard to the parts of time, and in the other more by a regard to the parts of the object itself changing in those periods of time. The difference is that between chronology and annals on the one hand, and biography and history on the other. In the one, time is measured off into periods, and the events, so far as relating to the theme, are stated in those periods successively; in the other, the leading changes in the theme itself are given as they occur, in successive time, without reference to definite periods.

These two ways of proceeding should not be confounded or mingled together. The selection of the parts and the method should either be in the one or the other way exclusively, or one should be subordinate to the other. The history of England might be narrated chronologically by marking it off into centuries, or into periods measured by the reigns of successive kings; or historically, by narrating the successive changes which the English people passed through. Or the chronological method might be adopted as the governing method, and the historical method be observed in conducting the narration through the chronological periods, one after the other.

§ 304. There are two modes of narrating:—in the one called the *Chronological*, the parts of time are presented; in the other, the *Historical*, the parts of the event itself are presented.

§ 305. The Law of Unity in narrating requires two things:—

1. That there be but one object of thought as the theme to be explained;
2. That this object be presented only as subject of change.

Observation.—If I were to narrate the burning of a college, my theme would be *The College Burning*. In the narration I am simply to tell the story of the college as burning, and I must never drop that one theme from view, so that it will be thought I have turned to something else, as the importance of education, the dangers from carelessness, or other subject. Nor will it be sufficient to keep my thought to the college; but I must keep the thought on the college simply as burning. If I turn to describe the character of the building, its site, its size, its conveniences, its beauty, I must do this only that I may better present the progress of the burning. This I may do by narrating what took place in the first hour, what in the second hour, that is, hour by hour; or by some other divisions of time, as what took place before the alarm was given, what after the alarm and before the firemen arrived, what afterward, still presenting parts of time, that is, by the chronological method; or by the historical method, presenting one after the other, the kindling of the fire, the smothered spreading, the bursting out of the flames, the progress from part to part of the building, the dying out of the fire, and the ruin that follows. In either case, in order to unity, my narrative must keep to the one subject, the college-burning, and follow it through from the beginning to the end, either by the successive parts of time, or by the stages in the progress of the flames.

§ 306. ORAL EXERCISES. *Correct the faults in respect of unity in the following outlines of narrative:—*

THEME.—*Siege of Barcelona.*

1. The siege of Barcelona in 1705, by the English and Gerinans, under Lord Peterborough, the commander of the city being hard pressed, determined to surrender.

2. He asked a parley at the gates with Lord Peterborough.

3. The citizens were riotous, and the besiegers were very powerful.

4. The city of Barcelona is one of the finest cities in Spain. It is a great manufacturing town and commercial emporium.

5. While the parley was in progress at the gates, between the two commanders, the report was brought that the Germans had entered the city and begun to pillage the dwellings, and outrage the unarmed citizens.

6. The commander of the city consented to admit the English troops so that they might stop the pillage, on the promise of Lord Peterborough to finish the capitulation afterward.

7. The beautiful city was nigh to destruction. It had a noble cathedral with beautifully-painted windows. There was also a grand palace where the archives of the old kingdom of Aragon were preserved, and one of the largest and handsomest theaters in Spain. The city had charming promenades, particularly the *rambla*, and the walk round the ramparts. It had libraries and colleges and seminaries.

8. The English found the Germans carrying on the work of destruction. They forced them to give up their booty, and to retire. They restored quiet and order to the city.

9. Lord Peterborough then returned to the gate and signed the capitulation.

THEME.—*The Good Brother.*

1. The son of a rich merchant in London, gave himself up to every kind of excess.

2. A large city abounds in vice. The young, who

are not on their guard, are exposed to temptation on every side.

3. The father at length died, having sought in vain to reclaim his son, and having in consequence disinherited him.

4. The prodigal was so affected on hearing of his father's death, that he repented of his vices and reformed.

5. True repentance never murmurs at just retributions. The reformed prodigal hears of his father's will disinheriting him, without any dissatisfaction or complaint, admitting that he deserved it.

6. A younger brother, who had become sole heir to the father's estate, on hearing of his brother's reformation and good behavior, sent for him, and embracing him tenderly, admitted him to the full share of the estate which he had forfeited.

§ 307. The Law of Selection in Narration requires that such periods of time or such stages of the event narrated be taken as will best exhibit the theme.

OBSERVATION.—We can not, in words, represent any thing as actually changing. We can not represent the actual spreading of the flame, or the actual growing of a tree; or the actual changing of a person or of a nation. All we can do is to select some periods or some stages of the event in its progress, and indicate the theme as it is at each of those several successive changes. To select such of these stages as will best exhibit the theme will often require study and skill. Here will lie, indeed, perhaps the chief art of the narrator. He must select the most significant stages, and if any thing that is not so essential to the full understanding of the theme seems in any way desirable for the clearness and interest of the narrative, it must be introduced incidentally, in passing, or in subordination to the more significant stages.

In the exercises that immediately follow, the faults in respect of Selection are to be corrected, not always by omitting entirely the stages enumerated that are less significant, but by connecting them as incidents with such as are more

significant. The corrected example will have fewer leading stages indicated, and the less significant incidents will be placed in the proper connection with them.

§ 308. EXERCISES. *Correct the faults in Selection in the following narratives:—*

THEME.—*The Story of Regulus.*

1. The Carthaginians had made Regulus prisoner of war.

2. They treated him with great cruelty, loading him with chains, and imprisoning him in a dungeon.

3. They kept him thus nearly four years.

4. Having at length been conquered in important battles, both on sea and on land, in which they lost many of their best officers and soldiers, they were desirous of peace.

5. They took Regulus from his prison to send him to Rome to propose a peace, or at least to effect an exchange of prisoners.

6. Regulus was required to promise that he would return to his prison in case he should not be successful.

7. The Roman Senate were glad enough to submit to the terms, that they might recover so noble a citizen as Regulus.

8. Regulus advises them to continue the war, as Carthage was nearly exhausted, and by no means to consent to an exchange of prisoners, as the best of the Carthaginian officers were captives at Rome, while there were only a few Romans held at Carthage, and they were advanced in age and could be of but little service in the city.

9. His counsels prevail.

10. Regulus returns at once to Carthage.
11. He does not tarry to take leave of his family and friends, lest he should be dissuaded from his purpose.
12. He knew he should be put to the severest torture on his return.
13. He died under the most barbarous and the cruellest tortures.

THEME.—*Life of Admiral Anson.*

1. George Anson was born in Staffordshire, England, April 23, 1697.
2. He gave himself up from his boyhood to the naval service.
3. When commanding a frigate armed by his mother's kindred, he was pursued by two corsairs, but escaped, notwithstanding the inferiority of his force and the fury of a terrific storm.
4. The king was informed of the valor of the young sailor, and made him captain of a vessel-of-war of sixty guns.
5. England declared war against Spain in 1739, and sought to take from that country its western islands.
6. Anson was sent with six vessels, carrying a crew of about fourteen hundred men.
7. He was so much delayed in his departure that he did not reach Cape Horn till the spring equinox of 1740.
8. Only two vessels and one shallop now remained to him; the rest having been driven off or foundered in the tempestuous sea.

9. Anson repaired his two vessels in the island of Juan Fernandez.
10. He then attacked the city of Païta, the richest Spanish city in South America.
11. He took Païta in November, 1741, and reduced it to ashes, carrying away a large amount of booty.
12. He then sailed for the Ladrones with the Centurion, the only ship remaining to him that was seaworthy.
13. He lost two-thirds of his crew by the scurvy.
14. The neighborhood of the Spanish compelled him to go to Macao, where, in 1742, he refitted his ship.
15. Some days after he met a Spanish vessel, richly freighted, and carrying a superior force to his own; he attacked it, and took it a prize back to the harbor he had left.
16. He received great honors, in consequence, from the Viceroy of Macao.
17. He returned by the Cape of Good Hope, and landed in England, June 4, 1744, after a voyage of three years and a half round the globe.
18. He carried his spoils to London in thirty-two wagons, accompanied by drums and trumpets, and the shouts of the people.
19. He obtained the title of Rear Admiral of the Blue the same year; and soon after, that of Rear Admiral of the White.
20. He afterward engaged, off Cape Finisterre, a French squadron of six vessels-of-war and four other vessels returning from the East Indies.
21. The battle was obstinate on both sides.

22. The French commander surrendered, saying to Anson: "You have conquered the Invincible, and Glory follows you." These were the names of two of the French vessels.

23. Anson was made Vice Admiral of England in honor of this victory; and afterward first Lord of the Admiralty.

24. In the war with France in 1755, Anson was charged with protecting an invasion of that country by the English forces.

25. He discharged his trust with great heroism.

26. Exhausted by the fatigues and exposures of a voyage in 1762, he died at London a few days after his return.

§ 309. The Law of Method, in Narration, requires, 1, that the order of time be strictly followed; and 2, that the less significant stages of the event be grouped with the more significant stages with which they are connected in time.

OBSERVATION.—The second part of this Law of Method has been in part anticipated, in presenting the law of Selection. The leading stages should be selected first, and the less important then be taken and connected with the others. While much care and study may be required in the selection to determine what are the leading stages, as well as then to determine what less important stages shall be presented, there will still be care requisite in placing each in its due order of time. This is indispensable to correct narration.

§ 310. EXERCISES. *Correct the faults in Method in the following outlines of narratives:—*

THEME.—*The Life of a Tree.*

1. The stage of seed.
2. The branching from the main stalk.

3. The sprouting of the seed in the earth, and the rooting of the germ, followed by the upward shooting of the stem.

4. The similar starting of leaf and finally of flower, which is followed by the fruit.

5. The deposit in the earth of the new seed from the fruit.

6. The growth of the buds into large boughs with their branches.

THEME.—*The Death of Thomas More, Chancellor of England.*

1. More refused to recognize Henry VIII. as supreme head of the church. He was for this deprived of his dignity, and thrown into prison.

2. He was condemned to suffer death by the severest torture.

3. His books, which were his only consolation, were taken from him.

4. His friends exerted themselves to the utmost to induce him to yield to the king; but without success.

5. The king commuted his sentence to suffer beheading instead of torture.

6. At the foot of the scaffold he asked a man to aid him in ascending, that he might have the satisfaction of ever remembering he had rendered the martyr the last kind service.

7. When he laid his head on the block, he asked the executioner to arrange his long beard so that it would not be cut by the ax. When the executioner expressed astonishment that he should be so anxious to preserve his beard just at the moment he was to lose his

head; he replied that he asked this, not for his own sake, but for the executioner's, who might be accused of ignorance of his duty if he cut off the beard when he was charged to cut off only the head.

8. The same firmness and tranquillity he showed in prison when his wife conjured him to obey the king, and save his life for the comfort of his children.

9. When he received the mortal blow, he was equally calm and firm.

§ 311. The Law of Completeness, in Narration, requires that all the periods or stages of the event necessary to represent the theme be exhibited.

§ 312. EXERCISES. *Correct the faults in respect of Completeness in the following outlines :—*

THEME.—*The Life of Joseph.*

1. Joseph was the eldest son of Rachel.
2. At the age of seventeen he was sent by his father to inquire after his brethren, who were pasturing their flocks at Dothan, near Shechem.
3. He was afterward in Egypt, where he interpreted Pharaoh's dream, and was rewarded by being made governor of the land.
4. He received his father in time of a severe famine in the land of Canaan, and provided food and a settlement in Egypt for his whole family.
5. His remains were carefully taken by the Israelites, at the time of their exodus from Egypt, and buried in the land of promise.

THEME.—*History of the Creation.*

1. The creation of light.
2. The setting of the firmament.
3. The production of the vegetable kingdom.
4. The placing of the sun, the moon, and the stars.
5. The creation of birds.
6. The creation of man.

§ 313. WRITTEN EXERCISES IN NARRATION.

1. State in order the several objects recollected to have been noticed in returning home from school yesterday.
2. Write down in order the studies pursued last year.
3. Write down in order the occupations during yesterday.

Write out in order the leading incidents in the
 Life of Moses;
 Of Daniel;
 Of Demosthenes;
 Of Julius Cæsar;
 Of Columbus;
 Of George Washington;
 Of Napoleon the Great;
 Of William Pitt;
 Of William Cowper.

Mark out into periods the
 Life of David, the King of Israel;
 Of Alfred the Great;
 Of Chaucer;

Of Robert Burns;
 The History of the Jews;
 The History of Rome;
 The History of England;
 The History of the United States of America.

Write out in order the leading stages—

In the progress of Creation;
 In the life of a Bird;
 In the life of the Butterfly;
 In the life of Man.

Narrate the following themes:—

1. Recollections of the incidents of last vacation;
2. Experiences of the last year;
3. The Exile of Siberia;
4. The Story of Pocahontas;
5. The Story of Damon and Pythias;
6. The Story of William Tell;
7. The Life of Lady Jane Grey.

CHAPTER III.

DESCRIPTION.

§ 314. DESCRIPTION is the explanation of an object of thought regarded as a substance.

OBSERVATION.—The parts of an object of thought regarded merely as a substance are the attributes which belong to it and make it what it is, or the parts of space which it occupies. When we describe an object, accordingly, we mention the attributes of which it is composed. We describe an *orange*, for instance, when we mention, one by one, its attributes of form, color, taste, which are essential properties. We mention also, if necessary for completeness in order to accomplish what we seek in the description, the relative attributes, as those to place,—the particular localities where it grows; or to time,—the season of its ripening; and also to other things—the tree which bears it, the things or persons which may be benefited by the use of it.

§ 315. The Law of Unity in Description requires two things:—

1. That there be but one object or theme to be described.
2. That the theme be presented only by its attributes.

OBSERVATION.—In interpreting this law it should be borne in mind that it applies only so far as description occurs in an explanation, and, indeed, strictly speaking, only where description is the one process. Even where the explanation is effected by this process of describing, that is, by naming the attributes of the theme, it is often desirable or necessary to bring in narration. Just so in narration, it is often necessary to describe. But the law of unity requires that one or the other of the two processes be made the governing one, and the other be kept subordinate. As, for instance, in describing an *orange*, the heads of the description must be the attributes; as, *round, yellow, juicy, sweet, aromatic; growing in warm countries; ripening in Sicily in December and*

January, etc. If any thing of narrative should be introduced, as of its origin, propagation, and the like, or of rhetorical division, as into the kinds, varieties, etc., these processes must be introduced only in an incidental and subordinate way. While it is true, therefore, that these different processes are often and, indeed, are more commonly united in the same essay or discourse, it should ever be remembered that one or the other must be made the governing process and the parts which it prescribes must give the leading heads. Further, so far as narrative or description is brought in subordinatedly and incidentally, each must follow its own laws; just as in any arithmetical process, we may sometimes introduce addition when the problem is one of subtraction, but must always add or subtract according to the rules of addition or of subtraction. The Law of Unity forbids the intermingling of the parts of place and the attributes of the theme. One or the other of these kinds of parts must be taken as the leading or governing heads or divisions of the essay. But there will be no objection to making one kind the governing principle and then introducing the other as subordinate. Thus in the description below of the anchor, each part may be described by its attributes. The stock, for example, may be described—1, as straight; 2, cylindrical, but swelling at the middle; 3, iron or wood; 4, placed in the same plane as the arms.

§ 316. EXERCISES. *Correct the faults in respect of unity in the following outlines of Description:—*

THEME.—*The Apple.*

1. It is roundish, varying in color from green and yellow to reddish, fragrant, pulpy, and juicy.
2. It is supposed to be a native of Palestine; but it is now worthless as a fruit in that country.
3. The apple-tree is a hardy tree, with a spreading head, and is propagated from the seed.
4. The apple is one of the most valuable of fruits. It is wholesome, nutritious, cooling, and laxative.
5. It thrives in temperate regions, in all soils, if not too dry.
6. It ripens from June to November.
7. There are many varieties.

THEME.—*The State-House.*

1. It is built of brick, stuccoed.
2. It is oblong, with porticoes at the ends.
3. It was built many years since by the State, under the direction of an architect who seemed to have regarded outward form more than internal convenience.
4. It has been used by the legislature, by courts of law, for meetings of the citizens, for barracks for troops during war.
5. It stands on one side of the park, easily accessible from the street.
6. It is of the Doric order.
7. It has suffered greatly from the elements.

§ 317. The Law of Selection, in Description, requires that such attributes of the theme, or such parts of space be taken as will best accomplish the object of the description.

OBSERVATION.—Generally, it will be unnecessary, if not impossible, to enumerate all the attributes of the theme. Some of the important and even essential attributes may already be known to the mind or minds which we are addressing; it would be superfluous to make a formal exhibit of such. In these general exercises in training, the pupil should go over all the classes of attributes one by one, and carefully inquire what attribute there may be in each class which should be named for the purposes of the description.

§ 318. EXERCISES. *Correct the faults in respect of Selection in the following outlines:—*

THEME.—*The Church Bell.*

1. Weight, 1,200 pounds.
2. Suspended on a yoke which is made to turn round by a rope over a large wheel.

3. Inscribed with the date at which it was cast, and with the names of the makers.
4. Shrill-toned and musical; but the tongue or clapper often lies on the side of the bell and deadens the sound.
5. The edge is thin and smooth.
6. The color is dull.
7. It is rung for all church occasions; for public meetings of the citizens; for alarms; and every day at noon, and at nine o'clock in the evening.

THEME.—*The Amazon.*

1. The largest river of the globe.
2. Nearly 4,000 miles in length.
3. At a distance of 2,325 miles from the sea, it is three-fourths of a mile wide; and at its mouth one hundred and eighty miles.
4. Its depth at the mouth is three hundred and twelve feet.
5. The banks are steep.
6. Its current is from one to nearly four miles an hour.
7. The tides rise with almost inconceivable rapidity, presenting, sometimes, a wave twelve or fifteen feet high; the roar is heard five or six miles.
8. It abounds with fish.
9. The shores are lined by forests filled with beasts of prey.
10. The shores swarm with alligators.
11. There are no falls to interrupt navigation, except near the sources.
12. It has few bayous.

13. During the rainy season it overflows its banks, although high, and submerges the land for hundreds of miles in extent.

14. It is connected with the Orinoco through the Rio Negro.

§ 319. The Law of Method in Description requires:—

1. That, if the theme be described in respect of the parts of place which the object fills, these parts be arranged according to their nearness to one another; and

2. That if the theme be described through the attributes, that these attributes be presented in the order of the classes to which they respectively belong.

OBSERVATION.—It is very plain that if the description skip over from one part of the place occupied by the object to another, there must be confusion and obscurity. It is necessary to begin with one part, and then proceed to the next adjacent, and so on through the whole. It will be observed that the parts of place may be designated by proper local attributes; as, *upper, lower; top, bottom*, etc.; or by the parts of the object, as in the exercise below on the theme—the anchor—the parts are the ring, arms, etc.

In the same way, if the description proceed by the mention of the attributes, these attributes must be presented by the classes to which they belong, the Qualities by themselves, and the Actions by themselves, and so of the Conditions and the Relations. This is the general rule. But inasmuch as the same attribute may often be regarded as a quality or as an action, and as consequently language does not always furnish words to distinguish them, only the more general rule can always be observed, that the Properties should not be intermingled with the Relative Attributes. Generally the Properties should precede and the Relative Attributes follow. In describing the orange, we mention first the properties of form and color, and afterward the uses. Further, in order to present the theme itself, so that it may be readily understood what it is, it may be expedient sometimes to *place* the object, that is, state at the outset when and where it is. Thus, in proceeding to describe the Amazon, we may at once indicate it as a river in South America; or, in describing the Coliseum, we may begin by mentioning it as a structure, now in ruins, in Rome. But in

the earlier exercises in Composition it will be best to follow the general rule strictly. Moreover, as in Narration, it will at first be best simply to note down in order the attributes without filling out the essay; in other words, simply write out the outlines, numbering them in order.

§ 320. EXERCISES. *Correct the faults in method in the following outlines of Description :—*

THEME.—*A Fir Cone.*

1. Cylindrical and conical;
2. Brown;
3. Covered with scales;
4. Fragrant;
5. Seeds at the base of the scales;
6. Scales arranged like tiles;
7. Inflammable.

THEME.—*A Watch-Crystal.*

1. Transparent;
2. Circular;
3. Brittle;
4. Thin;
5. Useful for protection from dust and damp;
6. Convex on the outside and concave inside.

THEME.—*An Anchor.*

The parts in a space are :—

1. The ring;
2. The arms;
3. The stock;
4. The flukes;
5. The shank.

§ 322. The Law of Completeness in Description requires that all the parts of place, or all

the attributes necessary to give the full information desired be presented.

§ 322. EXERCISES. *Correct the faults in respect to Completeness in the following outlines :—*

THEME.—*A Needle.*

Its parts are: 1. An eye; 2. A sharp point.

Its attributes are: 1. Steel color; 2. Bright; 3. Brittle; 4. Of steel; 5. Used for sewing cloth and leather.

THEME.—*Sugar.*

1. When raw, brown.
2. Granulated.
3. Soluble.
4. Produced by boiling the juice of the sugar-cane.
5. Good for seasoning many kinds of food.
6. Healthful.

§ 323. EXERCISES. *Describe, by enumerating the parts of place occupied by the object or the parts of the object itself, the following themes :—*

1. An acorn;
2. A candle;
3. A bird;
4. An oyster;
5. A church;
6. The eye;
7. A shoe;
8. A table;
9. Mount Vesuvius;
10. Malta.

Describe, by mentioning their attributes, the following themes:—

1. A grape-vine leaf;
2. An apple;
3. A sponge;
4. Tea;
5. Vinegar;
6. The lion;
7. The colossus of Rhodes;
8. The Parthenon at Athens;
9. The Tiber;
10. Mount Etna.

Describe the following Themes:—

1, A pin; 2, A key; 3, A balance; 4, Oil; 5, Vinegar; 6, Cork; 7, A bee; 8, A snail; 9, The ear; 10, The violet; 11, George Washington; 12, Socrates; 13, The true patriot; 14, Arithmetic; 15, History; 16, Avarice; 17, Contentment; 18, A wise life; 19, Chivalry; 20, The British Parliament; 21, The Government of the United States.

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