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A

GRAMMAR

OF THE

ENGLISH LANGUAGE.

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PREFACE.

SINCE there are already numerous works on the "Grammar of the English Language," not one of which is entirely without merit, the question may well be asked why another should be added to the number.

Perhaps the best reply to this inquiry will be to specify those characteristics which, the authors hope, will recommend this book to the favorable consideration of their fellow-teachers and of all others interested in the cause of education.

They trust that the work will be found, on examination, to be plain and practical, to be simple in its outlines and in its details, and to be adapted equally to the class-room and to the study. Such at least is its design; and, with this constantly in view, the authors' aim has been to pursue a course midway between the extremes of prolixity and conciseness. They have desired to say *just enough* to make the subject plain,—further to explain that *enough* by examples and models,—and still further to enforce it by numerous exercises involving the principles which those exercises are designed to illustrate.

They have desired, by simplicity of arrangement, by clearness of statement, by the avoidance of unnecessary words, and by the absence of theories and speculations, to create in the mind of the pupil a consciousness that the principles of the language are not beyond his comprehension, and that he can master each principle and its application as it comes before him.

The usual division of Grammar into four parts is followed; and each is treated of before the introduction of the succeeding part, because it is believed to be the experience of the best teachers that the pupil can acquire a knowledge of the subject more easily and more thoroughly by having his attention directed to but one thing at a time.

In order to render the work thoroughly progressive, nothing is anticipated when anticipation can possibly be avoided; and no part, or division, or subdivision, is introduced, without explanation or some reference by which the mind of the pupil is prepared for its reception, until the portion under present consideration has been thoroughly treated. Thus the pupil is enabled to advance intelligently; and the teacher enjoys the satisfaction of knowing that his pupils understand what they are learning.

In Orthography are given a simple explanation of the nature and of the classes of letters, and the most important rules for spelling simple, derivative, and compound words.

In Etymology, the different parts of speech are given; their nature is explained; and their various uses and applications are illustrated. The nomenclature and the arrangement of the tenses now becoming general, have been adopted; and the names of the participles given by Mr. Goold Brown have been used, because they are considered to be such as the nature of the participles requires,—the most logical, and therefore the best.

Syntax is introduced with explanations of sentences and of their different kinds and forms,—in which the ideas of simple, complex, and compound are kept prominent, as in the treatment of words. A division of this part into Analysis and Synthesis is then made. The portion assigned to Analysis, including the models and exercises, occupies about twenty pages; the design being to present a practical outline of all that is necessary to a complete understanding of the subject. Under Synthesis, the Rules of Syntax, with accompanying notes and exercises, are given in a form well adapted to didactic instruction. Although the analysis of sentences is regarded as of paramount importance, it has been left to the discretion of the teacher whether parsing and analysis shall be taught together, or whether they shall be taught separately; each forms a distinct subject, but both are so arranged that any point in either may be readily consulted.

Punctuation is given under Syntax, because it is intimately connected with sentences, modifying their meaning to a very great extent. For the same reason, Figures have been introduced under the same head.

Prosody, as its definition and use require, treats only of verse and of the quantity of syllables, of accent, and of the laws of versification.

With this brief summary, and with thanks to those teachers and others who have offered suggestions, the authors send forth their work, hoping that it may be favorably received, where other books, more voluminous or of a less practical character, have proved unsatisfactory.

An elementary work, designed as an introduction to this, is now in course of preparation.

PHILADELPHIA, July 3, 1866.

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A

GRAMMAR

OF THE

ENGLISH LANGUAGE.

GRAMMAR is the science which treats of the correct use of language.

Science means the principles of some branch of knowledge arranged according to a regular system or order.

Language is the means by which human beings express their thoughts. Language is either *spoken* or *written*.

ENGLISH GRAMMAR is the science which treats of the correct use of the English language, both in speaking and in writing.

English Grammar may be divided into four parts;—ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

Orthography treats of *Letters*, and teaches how to spell correctly.

Etymology treats of *Words*, teaches how to classify them, and shows their changes of form and meaning.

Syntax treats of *Sentences*, and teaches how to construct them from words.

Prosody treats of *Verse*, and teaches how to arrange words according to the principles of Versification.

PART FIRST.

ORTHOGRAPHY.

ORTHOGRAPHY treats of *Letters*, and teaches how to spell correctly.

Letters are particular marks or signs used to represent certain sounds of the human voice.

The sounds of all words in the English language can be represented by different combinations of the twenty-six letters in its alphabet.

CLASSES OF LETTERS.

Letters are divided into two classes; Vowels and Consonants.

A **Vowel** is a letter which represents a simple, perfect sound; as, *a, e, o*.

A **Consonant** is a letter which represents a sound which can be perfectly made only with the aid of a vowel; as, *f, k, j*.

VOWELS.

A **Vowel** is a letter which represents a simple, perfect sound.

The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

W and *y* are vowels when they end a word or a syllable, or are followed in the same syllable by a vowel which is not sounded; as in *snow, lowly, dye*. In all other positions they are consonants.

All the other letters are consonants.

EXERCISE.—Mention the *vowels* and the *consonants* in the following words, and give the reasons:—Animal, muslin, grammar, thousand, mountain, happiness, board, school, arithmetic, December, bread, wonder, beware, dwell, youth, destiny, myrtle, sympathy, knowledge, lawyer, strength, journey, phlegm, plague, weigh.

DIPHTHONGS AND TRIPHTHONGS.

When two vowels are used to represent one sound, they form what is called a Diphthong; as *oa* in *load*; *oi* in *voice*.

There are two kinds of diphthongs; Proper and Improper.

A **Proper Diphthong** is one in which both vowels are sounded; as, *ou* in *mouse*; *oy* in *joyful*. There are four proper diphthongs; *oi, ou, oy, and ow*.

An **Improper Diphthong** is one in which but one of the vowels is sounded; as, *ea* in *beat*; *eu* in *neuter*.

When three vowels are used to represent one sound, they form what is called a Triphthong; as, *eau* in *beauty*; *iew* in *view*.

There are two kinds of triphthongs; Proper and Improper.

A **Proper Triphthong** is one in which all three vowels are sounded; as, *uoy* in *buoy*.

An **Improper Triphthong** is one in which but one or two of the vowels are sounded; as *eye*, and *ieu* in *lieu*. The principal improper triphthongs are, *ieu, eau, iew*.

The consonant *q* is always followed by *u*; when so placed, *u* is never considered as part of a diphthong or a triphthong.

EXERCISE.—Mention the *proper* and the *improper diphthongs* and *triphthongs* in the following words, and give the reasons:—Moaning, employ, outset, beauty, though, plough, review, chair, growling, lieu, slaughter, news, learn, coast, thief, loud, buoy, quoit, eye, gracious, herbaceous, outlie, broad, heroes, receive, ocean, beaus.

CONSONANTS.

A **Consonant** is a letter which represents a sound which can be perfectly made only with the aid of a vowel.

The consonants are divided into two classes; Semi-vowels and Mutes.

Semi-vowels are letters which can be imperfectly sounded without the aid of a vowel; as, *c, f, v, y*.

They are *c* soft, *f, g* soft, *h, j, l, m, n, r, s, v, w, x, y*, and *z*.

C has its soft sound (the sound of *s*) before *e, i*, and *y*; before other letters it has the sound of *k*.

G has its soft sound (the sound of *j*) before *e, i*, and *y*; there are, however, some exceptions.

Four of the semi-vowels, *l, m, n*, and *r*, are called *Liquids*, on account of their smooth and flowing sound.

Mutes are letters which can not be sounded without the aid of a vowel; as, *p, q, t, k*.

They are *b, c* hard, *d, g* hard, *k, p, q*, and *t*.

SYLLABLES.

A **Syllable** is a letter or a number of letters, which, when uttered, form one sound; as, *far, a-far, com-mence*.

A syllable may be either a word or a part of a word; it always contains a vowel,—or, when spoken, a vowel sound.

WORDS.

A **Written Word** is a letter, or a number of letters properly combined, used as the sign of some idea; as, *I, day, army*.

A **Spoken Word** is a sound, or a combination of sounds, used to express some idea.

Words are named according to the number of syllables which they contain.

A word which contains one syllable is called a **Monosyllable**; as, *truth*: one which contains two syllables is

called a **Dissyllable**; as, *truthful*: one which contains three syllables is called a **Trisyllable**; as, *untruthful*: one which contains more than three syllables is called a **Poly-syllable**; as, *untruthfulness, incomprehensible*.

DIVISION OF WORDS.

Words are divided according to their formation into Simple, or Compound; Primitive, or Derivative.

A **Simple Word** is one which is not formed by uniting two or more words or parts of words; as, *hand, paper, father*.

A **Compound Word** is one which is formed by the union of two or more simple words; as, *hand-machine, newspaper*. The words forming a compound are sometimes connected by the hyphen (-); as, *father-in-law*.

A **Primitive Word** is one which is formed from no other word, and is in its first or simplest form; as, *sin, wind, lady*.

A **Derivative Word** is one which is formed from a primitive word by some change, or by prefixing or suffixing another syllable or word; as, *sinful, windy, lady-like*.

EXERCISE.—Tell to which of the above divisions each of the following words belongs, and give the reason:—Breakfast, fleetness, spice, lover, within, uneasiness, self-taught, teach, statesman, write, movable, president, circle, prison-ship, copying, useful, store-house, citizen, chief, harmed, certain, pret, penman, outlaw, evergreen, star-gazer.

SPELLING.

Spelling is the art of combining letters properly, to form syllables and words. This art is best learned from spelling-books, dictionaries, and from habits of observation in reading.

RULES OF SPELLING.

MONOSYLLABLES.—1. The final letter of a monosyllable ending with *f, l*, or *s*, preceded by a single vowel, is doubled; as, *muff, bill, moss*.

2. The final letter of a monosyllable ending with any other consonant is not doubled; as, *bar, rag, rod*.

EXCEPTIONS.—*Clef, if, of, nil, sol; as, gas, has, was, yes, his, is, us, pus, thus; ebb; add, odd; egg; inn, bunn; burr, err; butt; buzz, fuzz.*

EXERCISE.—Apply the rule for spelling each of the following words, and correct all false orthography:—*Mil, uss, eg, hass, clef, carr, tel, fiz, fil, ad, nodd, pas, fuz, pur, mis, was, robb, hill, war.*

DOUBLING THE FINAL CONSONANT.—1. The final consonant of a monosyllable, or of a word accented on the last syllable ending with a single consonant preceded by a single vowel, is doubled on receiving a suffix beginning with a vowel; as, *hot, hotter; occur, occurring; transfer, transferring.*

2. The final consonant is not doubled, if it is not preceded by a single vowel, if it is preceded by one or more consonants, or if the accent is not on the last syllable; as, *toil, toiling; sound, sounded; differ, different.*

Final *x* is never doubled, being equivalent to the two consonants *ks* or *gz*; as, *fix, fixed; tax, taxing.*

The spelling of derivatives from words ending with single *l* is variable. Some writers double the *l* even in words not accented on the last syllable; while others strictly follow the rule. It is preferable to follow the general rule; as, *travel, traveler.*

EXERCISE.—Apply the rule in forming each of the following words:—Suffix *ed* to *tap, tax, incur, inter, retreat, enter; ing* to *sound, acquit, recruit, shed, drip, shoot; er* to *cool, loud, work, mix, labor; ist* to *novel, art, algebra, humor; ent* to *excel, depend, concur.*

FINAL *E*.—1. In words ending with silent *e*, *e* is generally omitted on receiving a suffix beginning with a vowel; as, *move, movable; love, loved; able, abler.*

In words ending with *ce* or *ge*, *e* is retained before terminations beginning with *a*, *o*, or *u*, in order to preserve the soft sounds of *c* and *g*; as, *trace, traceable; courage, courageous.*

In words ending with *ie*, *e* is omitted and *i* changed into *y* before the termination *ing*, in order to prevent the doubling of *i*; as, *tie, tying; belie, belying.*

E is retained in *dye, singe, springe, swinge, tinge, hoe, shoe*, and *toe*, before the termination *ing*; as, *dye, dyeing; shoe, shoeing.*

2. In words ending with silent *e*, *e* is generally retained on receiving a suffix beginning with a consonant; as, *dire, direful; care, careless.*

The following words are exceptions:—*Abridgment, acknowledgment, argument, judgment, duly, truly, awful, nursling, wisdom, wholly.*

EXERCISE.—Apply the rule in forming each of the following words:—Suffix *ing* or *ed* to *rage, untie, hoe, die, dye, sing, singe, budge; able* to *service, manage, peace, charge, notice, change; ible* to *force, sense, reverse; ment* to *refuse, commence, advance, induce; ly* to *wide, safe, rude, sage, eager.*

WORDS ENDING WITH *Y*.—1. In words ending with *y* preceded by a consonant, *y* is changed into *i* on receiving one or more suffixed letters or syllables; as, *try, tries; lively, liveliest.*

Y is not changed into *i* before the termination *ing*; as, *dry, drying; rely, relying.*

2. In words ending with *y* preceded by a vowel, *y* is retained on receiving one or more suffixed letters or syllables; as, *money, moneys; joy, joyful; pay, payable.*

Paid from *pay, laid* from *lay, said* and *saith* from *say, staid* from *stay*, and *daily* from *day*, are exceptions.

EXERCISE.—Apply the rule in forming each of the following words:—Suffix *ed* to *pry, deny; ee* to *lady, dry, fancy, try; ly* to *greedy, lazy, day, hungry, steady; ing* to *rely, ally, cry, defy, enjoy, pay, obey; ish* to *boy, gray; ed* to *convey, employ, waylay, prepay.*

WORDS ENDING WITH A DOUBLE LETTER.—In words ending with any double letter except *ll*, the double letter is retained on receiving a suffix which does not commence with the same letter; as, *puff, puffing; careless, carelessly.*

EXERCISE.—Apply the rule in forming each of the following words:—Suffix *ing* to *witness, purr, buzz; ly* to *full, stiff; ee* to *pass, dress, moss; est* to *tall, dull, gross.*

COMPOUNDS.—In compound words, the simple words from which they are formed are generally spelled in the same manner as when alone; as, *scoop-net, blue-eyed, paymaster.*

In words ending with *ll*, one *l* is often dropped when forming part of a compound or derivative word; as, *all, also; till, until; except allspice*, and a few others.

EXERCISE.—Apply the rule in forming each of the following words:—
Suffix *full* to *sin*, *cup*, *play*; prefix *all* to *mighty*, *so*, *ways*, *spice*. Write compounds from *pen* and *knife*; *heart* and *felt*; *eye* and *sight*; *salt* and *cellar*. Form and write ten other compounds.

GENERAL EXERCISE I.—Apply the rules in the correction of the following words:—

Spil, expresing, staf, stifness, joiful, od, holyness, arriveal, cryed, novellist, dramer, payed, thiner, beatting, wholcly, shamefull, carpeting, dicing, mixxing, poundded, chargable, hoing, eying, bel-ringer, sprigy, counsellor, biassing, acquiting, recruiting, boiled, inference, mouthfull, peacable, hotest, judgement, impeled, defyed, allso, steadily, untill, noticable, inducement, studys, vallies, ceasless, wittily, wellfare, brutcish, moveable, armys, reasonner, senseible, benefitted.

GENERAL EXERCISE II.—Correct the spelling in the following sentences, and apply the rule for each correction:—

Artfull practices should be avoided. Never expect to obtain true happiness without virtue. The vallies among those cheerles mountains are not often visited by the raics of the sun. I can not go untill the expres-train shall have arrived. The surly fellow answered gruffly to my playfull remark. The soldier displaid great courage on the battle-field. The armys were well supplied with wholsome food. The arguement of the lawyer proved the shamefull conduct of the prisoner. Bad beginings somtimes end in succes. The roguish boies were caught scalling the neighbor's apples.

We can not injure others without injureing ourselves. The committee refused to sign the bill which was refered to them. The recruiting officer acquitted the soldier of the charge of desertion. Although he was the humblest of the unhappy queen's followers, yet he remainned faithful untill the last moment. Our chinnies are very smokey in windy weather. As he payed no attention to his speling he wass unable to rise in his clas. Be careful to shunn the company of the silly and viceious. A spent bal wounded two officers of his staf while standding near him. The battle which followed was one of the bloodyest of the warr.

Truthfullnes is better than mere refinement of manners. His palness was attributeable to his excessive fright. Dayly newspapers were a great rarity a hundred years ago. Delaies are usualy dangerous. The culprit was relieved of his handcufs. Flocks of wild turkies are now seldom seen. The sualer of the two books is to be prefered. Clouds envelopped the tops of the mountains. This gloryous news has fulfilled our highest hopes. You are inexcusable for makeing such mistakes as these. Carlesuccs is always deservng of censure.

PART SECOND.

ETÏMOLOGY.

ETYMOLOGY treats of *Words*, teaches how to classify them, and shows their changes of form and meaning.

Words are Classified, Inflected, and Derived.

To **Classify** words is to arrange them in classes according to their meaning and use. (See below.)

To **Inflect** words is to change their forms, so as to show their relations to other words. (See pages 31, etc.)

To **Derive** words is to trace them from their primitive forms and meanings.

All that is at present necessary to be known of the origin and of the different forms of words, has been given under "Divisions of Words." (See page 13.) Further information must be gained from books on this subject, as it can not be fully treated of in grammar.

CLASSES OF WORDS.

Words are divided into nine classes, called *Parts of Speech*.

The *Parts of Speech* are the **NOUN**, the **PRONOUN**, the **ARTICLE**, the **ADJECTIVE**, the **VERB**, the **ADVERB**, the **PREPOSITION**, the **CONJUNCTION**, and the **INTERJECTION**.

DEFINITIONS OF THE PARTS OF SPEECH.

A **Noun** is a word used as the name of any thing; as, *Washington*, *country*, *beauty*, *soul*.

A **Pronoun** is a word used in place of a noun; as, "Henry loves *his* books; *he* studies *his* lessons well."

An **Article** is the word *the*, or *a* or *an*, which is placed before a noun to limit its meaning; as, *The* star; *a* house; *an* insect.

An **Adjective** is a word used to describe or limit a noun or a pronoun; as, A *sweet* apple; *many* books; "He is *good*."

A **Verb** is a word used to assert action, being, or state; as, "James *runs*."—"He *does* nothing."—"He *is* a good boy."—"He *sleeps*."

An **Adverb** is a word used to qualify a verb, an adjective, or another adverb; as, "He is *very* industrious, and advances *rapidly* in his studies."

A **Preposition** is a word placed before a noun or a pronoun to show its relation to some preceding word; as, "The boy went *with* his father *to* the library."

A **Conjunction** is a word used to connect the words, the parts of a sentence, or the sentences, between which it is placed; as, "He is patient *and* happy, *because* he is a Christian."

An **Interjection** is a word used in exclamation, to express some emotion of the mind; as, *Ha!* *pshaw!* *alas!*

Two or more of these parts of speech are always used in combination to form a sentence; one of these must be a (finite) verb.

A **Sentence**, then, is two or more words so combined as to make complete sense.

Sentences constitute distinct and separate portions of spoken or written language.

Larger portions of written language composed of two or more sentences are called *paragraphs*, *chapters*, etc. One sentence, however, may sometimes constitute a paragraph.

NOUNS.

A **Noun** is a word used as the name of any thing; as, *James*, *Anna*, *boy*, *girl*, *river*, *truth*.

Words used as the names of letters, words, figures, signs, etc., are nouns; as, "*E* is a vowel."—"The *t* is not crossed."—"† indicates addition."—"Good is an adjective."

CLASSES OF NOUNS.

Nouns are divided into two general classes; Proper and Common.

A **Proper Noun** is a word used as the name of a particular object or collection of objects, to distinguish it from others of the same class; as, *John*, *Troy*, *Ohio*, *the Alps*.

A **Common Noun** is a word used as the name of any object or collection of objects of the same class; as, *man*, *city*, *river*, *mountains*.

A noun is called **Complex**, when it is formed of two or more words not united, used together as a name; as, *Dead Sea*, *Chief Justice Marshall*, *Duke of Wellington*.

A noun is called **Compound**, when it is formed of two or more words united, used as a name; as, *statesman*, *landlord*, *man-of-war*.

EXERCISE.—Tell to which *class* each of the following *nouns* belongs, and give the reason:—William Shakspeare, islands, word, North America, July, season, year, Prince Albert, Sir John Franklin, man-eater, army, Potomac, balloon, soldier, adverb, President Monroe, animal, Jew, pathway, the Bahamas, the Jews, foeman.

CLASSES OF COMMON NOUNS.

Common nouns are sometimes divided into four classes; Collective, Verbal, Abstract, and Diminutive.

A **Collective Noun** is a word used as the name of a collection of beings or of things, regarded as a unit; as, *family, herd, class*.

A **Verbal Noun** is a form of the verb which is used as the name of an action or of a state of being. It always ends with *ing*; as, *reading, writing, sleeping*.

A *Verbal noun* is frequently called a *Participial noun*.

An **Abstract Noun** is a word used as the name of a quality belonging to an object; as, *redness, heat, wisdom*. This quality is always considered apart from the object which possesses it.

A **Diminutive Noun** is a word used as the name of an object which is smaller than its primitive; as, *flower, floweret; hill, hillock*.

EXERCISE.—Tell to which class of *common nouns* each of the following belongs, and give the reason:—Teaching, circlet, greatness, flock, leaflet, group, happiness, manikin, school, swimming, globule, swarm, duckling, purity, water, squadron, truth, ignorance, lying, rivulet, streamlet, congress, meeting, coronet, honesty, nation, honor.

PROPERTIES OF NOUNS.

Property, in Grammar, means a peculiar quality belonging to any part of speech.

Nouns have four properties; Number, Person, Gender, and Case.

NUMBER.

Number is that property of a noun which denotes whether one or more than one object or collection of objects are meant.

Nouns have two numbers; the Singular and the Plural.

The **Singular Number** denotes one object, or a collection of objects considered as a unit; as, *desk, bench, nation, flock*.

The **Plural Number** denotes more than one object or collection of objects; as, *desks, benches, nations, flocks*.

FORMATION OF THE PLURAL.

Nouns generally become plural by the suffixing of *s* to the singular; as, sing. *home*, plur. *homes*; *key, keys*; *rose, roses*; *clock, clocks*; *cameo, cameos*.

This rule always applies to nouns ending with *o*, *u*, or *y*, immediately preceded by a vowel; as, *bay, bays*; *trio, trios*; *purlieu, purlieus*.

Nouns ending with *ch* (not sounded as *k*), *s*, *sh*, *x*, or *z*, become plural by the suffixing of *es* to the singular; as, *bunch, bunches*; *gas, gases*; *sash, sashes*; *fox, foxes*; *waltz, waltzes*.

Nouns ending with *y* immediately preceded by a consonant, become plural by the change of *y* into *i* and the suffixing of *es*; as, *study, studies*; *army, armies*.

Some nouns ending with single *f* or *fe*, become plural by the change of *f* into *v* and the suffixing of *es*; as, *life, lives*; *thief, thieves*.

These nouns are *beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, thief, wolf, knife, life, wife*.

Other nouns ending with single *f* or *fe*, become plural by the general rule; but *wharf* has two forms of the plural, *wharfs* and *wharves*.

Nouns ending with *ff*, become plural by the general rule; as, *muff, muffs*; but *staff*, meaning a cane, has *staves* for the plural; its compounds, however, become plural by the suffixing of *s* only; as, *flag-staffs, distaffs*.

Nouns ending with *o* preceded by a consonant, differ in the formation of the plural. Some become plural by the suffixing of *es*; others by the suffixing of *s* only: the former mode is preferable.

The following become plural by the suffixing of *es*: *barricado, bravado, buffalo, calico, cargo, desperado, echo, flamingo, hero, mango, manifesto, motto, mulatto, negro, potato, stiletto, tomato, tornado, virago*, and a few others.

The following commonly become plural by the suffixing of *s* only: *armadillo, canto, cento, duodecimo, grotto, halo, junto, memento, octavo, piano, portico, quarto, rotundo, salvo, sirocco, solo, tyro, zero*, and a few others.

When proper nouns become plural they follow the analogy of common nouns: as, *William, Williams*; *Adams, Adamses*; *Carolina, Carolinas*; *Cato, Catos*.

The formation of the plural of proper nouns ending with *y* preceded by a consonant, is not settled. Some writers suffix *s* to form the plural; others follow the rule for common nouns; as, *Henrys* or *Henries*; *Marys* or *Maries*: the latter mode is preferable.

EXERCISE.—Spell the plural of each of the following nouns, and give the rule:—

MODEL.—*Lady*.—The plural of *lady* is *ladies*; according to the rule, "Nouns ending with *y* preceded by a consonant, become plural by the change of *y* into *i* and the suffixing of *es*."

Folio, crutch, class, piano, brush, sex, topaz, sentry, monarch, loaf, chief, strife, tipstaff, puff, calico, fife, roof, tomato, quiz, tax, studio, chimney, echo, essay, canto, factory, grief, distich, wife, shelf, surf, scratch, staff (*a body of officers*), colloquy, buoy, Virginia, Venus, Nero, Alleghany, Mary, Wolsey, Charles, Sicily.

IRREGULAR FORMATION OF THE PLURAL.

The following nouns have irregular plurals:—

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
Man,	men.	Foot,	feet.	Goose,	geese.
Child,	children.	Tooth,	teeth.	Louse,	lice.
Woman,	women.	Ox,	oxen.	Mouse,	mice.

The following nouns have both regular and irregular plurals, but with different meanings:—

<i>Sing.</i>	<i>Regular Plural.</i>	<i>Irregular Plural.</i>
Brother,	brothers (<i>of a family</i>),	brethren (<i>of a society</i>).
Die,	dies (<i>stamps for coining</i>),	dice (<i>blocks for gaming</i>).
Genius,	geniuses (<i>men of genius</i>),	genii (<i>spirits</i>).
Index,	indexes (<i>tables of reference</i>),	indices (<i>exponents</i>).
Penny,	pennies (<i>coins</i>),	pence (<i>amount of value</i>).
Pea,	peas (<i>seeds</i>),	pease (<i>the species</i>).
Cow,	cows (<i>individual animals</i>),	kine (<i>the kind</i>).
Sow,	sows (<i>individual animals</i>),	swine (<i>the kind</i>).

PLURAL OF COMPOUND NOUNS.

Compound nouns in which the first part describes the last, have the last word made plural; as, *field-mouse*, *field-mice*; *fellow-servant*, *fellow-servants*; *statesman*, *statesmen*.

The compound nouns in which the first part is described by the

last, have the first part made plural; as, *commander-in-chief*, *commanders-in-chief*; *looker-on*, *lookers-on*; *aid-de-camp*, *aids-de-camp*.

Compounds which have all their parts of equal importance, or which are taken from foreign languages, become plural like simple words; as, *piano-forte*, *piano-fortes*; *sine-qua-non*, *sine-qua-nons*.

Some compound nouns have both parts plural; as, *man-child*, *men-children*; *woman-singer*, *women-singers*.

All nouns ending with the syllable *man* are not compounds of the word "man;" as, *Turcoman*, *German*, *talisman*, *Ottoman*, etc. These become plural by the suffixing of *s*.

EXERCISE.—Form the plural of each of the following *compound nouns*, and apply the rule:—Coachful, landlady, major-general, ox-chain, maid-of-all-work, goose-feather, step-son, sister-in-law, hanger-on, attorney-general, do-little, tooth-brush, sales-woman, statesman, knight-errant, jenny-a-liner, vade-mecum, alderman, boot-maker, club-foot, man-of-war, chimney-sweep, fac-totum, hair-dresser, errand-boy.

THE PLURAL OF COMPLEX PROPER NOUNS.

When a complex proper noun, with or without a title prefixed, is used in reference to a class of individuals, it becomes plural, and the sign of the plural is suffixed to the last word only; as, "The *Sir Isaac Newtons* of every science."—"The *Oliver Cromwells* of history."

When a title is prefixed to a proper noun used as the name of more than one individual, the title is made plural; as, The *Messrs.* Smith; the *Misses* Janvier; the *Doctors* Rush.

When a title is common to several different names, the title is made plural; as, *Messrs.* Sower, Barnes and Potts; *Senators* Clay and Webster.

When a definite number of individuals of the same name and title is mentioned, the name only becomes plural; as, The three *Miss Brownings*; the two *Doctor Parrishes*; the eighteen *King Louises* of France.

When the title is *Mrs.*, the name is always plural; as, The *Mrs. Joneses*.

When two titles common to several names and of equal importance are prefixed, both titles become plural; as, The *Lords Commissioners* Russell and North.

EXERCISE.—Give the proper form of the plural of the following complex proper nouns:—General Scott and Taylor; Lord North and Russell;

Councilor Hunt and Brady; the Alexander Hamilton of the day; the Mrs. Thomas; the Miss Stewart.

Give the *proper* form for the following *incorrect plurals*:—The ten Popes Leo; the two Kings Charles of England; the Mrs. Hall; the three Misses Brown; Miss Jane and Mary Brown; the Miss Jameses.

THE PLURAL OF FOREIGN NOUNS.

By foreign nouns are meant those adopted from foreign languages. Some foreign nouns, having come into familiar use, have regular English plurals as well as their original plurals.

The following are the most common:—

<i>Singular.</i>	<i>Plural.</i>
Baudit,	bandits, banditti.
Beau,	beaus, beaux.
Cactus,	cactuses, cacti.
Cherub,	cherubs, cherubim.
Encomium,	encomiums, encomia.
Focus,	focuses, foci.
Fungus,	funguses, fungi.
Gymnasium,	gymnasiums, gymnasia.
Medium,	mediums, media.
Memorandum,	memorandums, memoranda.
Seraph,	seraphs, seraphim.
Stamen,	stamens, stamina.
Virtuoso,	virtuosos, virtuosi.

Most foreign words used as English nouns still retain their original plurals; among these are the following:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumna,	alumnae.	Effluvium,	effluvia.
Alumnus,	alumni.	Ellipsis,	ellipses.
Amanuensis,	amanuenses.	Emphasis,	emphases.
Analysis,	analyses.	Erratum,	errata.
Antithesis,	antitheses.	Genus,	genera.
Arcanum,	arcana.	Hypothesis,	hypotheses.
Axis,	axes.	Larva,	larvae.
Basis,	bases.	Madam,	mesdames.
Crisis,	crises.	Magus,	magi.
Datum,	data.	Metamorphosis,	metamorphoses.
Desideratum,	desiderata.	Monsieur,	messieurs.
Diuresis,	diureses.	Nebula,	nebulae.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Oasis,	oases.	Stratum,	strata.
Parenthesis,	parentheses.	Terminus,	termini.
Phenomenon,	phenomena.	Thesis,	theses.
Radius,	radii.	Vertebra,	vertebrae.
Stimulus,	stimuli.		

NOUNS NOT USED IN BOTH NUMBERS.

Some nouns are used in the singular number only. Such are abstract nouns; the names of metals, virtues, vices, arts, and sciences, and of things weighed or measured; as, *goodness, gold, wisdom, truth, idleness, surgery, geometry, sugar, flour*.

Names of sciences ending with *ics*, as *conics, optics*, etc., though plural in idea and form, are regarded as singular only.

When different kinds of things weighed or measured are mentioned, the plural form may be used; as, *sugars, teas, wines*.

The nouns *alms, molasses, news*, are singular only.

Some nouns are used in the plural number only. The most common are *annals, archives, ashes, assets, billiards, bitters, cattle, clothes, drugs, goods, manners, measles, morals, nuptials, oats, spectacles, thanks, tidings, victuals, wages*: also the names of things consisting of two parts; as, *compasses, pincers, pantaloons, tongs, tweezers, trowers, scissors, scales*.

NOUNS HAVING THE SAME FORM IN BOTH NUMBERS.

Some nouns have the same form in both numbers; as, *deer, fish, series, sheep, trout, vermin*, etc.; so also nouns denoting a number or collection; as, *hundred-weight, couple, dozen, gross, head, pair, score*: these words may have a plural form; as, "*Dozens of gloves were sold*."

Also such words as *amends, means, riches, cannon, sail*, etc.

These words are singular if preceded by a word denoting but *one*; plural if preceded by a word denoting a number more than one.

When other parts of speech are used as nouns, they become plural like nouns with similar endings; as, "*The ins and outs of office*."

Letters and signs used as nouns become plural by the suffixing of the apostrophe (') and *s*; as, *The a's and b's; the 6's and 7's*.

EXERCISE.—Name each *noun* in the following sentences, and the *class* to which it belongs; tell its *number*, and give the reason:—A soft answer

turneth away wrath. We, the people of the United States, resolve. George Washington commanded the Americans at the battle of Brandywine, Sept. 11, 1777. It is the duty of children to obey their parents. A human soul without education is like marble in the quarry. Sir Henry Clinton was Commander-in-Chief of the British army in America, in 1778. The Falls of Niagara are in a river of the same name. The wherefores are very plain.

PERSON.

Person is that property of a noun which distinguishes the speaker or writer, the person or thing addressed, and the person or thing mentioned.

Nouns have three persons; the First, the Second, and the Third.

The **First Person** distinguishes the speaker or writer; as, "I, *James*, will go."

The **Second Person** distinguishes the person or thing addressed; as, "*James*, will you go?"

The **Third Person** distinguishes the person or thing mentioned; as, "*James* will go."—"Leaves fall."

Nouns are rarely used in the first person: in the majority of sentences nouns are in the third person.

EXERCISE.—Tell to what class each noun in the following sentences belongs; tell its *number* and *person*, and give the reasons:—I, Cæsar, came, saw, and conquered. Napoleon Bonaparte was defeated at the battle of Waterloo, June 15, 1815. "Charge, Chester, charge! On, Stanley, on!" were the last words of Marmion. These are thy works, Parent of Good. A good man is a prince of the Almighty's creation. Thou, a man in full vigor of mind, shouldst be able to understand the meaning of the expression. Arise, countrymen, and let "Liberty" be your watchword. There is one thing that happeneth to the wise man and to the fool.

GENDER.

Gender is that property of nouns which distinguishes them in regard to sex.

Nouns have three genders; the Masculine, the Feminine, and the Neuter.

The **Masculine Gender** is that which denotes beings of the male sex; as, *father, king, stag*.

The **Feminine Gender** is that which denotes beings of the female sex; as, *mother, queen, hind*.

The **Neuter Gender** is that which denotes objects that are without sex; as, *table, book, mountain, wisdom*.

In *nature*, there are only two sexes belonging to persons and animals; the *male* and the *female*: in *grammar*, the names of males are said to be of the masculine gender, the names of females, to be of the feminine gender, and the names of things without life, to be of the neuter gender.

Some nouns, such as *parent, child, friend, servant*, denote beings that may be either male or female: their gender is determined by the sense in which they are used; if females are not especially referred to, these nouns are regarded as masculine.

METHODS OF DISTINGUISHING SEX.

The sexes are distinguished in three ways;

1. By the use of different terminations; as, *heir, heiress*.
2. By the use of different words; as, *boy, girl*.
3. By forming compound words: as, *man-servant, maid-servant*.

1. *By the Use of Different Terminations.*

According to this method, feminine nouns are regularly formed from masculine nouns, by the suffixing of the terminations *ess, ine, ix*, and others, with or without addition, omission, or change of letters in the masculine.

Masculine.	Feminine.	Masculine.	Feminine.
Abbot,	abbess.	Author,	authoress.
Actor,	actress.	Baron,	baroness.
Administrator,	administratrix.	Benefactor,	benefactress.
Ambassador,	ambadress.	Caterer,	cateress.
Arbiter,	arbitress.	Conductor,	conductress.
Auditor,	auditress.	Count,	countess.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Czar,	czarina.	Emperor,	empress.
Dauphin,	dauphiness.	Enchanter,	enchantress.
Deacon,	deaconess.	Executor,	executrix, or executress.
Director,	directress, or directrix.	Founder,	foundress.
Doctor,	doctress.	God,	goddess.
Idolator,	idolatress.	Giant,	giantess.
Instructor,	instructress.	Governor,	governess.
Jew,	Jewess.	Heir,	heiress.
Landgrave,	landgravine.	Hero,	heroine.
Lion,	lioness.	Host,	hostess.
Marquis,	marchioness.	Hunter,	huntress.
Mayor,	mayoress.	Protector,	protectress.
Monitor,	monitress.	Shepherd,	shepherdess.
Mister (Mr.),	Mistress (Mrs.).	Songster,	songstress.
Negro,	negress.	Sorcerer,	sorceress.
Patron,	patroness.	Sultan,	sultanness, or sultana.
Peer,	peeress.	Tailor,	tailoress.
Poet,	poetess.	Testator,	testatrix.
Priest,	priestess.	Tiger,	tigress.
Prince,	princess.	Traitor,	traitress.
Prior,	prioress.	Tutor,	tutroress.
Prophet,	prophetess.	Tyrant,	tyranness.
Don,	donna.	Viscount,	viscountess.
Duke,	duchess.	Votary,	votaroress.
Editor,	editress.	Widower,	widow.
Electer,	electress.		

2. *By the Use of Different Words.*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid.	Gander,	goose.
Beau,	bellic.	Hart,	roe.
Boy,	girl.	Horse,	mare.
Brother,	sister.	Husband,	wife.
Buck,	doe.	King,	queen.
Bull,	cow.	Lad,	lass.
Cock,	hen.	Lord,	lady.
Drake,	duck.	Male,	female.
Earl,	countess.	Master,	Miss, mistress.
Father,	mother.	Milter,	spawner.
Friar, monk,	nun.	Nephew,	niece.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Papa,	ماما.	Son,	daughter.
Ram,	ewe.	Stag,	hind.
Sir,	madam.	Uncle,	aunt.
Sire,	dam.	Wizard,	witch.

3. *By Forming Compound Words.*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bridegroom,	bride.	Landlord,	landlady.
Cock-sparrow,	hen-sparrow.	Man-servant,	maid-servant.
Gentleman,	gentlewoman.	Peacock,	peahen.
Grandfather,	grandmother.	Step-father,	step-mother.
He-goat,	she-goat.	Schoolmaster,	schoolmistress.

REMARKS.

Many masculine nouns have no corresponding feminine; as, *butcher, brewer*; some feminine nouns have no corresponding masculine; as, *spinster, laundress*.

Gender is attributed to objects without sex when they are addressed or mentioned as persons; as, "The *ship* glides smoothly on *her* (*fem.*) way."—"The *sun* shines in *his* (*masc.*) glory." These objects are said to be *personified*.

Objects that suggest an idea of *firmness, power, vastness, sublimity*, etc., are personified as males; and objects that suggest an idea of *gentleness, beauty, timidity*, etc., and *cities, countries*, and *ships*, are personified as females.

Young children and animals are often referred to as if without sex; as, "The *deer* was killed as *it* (*neut.*) browsed on the hill-side."

If the objects composing the unit denoted by a collective noun are considered collectively, the noun is said to be of the neuter gender; as, "The *class* is large; *it* (*neut.*) must be divided."

If the objects composing the unit denoted by a collective noun are considered separately, the noun is said to be of the same gender as the individuals that form the collection; as, "The *class* said that *they* (*masc. or fem.*) wished to speak to each other."

EXERCISE.—Mention the corresponding *masculine* or *feminine* of the following nouns:—Stepson, lass, sultan, hunter, grandson, sister-in-law, widow, lord, miss, earl, witch, emperor, marquis, schoolmaster, executrix, duchess, editor, man-servant, testator, hero, nephew, lady, ewe, songster, god, sorcerer, hero, donna, czarina, hind.

CASE.

Case is that property of nouns which distinguishes their relations to other words.

Nouns have three cases; the Nominative, the Possessive, and the Objective.

The **Nominative Case** is that which usually denotes the subject of a verb; as, "The *boy* reads."

The *subject* of a verb is that of which something is either said or asserted.

The **Possessive Case** is that which usually denotes possession or origin; as, The *boy's* book; *Milton's* poems.

The **Objective Case** is that which usually denotes the object of a verb, or of a preposition; as, "The boy *struck* his sister."—"The apple is sweet *to* the taste."

The *object* of a verb is that upon which the action asserted by the verb is exerted. The *object* of a preposition is the object of the relation shown by the preposition.

FORMS OF THE CASES.

The nominative and the objective case are alike in form. They are distinguished from each other by their relations to other words.

The possessive case may always be known by its form.

The possessive case in the singular number is usually formed by suffixing the apostrophe and *s* ('*s*) to the nominative singular; as, nom. *day*, poss. *day's*.

An apostrophe only is sometimes used to distinguish the possessive case, when the nominative singular ends with the sound of *s* and the next word begins with the same sound; as, For *conscience's* sake; *Jones's* store. It is preferable to use both an apostrophe and *s* in all such instances.

The possessive case in the plural number is formed by

suffixing the apostrophe only to the nominative plural when the nominative plural ends with *s*, and by suffixing both the apostrophe and *s* when the nominative plural does not end with *s*; as, nom. *days*; poss. *days's*; nom. *men*, poss. *men's*.

The possessive case in the singular number of compound words having their parts connected by the hyphen (-), is formed by suffixing the '*s*' to the end of the last word; as, The *man-of-war's* crew; the *court-martial's* sentence.

In the possessive case of nouns having the same form in both numbers, the apostrophe precedes the *s* in the singular, and follows it in the plural; as, "The *deer's* horn was broken."—"A load of *deers'* horns was offered for sale."

The apostrophe and *s* are not always used as the sign of the possessive case. They are sometimes used to form the plural of letters, characters, etc., used as nouns; as, "His *i's* were not crossed." They are also used to form the singular of some verbs; as, "He *pro's* and *con's*, and considers the question carefully."

DECLENSION OF NOUNS.

The Inflection of nouns is called Declension.

The Declension of nouns is the regular arrangement of their numbers and cases.

EXAMPLES OF DECLENSION.

Singular.

<i>Nom.</i>	Friend,	Ox,	Sky,	Church,	James,	Box,
<i>Poss.</i>	friend's,	ox's,	sky's,	church's,	James's,	box's,
<i>Obj.</i>	friend;	ox;	sky;	church;	James;	box;

Plural.

<i>Nom.</i>	friends,	oxen,	skies,	churches,	Jameses,	boxes,
<i>Poss.</i>	friends',	oxen's,	skies',	churches',	Jameses',	boxes',
<i>Obj.</i>	friends.	oxen.	skies.	churches.	Jameses.	boxes.

EXERCISE I.—Decline the following nouns:—Torch, fox, colony, money, glass, foot, wife, lash, cargo, trio, Jones, page, study, princess, brother-in-law, thief, spoonful, dwarf, mouse, potato.

EXERCISE II.—Form the *possessive singular* and *plural* of the following nouns:—Chimney, waltz, country, flag-staff, brush, musk-ox, salesman, cupful, German, son-in-law, George Washington, court-martial, Robert Morris, Mussulman, commander-in-chief, half, sheep.

SUBJECT AND OBJECT.

The *subject* of a verb may be known by asking the question formed by placing *who* or *what* before the verb; the answer to the question is the subject; as, "John studies his lesson." *Who* studies? The answer is, *John*. Here *John* is the subject of the verb *studies*, and therefore is in the nominative case.

The *object* of a verb, or of a preposition, may be known by asking the question formed by placing *whom* or *what* after the verb or the preposition; the answer to the question will be the object; as, "Henry goes to school." To *what*? *School*. "He learns grammar." Learns *what*? *Grammar*. Here *school* is the object of the relation shown by the preposition *to*, and *grammar* is the object of the action asserted or expressed by the verb *learns*; they are therefore in the objective case.

EXERCISE.—Name the nouns in the *nominative*, and those in the *objective* case in the following sentences, and give the reasons:—The Americans defeated the British at the battle of New Orleans. The stars twinkle brightly in the sky. In Prussia, children are compelled to attend school. Washington died on the 14th day of December, in the year 1799. Many a flower wastes its fragrance on the desert air. By industry only can we acquire a good education. Suspicion haunts the guilty mind. The study of geometry develops the intellect.

PARSING.

To *Parse* means to tell to what parts of speech words belong, to name their properties and relations, and to give the rules which apply to them.

As the rules are given in *Syntax* only, they may be omitted at present in parsing.

In *parsing*, it is well to name (1) the word to be parsed; (2) the word or words with which it is grammatically connected; and (3) its properties, relations, etc.

EXERCISE.—*Parse* the nouns in the following sentence:—"The boys found a bird's nest in the grove."

MODELS.—*Boys*.—*Boys found*.—"Boys" is a common noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any collection of objects of the same class;—in the plural number, because it denotes more than one;—in the third person, because it distinguishes the persons mentioned;—of the masculine gender, because it denotes beings of the male sex;—in the nominative case, because it is the subject of the verb (*found*).

Bird's.—*Bird's nest*.—"Bird's" is a common noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it distinguishes the being mentioned;—of the masculine or the feminine gender, because it denotes a being of the male or the female sex;—in the possessive case, because it denotes possession.

Nest.—*Found nest*.—"Nest" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it distinguishes the thing mentioned;—of the neuter gender, because it denotes an object without sex;—in the objective case, because it is the object of the action asserted or expressed by the verb (*found*).

Grove.—*In grove*.—"Grove" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it distinguishes the thing mentioned;—of the neuter gender, because it denotes an object without sex;—in the objective case, because it is the object of the relation shown by the preposition (*in*).

Parse the nouns in the following sentences:—Trade increases the wealth of a country. Constant occupation prevents temptation. A man's character may be known by the books which he reads. A good name should be prized above riches. Every person's duty should be performed faithfully.

During the Revolution the Americans fought for independence. The eagle's nest is built among the crags of the mountains. By too great eagerness in the pursuit of our desires we frequently grasp at the shadow, and lose the substance. A house without books resembles a room without windows. Water-lilies bloomed along the borders of the lake. Time spares the chiseled beauty of stone and marble, but time makes sad havoc in plaster and stucco. General Braddock's death was caused, not by the Indian's tomahawk, but by a bullet sent by one of his own soldiers.

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me."