EXCELLENT SCH

JUST PUBLIS

WILSON, HINKLE & CO.

CINCINNATI, O.

I. HARVEY'S GRAMMARS.
1. Harvey's Elementary Grammar, a variety of oral lessons illustrating the best methods of instructing pupils to read and write the English language. 180 pp. Half roan.

2. Harvey's Practical Grammar is a comprehensive text-book on that subject. 120 pp. Half roan.

II. WHITE'S REGISTERS.
1. White's Common School Register, a daily record and a term register. This specially adapted to District Schools. It will last an ordinary district from 1 to 3 years. Folio. 50 pp. Boards. Price $1.00.

2. White's Graded School Register is adapted to recording both attendance and deportment in any department of a graded school. These registers are made of first-class paper, bound in good style, and are altogether the best and cheapest published. Folio. 50 pp. Boards. Price $1.00.

LATEST PUBLICATIONS.
1. Ray's Elements of Astronomy, a beautifully treated work—the latest discoveries are given.

2. Schuyler's Logic, a text-book for schools, college, and academy classes, a concise, thorough treatment.

3. Ray's Analytic Geometry, embracing an account of the modern methods of Abridged Notations, and original work on the subject published in this country.
EXCELLENT SCHOOL BOOKS

WILSON, HINKLE & CO.
CINCINNATI, O.

I. HARVEY'S GRAMMARS.
2. Harvey's Practical Grammar is a concise and concise and comprehensive text-book on that subject. It contains a great number of exercises and false syntax, and is a most admirable book. 12mo. 294 pp.

II. WHITE'S REGISTERS.
1. White's Common School Register contains both daily record and a term record. It is specially adapted to State District Schools. It will last an ordinary district from three to five years. Follo. 50 pp. Boards. Price $1.00.
2. White's Graded School Register is adapted for recording both attendance and discipline in any department of a graded school. These registers are made of fine paper and bound in good style, and are altogether the best and cheapest published. Follo. 90 pp. Boards. Price $1.00.

LATEST PUBLICATIONS.
1. Ray's Elements of Astronomy, a beautifully illustrated work—the latest discoveries are given.
3. Ray's Analytic Geometry, embracing an account of the modern methods of Abridged Notation—the most thorough work on the subject published in this country.
AN ELEMENTARY GRAMMAR
OF THE ENGLISH LANGUAGE,
FOR THE USE OF SCHOOLS.

BY THOS. W. HARVEY, A.M.,
AUTHOR OF "PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE."

CINCINNATI:
WILSON, HINKLE & CO.
PHILA: CLAXTON, REMSEN & HAFFELFINGER.
NEW YORK: CLARK & MAYNARD.
AN ELEMENTARY GRAMMAR
OF THE
ENGLISH LANGUAGE,
FOR THE
USE OF SCHOOLS,

By THOS. W. HARVEY, A.M.,
AUTHOR OF "PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE."

CINCINNATI:
WILSON, HINKLE & CO.
PHIL'A: CLAXTON, REMSEN & HAFFELFINGER.
NEW YORK: CLARK & MAYNARD.
PREFACE.

In the preparation of this work, the aim of the author has been to present the subject in a style neither too difficult for the beginner nor too simple for the more advanced student. As its name indicates, this is an elementary, not a primary grammar.

Part I consists of model oral lessons, illustrating methods of elementary instruction in language culture. These need not be given in the order in which they are arranged; and, if it be found necessary or desirable, they may be varied or subdivided to adapt them to the wants and capacity of the pupil. With these as models, any ingenious teacher can readily prepare similar lessons to simplify or elucidate the more difficult sections in Parts II and III.

Part II is similar to Part I in spirit and design. The topics, however, are more systematically arranged and developed. Great care has been taken never to define a term or to enunciate a principle without first preparing the mind of the pupil to grasp and comprehend the meaning and use of the terms defined or the principles enunciated. Ideas are first developed by intelligent questioning and appropriate illustrations; then, clothed in words. The examples in the drill exercises have been chosen with great care.

Part III contains a concise yet exhaustive statement of the properties or modifications of the different parts of speech;
carefully prepared models for parsing and the analysis of com-
plex and compound sentences—making, with the analysis
taught in Part II, a complete and perfect system; rules of
syntax, and cautions, with appropriate exercises in false syn-
tax. Notes, remarks, and suggestions have been but sparingly
introduced, as they serve rather to confuse than to assist the
beginner.

The author would call special attention to the synthetic
exercises in Part II, and the exercises in false syntax in
Part III. No thoughtful teacher will neglect or give undue
prominence to either class of exercises. Grammatical instruc-
tion is of little value unless its aim and end is to teach the
pupil to detect and correct inaccuracies in the use of lan-
guage, as well as to give forcible, elegant expression to
thought.

It has been said that there is no royal road to geometry.
The same may be said of grammar. The meaning and appli-
cation of its technical terms must be learned, sentences must
be analyzed, words must be parsed, before the student can
comprehend the philosophy which underlies the correct use
of any language. The labor necessary to acquire this knowl-
edge may be made attractive, but it can not be dispensed with,
neither can it be materially lessened. All that is claimed for
this work is, that it shows how this labor should be expended
to secure the best results.

CONTENTS.

PART I. Name of Things, . . . . 7 
Teaching new Words, . . . . 9 
Action-words, . . . . 10 
Qnality-words, . . . . 11 
Sentence-making, . . . . 12 
Things seen in Pictures, . . . . 14 
Word-picturing, . . . . 17 
Misprounounced Words, . . . . 18 
Incorrect Expressions, . . . . 19 
Classes of Sentences, . . . . 21

PART II. The Sense, . . . . 23 
Definition of Object, . . . . 23 
" " Word, . . . . 24 
Language, . . . . 24 
Parts of Speech, . . . . 25 
The Noun, . . . . 25 
The Sentence, . . . . 27 
Parts of a Sentence, . . . . 28 
The Noun as Predicate, . . . . 29 
Elements, . . . . 31 
The Verb, . . . . 32 
Classes of Verbs, . . . . 33 
Objective Element, . . . . 33 
The Adjective, . . . . 35 
" Article, . . . . 35 
" Participie, . . . . 36 
" Adjective Element, . . . . 37 
" Pronoun, . . . . 45

PART III. The Noun, . . . . 67 
Gender, . . . . 67 
Person, . . . . 69 
Number, . . . . 70 
Case, . . . . 72 
Declension, . . . . 74 
Parsing, . . . . 75 
The Pronoun, . . . . 78 
Personal Pronouns, . . . . 78 
Possessive " " . . . . 81 
Relative " " . . . . 82 
Interrogative " " . . . . 85

(v)
ELEMENTARY GRAMMAR.

PART I.

ORAL LESSONS.

To Teachers.—The lessons in Part I are intended to precede the use of a book in grammatical instruction. They may be useful, as well as animated and attractive, observe the following directions:

1. Require prompt answers, always expressed in complete sentences.
2. Require pupils to copy on their slates whatever you write on the blackboard.
3. Correct with great care all errors in pronunciation, spelling, punctuation, and the use of capital letters.

LESSON I.

1. Names of Things.

Teacher (taking a book from his desk).—What is this?

Pupils.—That is a book.

The teacher writes this answer on the blackboard: the pupils copy it on their slates.

T. (Pointing to the word “book”).—Is that a book?

P.—No: that is a word.

T.—That is right. It is a word used as the name of a thing. Mary, you may bring me a book. James, you may point to
the word "book". Now, observe that Mary has brought me a thing we call a book, and James has pointed to its name.

Call the attention of your pupils, in a similar manner, to an inkstand, a pen, a bell, a crayon, a pencil, a slate, a ruler.

T.—Write these names on your slates, in columns, as I write them on the blackboard:

<table>
<thead>
<tr>
<th>Book</th>
<th>Crayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inkstand</td>
<td>Pencil</td>
</tr>
<tr>
<td>Pen</td>
<td>Slate</td>
</tr>
<tr>
<td>Bell</td>
<td>Ruler</td>
</tr>
</tbody>
</table>

T.—With what does each word commence?
P.—Each word commences with a capital letter.

T.—What is placed after each word?
P.—A period is placed after each word.

T.—What are these words?
P.—They are names of things.

Write, in columns, the names of all objects in the school-room. Let the pupils give the names of objects in the kitchen—in the sitting-room—in the parlor—also, the names of objects seen on their way to school.

Write six names of things that may be known by the sense of sight.
Write six names of things that may be known by the sense of hearing.
Write six names of things that may be known by the sense of touch.
Write six names of things that may be known by the sense of taste.
Write six names of things that may be known by the sense of smell.

Talk with your pupils about the things whose names are given. Encourage them to tell what they know of their uses—of the places where they are found, etc. Let them write sentences like these: "Pepper grows in the East Indies." "Oranges grow in Florida." "Quinine has a bitter taste." "I heard an owl hoot." Pay particular attention to the spelling of these sentences. See that every word is correctly spelled; that each sentence and every proper name begins with a capital letter, and that a period is placed at the end of each sentence.

Remember that the object of these lessons is not to give instruction in matters of science, but to lead pupils to observe things, and to teach them how to express their thoughts in correct language.

LESSON II.

Teacher.—We have written the names of five kinds of things. One kind we know by the sense of sight; another, by the sense of touch or feeling; another, by the sense of hearing; another, by the sense of taste; another, by the sense of smell. Seeing, feeling, hearing, tasting, and smelling are called the five senses. What are the five senses?

Pupils.—The five senses are seeing, feeling, hearing, tasting, and smelling.

T.—Any thing which we can see, feel, hear, taste, or smell is called matter. What is matter?
P.—Matter is any thing that we can see, feel, hear, taste, or smell.

T.—Write this on your slates. Now repeat it in concert. Those things which are made of matter are called material things. Do you know what material means?
P.—We do not.

T.—It means composed of matter. What, then, are material things?
P.—Things composed of matter are material things.

T.—Write this answer on your slates. What kind of thing is this pencil?
P.—It is a material thing.

T.—Why is it a material thing?
P.—Because it is composed of matter.

T.—How do you know it is composed of matter?
P.—Because we can see it and feel it.

T.—How many new words have you learned in this lesson?
P.—We have learned three new words.
10 ELEMENTARY GRAMMAR.

T.—What are they?

P.—They are senses, matter, and material.

T.—What are the five senses?

P.—Senses, matter, and material.

T.—What are the five senses?

P.—Senses, matter, and material.

In this lesson is exemplified a method of teaching the meaning and use of new words, or words with which pupils are not familiar. When teaching the name of an object not familiarly known, exhibit the object, or a picture of it, before giving its name.

The names of parts of objects should be taught in a similar manner. Consult any good work on object lessons for illustrative exercises.

LESSON III.


Teacher.—When I say "The boys run", which word tells what the boys are doing?

Pupils.—The word "run" tells what the boys are doing.

T.—When I say "The dog barks", which word tells what the dog is doing?

P.—The word "barks" tells what the dog is doing.

Write these two sentences on the blackboard.

T.—There are a great many words which tell us what different things do. Such words usually express actions. What is a good name for them?

P.—Action-words is a good name.

T.—What, then, are action-words?

P.—Action-words are words which tell us what different things do.

T.—When action-words are used with the names of things, they usually affirm something of those things. Do you know what "affirm" means?

P.—We do not.

T.—"Affirm" means to say. Action-words say something of things. You may now affirm the following action-words of appropriate things: walk, trot, cackle, whistle, plow, fly, play, jump, scratch, sing, remember, whisper, quarrel, recite.

Pupils write on their slates, "Men walk", "Horses trot", "Scholars recite", &c.

T.—You may tell what the following things do: hens, geese, cats, sheep, horses, men, farmers, merchants, vessels, winds, trees, flowers.


Let the pupils also tell all the actions which any specified object may perform: as, scholars study, scholars learn, scholars recite, &c.; horses walk, horses trot, horses gallop, horses neigh, horses kick, &c.

LESSON IV.

3. Quality-Words.

Teacher.—Copy on your slates what I write on the blackboard. (Writes) "Oranges are sweet". What word describes oranges?

Pupils.—The word "sweet" describes oranges.

T.—That is right. It is a word used to denote that oranges possess a certain quality—that of being sweet. Now, place the word "ripe" before "oranges". Norman, you may read what you have written.

Norman.—"Ripe oranges are sweet".

T.—What other word here describes oranges by denoting some quality?

P.—The word "ripe" describes oranges.

T.—As both of these words—ripe and sweet—denote quality, what will be a good name for them?

P.—Quality-words will be a good name.

T.—Is "sweet" placed before or after "oranges"?

P.—It is placed after "oranges".
T.—Where is the word “ripe” placed?
P.—It is placed before “oranges”.
T.—Where may quality-words be placed, then?
P.—They may be placed both before and after the names they describe.
T.—Write all the appropriate quality-words you can think of before the word “apples”.
Pupil write: Sour apples, sweet apples, pleasant apples, large apples, small apples, sound apples, rotten apples, &c.
T.—Write all the appropriate quality-words you can think of after the word “ice”.
Pupil write: Ice is cold, ice is heavy, ice is solid, &c.
T.—When a quality-word is written after the name it describes, a word or group of words is usually placed between it and that name. What word is thus used in the sentences you have just written?
P.—The word “is” is thus used.
T.—When the word “is” or some similar word is placed between a quality-word and the name it describes, the quality-word is said to be affirmed of the name.

Write the following quality-words before appropriate names:
Round, square, large, small, light, heavy, red, yellow, green, smooth, rough, dark, muddy, pretty, sweet.
Model.—A round table.
Write the same words after appropriate names.
Model.—The table is round.

Lesson V.

Teacher.—Copy these words on your slates: always, good, happy, are, scholars. Are these words so arranged as to express any meaning?
Pupils.—They are not.

T.—Arrange them so that they will express some meaning.
A pupil.—“Good scholars are always happy.”
T.—Arrange them so that they will ask a question?
A pupil.—“Are good scholars always happy?”
T.—Well done. When groups of words express some meaning, they are said to make complete sense. Such groups are called sentences. What, then, is a Sentence?
P.—A Sentence is a group of words making complete sense.

If necessary, the teacher may assist the pupils in expressing this definition.

T.—Arrange these words into a sentence: unknown, the, to, were, fire-arms, ancients.
A pupil.—“Fire-arms were unknown to the ancients.”
T.—Arrange them so that they will ask a question?
A pupil.—“Were fire-arms unknown to the ancients?”
T.—Now write a sentence containing the words we, up, sun, daylight. Supply words necessary to make complete sense.
A pupil.—“We were up by daylight to see the sun rise.”
T.—Very well done. Has any one a different sentence?
A pupil.—“We got up after daylight before the sun rose.”

Let the pupils read the sentences they have written.
T.—You may now arrange these words and groups of words, separated by commas, into a sentence: left, he, of the academy, house, for the halls, father’s, his.
A pupil.—“For the halls of the academy, he left his father’s house.”
T.—Has any one a different arrangement?
A pupil.—“He left his father’s house for the halls of the academy.”
T.—Arrange these words into a sentence, supplying necessary words: beautiful, our, garden, flowers.
1st pupil.—“Beautiful flowers grow in our garden.”
2d pupil.—“How beautiful the flowers are in our garden!”
3d pupil.—“Our garden is full of beautiful flowers.”
LESSON VI.

5. Things Seen in Pictures.

The teacher exhibits a picture. Suppose the principal objects in it to be a lady and a gentleman on horseback, a boy playing with a dog, a house, a gate, and a hill in the background.

**Teacher (to a pupil).—What do you see in this picture?**

**Pupil.**—I see a lady and a gentleman on horseback in the picture.

The teacher writes the answer on the blackboard; the pupils copy it on their slates.

**Teacher (to another pupil).—What do you see in this picture?**

**Pupil.**—I see a boy in the picture.

Write this answer, as before.

**T. (to a third pupil).—What do you see?**

**P.**—I see a dog in the picture.

Write this answer, as before.

**T. (to a fourth pupil).—What do you see?**

**P.**—I see a house in the picture.

Write this answer, as before.

Ask similar questions of other pupils, until all the prominent objects in the picture have been pointed out and named.

**T.**—What is the boy doing?

**P.**—The boy is playing with the dog.

Write this answer, as before.

**T.**—What makes you think the boy is playing with the dog?

Pupils give reasons.

**T.**—Into what does the gate open?

**P.**—The gate opens into a lawn in front of the house.

Write this answer, as before.

**T.**—Where is the tree?

**P.**—The tree is at the corner of the fence, near the gate.

Write this answer, as before.
4th pupil.—"How beautiful the flowers look in our garden!"

This exercise may be made very interesting and attractive. Let the length of the sentences to be constructed be adapted to the age and mental development of the pupil. Select the best arranged of the sentences given—write it on the blackboard, and give reasons for preferring it to all others.

Turning poetry into prose is an exercise which may follow this. Select some simple ballad; read it to your pupils; then read each verse slowly and distinctly, and instruct your pupils how to express the thought or sentiment of the verse in prose, and in their own language.

LESSON VI.

5. Things Seen in Pictures.

The teacher exhibits a picture. Suppose the principal objects in it to be a lady and a gentleman on horseback, a boy playing with a dog, a house, a gate, and a hill in the background.

Teacher (to a pupil).—What do you see in this picture?

Pupil.—I see a lady and a gentleman on horseback in the picture.

The teacher writes the answer on the blackboard; the pupils copy it on their slates.

Teacher (to another pupil).—What do you see in this picture?

Pupil.—I see a boy in the picture.

Write this answer, as before.

Teacher (to a third pupil).—What do you see?

Pupil.—I see a dog in the picture.

Write this answer, as before.

Teacher (to a fourth pupil).—What do you see?

Pupil.—I see a house in the picture.

Write this answer, as before.

Ask similar questions of other pupils, until all the prominent objects in the picture have been pointed out and named.

Teacher.—What is the boy doing?

Pupil.—The boy is playing with the dog.

Write this answer, as before.

Teacher.—What makes you think the boy is playing with the dog?

Pupil give reasons.

Teacher.—Into what does the gate open?

Pupil.—The gate opens into a lawn in front of the house.

Write this answer, as before.

Teacher.—Where is the tree?

Pupil.—The tree is at the corner of the fence, near the gate.

Write this answer, as before.
T.—Is there anything else near the gate?
P.—There are some steps leading up to the gate.
Write this answer, as before.
T.—Where is the hill?
P.—The hill is back of the house.
Write this answer, as before.
T.—Silas, you may tell me what you see in the picture.
Silas.—I see a lady and a gentleman on horseback, a boy, a dog, a house, a gate, and a hill, in the picture.
T.—Pupils, you may erase the first four answers written on your slates, and in their place write the answer Silas has just given. Now see what a nice composition you have written.
Susan, you may read what is written on your slate.
Susan reads: "I see a lady and a gentleman on horseback, a boy, a dog, a house, a gate, and a hill, in the picture. The boy is playing with the dog. The gate opens into the lawn, in front of the house. The tree is at the corner of the fence, near the gate. There are some steps leading up to the gate. The hill is back of the house."
T.—Sarah, will you point to that part of the picture which appears to be nearest you? Do you know what that is called?
Sarah.—I do not.
Oth. pupils say that they do not.
T.—It is called the foreground. Write that word on your slates as I write it on the blackboard. Now pronounce it. Can any one now tell me what the foreground of a picture is?
A pupil.—The foreground of a picture is that part which seems to be nearest us.
This definition is written on blackboard and slates, and then repeated in concert.
Teach in a similar manner the meaning of the term background.
T.—How many new words have you learned in this lesson?
P.—We have learned two new words.
A pupil.—Compassion is sorrow excited by the distress of others.

Write this definition on blackboard and slates; then recite it in concert. In review lessons, let some pupil tell the story as an illustration of the meaning of the word.

Read or relate stories which illustrate charity, honesty, courage, pity, benevolence, kindness, obedience, self-denial, &c. Let the words illustrated remain on the blackboard until each pupil thoroughly understands their meaning and application.

This lesson may be given to the whole school, as a portion of the opening or closing exercises.

LESSON VIII.

7. Mispronounced Words.

Teacher.—I will write on the blackboard what I once heard a boy say. (Writes) "It is orful cold this mornin'". Now spell the word "orful" as he pronounced it. Spell by sound.

Pupils spell: o-r, or, j-w-l, ful, orful.

T.—Do you think there is any such word as "orful"?

Pupils may seem undecided; different opinions may be given.

T.—What other word sounds somewhat like it?

A pupil.—The word "awful" sounds somewhat like it.

T.—Spell the word "awful" by sound.

Pupils spell: a, aw, j-w-l, ful, awful.

T.—That is the word he intended to use. How many will remember the correct pronunciation of the word "awful"?

All hands are raised.

T.—What other word did the boy mispronounce?

A pupil.—He mispronounced the word "morning".

T.—That is right. The word "got" is unnecessary, and we should always omit unnecessary words.
Write the incorrect and correct expressions on the blackboard, and let the pupils write them on their slates.

Teacher.—See whether you can correct this expression: “Give me them pencils”.

A pupil.—It should be, “Give me those pencils”.

T.—That is right. Before the names of things, the word “those” should be used instead of “them”. Correct this expression: “Them apples are sour”.

P.—It should be, “Those apples are sour”; because “those” should be used instead of “them” before the names of things.

T.—I once heard a saucy, ill-mannered boy say, “Old Jones has lots of tin”. Was each language respectful?

A pupil.—It was not. He should have said, “Mr. Jones”.

T.—Is that all the correction you would make?

P.—It is not. He meant to say that Mr. Jones had plenty of money: he should have said, “Mr. Jones has plenty of money”, not “lots of tin”.

T.—That is right. Do you know what such language as this boy used is called?

P.—We do not.

T.—It is called slang, which means low, vulgar language. Never use slang.

Let the pupils now define slang—write the definition on blackboard and slates, and repeat it in concert.

**Exercises.**

1. I can’t tell you no more. 2. I am almost froze. 3. He has just came. 4. That excuse is all wore out. 5. I have’n’t saw him for more’n a week. 6. I wouldn’t have went, if I had been in your place. 7. I am sure one of them sentences are wrong.

8. There is many kinds of fame. 9. Had any one a pencil they are willing to lend. 10. I am e’en-a-most tuckered out. 11. It was not me. 12. Is that all the far that you can count? 13. My money is all done spent. 14. I guess she come lately.

**Oral Lessons.**

9. **Classes of Sentences.**

Teacher.—When I say, “The window is open”, I state a fact. What kind of sentence do I use?

Pupils.—You use a sentence that states a fact.

T.—That is right. I use what is called a Declarative Sentence. Can you now tell me what a declarative sentence is?

A pupil.—A declarative sentence states a fact.

T.—Write that definition on your slates. Now repeat it in concert. When I say, “Is the window open?”, what kind of sentence do I use?

P.—You use a sentence that asks a question.

T.—Such a group of words is called an Interrogative Sentence. Can you tell me what an interrogative sentence is?
A pupil.—An interrogative sentence asks a question.
T.—Write that definition on your slate. Repeat it in concert. When I say, “Clarence, open the window,” what kind of sentence do I use?
P.—You use a sentence that makes a command.
T.—Such a sentence is called an Imperative Sentence. Can you tell me what an imperative sentence is?
A pupil.—An imperative sentence makes a command.
T.—When I say, “O, that window is open again!” I express some feeling or emotion. I then use what is called an Exclamatory Sentence. What is an exclamatory sentence?
A pupil.—An exclamatory sentence expresses some feeling—
or emotion.
T.—Write this definition on your slate. Repeat it in concert. These are all the classes of sentences there are. How many are there?
Pupil.—There are four classes of sentences.
T.—Repeat their names.
P.—Declarative, Interrogative, Imperative, and Exclamatory.

EXERCISES.
Tell the kinds of sentences in the following exercises:

Tell the kind of sentences in your reading lesson. Change the form of these sentences, from declarative to interrogative, &c.

Suggestion.—While studying Parts II and III of this work, let the pupils change the form of many exercises in analysis and parsing. This exercise will teach them how to express different shades of meaning by different arrangements of the same words.

PART II.

PARTS OF SPEECH.

10. Objects.

1. The Senses.—We have five senses: seeing, hearing, feeling, tasting, and smelling.

We obtain a knowledge of material things by means of these senses.

When we see, hear, feel, taste, or smell things, we are said to perceive them.

We can not perceive things which are not material, or composed of matter. We are said to be conscious of such things.

I drop a book upon the floor. A force called gravitation draws it toward the center of the earth. We can not perceive this force, but we are conscious of it—that is, we know such a force must exist.

We are conscious of many other things which we can not perceive; as, love, hatred, joy, sorrow.

All these things are called objects. What, then, is an object?

2. An Object is any thing we can perceive or be conscious of.

When we think, we think of objects: when we talk, we talk about objects: when we write, we write about objects.
When we talk or write, we use words to express our thoughts. What, then, is a word?

3. A **Word** is a syllable or combination of syllables used in the expression of thought.

**Questions.**—How many senses have we? Name them. How do we obtain a knowledge of material things? Can we perceive things which are not material? What is an object? What is a word?

**12. Parts of Speech.**

"Scholars study." What word is here used instead of the names of the persons of whom we are speaking? "Scholars." What word tells what scholars do? "Study."

"Good scholars study." What word here describes scholars? "Good."

"Good scholars study diligently." What words here tells how good scholars study? "Diligently."

Words, then, not only have different meanings, but they are also used in different ways.

They can be divided into classes, according to their meaning and use.

These classes are called **Parts of Speech.**

**Parts of Speech** are the classes into which words are divided according to their meaning and use.

It is necessary to know its meaning and use in order to determine to which class any word belongs.

**Questions.**—What are parts of speech? What is necessary in order to determine the class to which any word belongs? What is language? Spoken language? Written language? Grammar? English grammar? What is an object? What is a word?

**13. The Noun.**

What are the words boy, girl, city, door, window, book, desk? They are names.

That is correct. They are the *names* of objects, not the objects themselves. Each word is called a **noun**, which means a name.

What are the words house, farm, garden, dog, horse, blacksmith, merchant? They are nouns. Why? Because they are names.
What are the words Mary, John, Washington, Chicago, Ohio, America? They are nouns. Why? Because they are names.

Can the name boy be applied to all boys? It can. Can the name John be applied to all boys? It can not. Why? Because boys have different names, such as Charles, Frank, Samuel, Clarence. Why are boys called by different names?

In order to distinguish one from another.

Can the name city be applied to all cities? It can. Is the name Chicago applied to all cities? It is not. Why? Because it is the name of a particular city.

There are, then, two kinds of classes of nouns: those which can be applied to each one of a class of objects, and those which are applied to a particular one only.

The first kind are called Common Nouns; the second kind, Proper Nouns.

1. A Noun is a name; as, boy, John, railroad.

2. A Common Noun is a name which may be applied to any one of a class of objects; as, bird, door, lightning.

3. A Proper Noun is the name of some particular person, place, people, or thing; as, Susan, Rome, Mexico, Sicily.

Proper nouns should commence with capital letters.

What kind of noun is plow? It is a common noun. Why? Because it can be applied to all plows.

What kind of a noun is New York? It is a proper noun. Why? It is the name of a particular place.


What are these words? Why? Tell which are common and which are proper nouns.

Tell which are common and which are proper nouns in the following list:

Lake Erie, railroad, barn, Boston, Sarah, Augusta, rain, snow, dew, Niagara Falls, thunder, lesson, slate, Indianapolis, hour, minute, April, Vesuvius, volcano, Palestine, temple, college, church, organ, steeple, Black Sea.

Point out all the nouns in your reading lesson, and tell which are common and which are proper nouns, using the following:

MODEL.

"Cicero was an orator."

Cicero is a noun; it is a name: proper; it is the name of a particular person.

Orator is a noun; (why?): common; it may be applied to any one of a class of objects.

Questions. What is a noun? How many classes of nouns are there? What is a common noun? Give examples. What is a proper noun? Give examples. Which classes should commence with capital letters?

Can you write objects? Can you write the names of objects? What are parts of speech? What is language? What an object?

14. The Sentence.

What is the color of chalk? It is white. Chalk breaks easily: is it tough or brittle? It is brittle. We can not see through it; hence we say it is opaque. What part of speech is the word chalk? It is a noun. Why?

We will join the words white, brittle, opaque with the noun chalk, thus:

Chalk is white.

Chalk is brittle.

Chalk is opaque.
Each of these groups of words is called a Sentence.

1. A Sentence is a group of words making complete sense.

Each group is also called a Proposition.

2. A Proposition is a thought expressed in words.

In writing sentences, the pupils should carefully observe the following directions:

1st. Commence each sentence with a capital letter.
2d. Spell each word correctly.
3d. Place a period [.] at the end of every sentence that declares something, or makes a command.
4th. Place an interrogation point [?] at the end of every question.
5th. Never divide a syllable at the end of a line.

Questions.—What is a sentence? A proposition? Give the directions for writing sentences. What are parts of speech? What is language? What language do the Germans use? What is an object? What is a word?

15. Parts of a Sentence.

In the sentence, "Chalk is white", chalk is called the Subject; for,

1. The Subject of a proposition is that of which something is affirmed.

White is called the Predicate; for,

2. The Predicate of a proposition is that which is affirmed of the subject.

Is is called the Copula; for,

3. The Copula is a word or group of words used to affirm the predicate of the subject.

The word copula means a link. It is used to join the predicate to the subject.

In the sentence, “Ice is cold”, what is the subject? “Ice.” Why? Because it is that of which something is affirmed. What is the predicate? “Cold.” Why? Because it is that which is affirmed of the subject. What is the copula? “Is.” Why? Because it is the word used to affirm the predicate cold of the subject ice. Why is it called the copula? Because it links or joins the predicate to the subject.

Point out the subject, predicate, and copula in each of the following sentences:

1. Air is transparent. 2. Iron is heavy. 3. Nero was cruel. 4. Jane is studious. 5. Walter will be tardy. 6. Mary should be kind. 7. Ellen is unhappy. 8. Martha was cheerful. 9. George is industrious.

Point out the nouns in these sentences, and tell which are common and which are proper nouns.


16. The Noun as Predicate.

In the sentence, "Man is mortal", the predicate mortal denotes a quality belonging to the subject man. Words which express qualities may be called quality-words. Quality-words are very frequently used as predicates.
ELEMEIlTARY GRAMMAR.

Nouns may be used as predicates. When they are thus used, they denote kind or class.

In the sentence, "Horses are animals," what is the subject? "Horses." Why? What is the predicate? "Animals." Why? What does the word animals denote? It denotes the kind or class of beings to which horses belong. What part of speech is it? It is a noun. Why? What is the copula? "Are."

Affirm qualities of the following subjects:

Fishes, apples, lead, iron, play, swimming, school, marbles, books, flowers, oranges, trees.

Model.—Oranges are yellow.

Affirm the following qualities of appropriate subjects:

Sweet, bitter, sour, opaque, transparent, red, yellow, blue, hard, soft, round, square, mellow, young, old, happy, miserable.

Model.—Sugar is sweet.

Affirm kind or class of the following subjects:

Sheep, eagles, hoe, rake, wheat, corn, ax, locomotive, gold, silver, cow, wagon, house, oxen, river, road, table.

Model.—Eagles are birds.

Affirm qualities of the same subjects.

Ascertain all the properties of five substances. Affirm them of the substances in which they belong.

Model.—Sugar is sweet; sugar is opaque; sugar is combustible, &c.

Questions.—What are quality-words? Can they be used as predicates? Give an example. Give an example of a noun used as a predicate.

What is the subject of a proposition? The predicate? The copula?

What is a sentence? A proposition?

What is a noun? A common noun? A proper noun?

Give the directions for writing sentences.

PARTS OF SPEECH.

17. Elements.

We have seen that a sentence is composed of parts. These parts are called Elements.

1. An Element is one of the distinct parts of a sentence.

2. The Subject and the Predicate are called Principal Elements, because no sentence can be formed without them.

3. The Copula is not called an element. It is used merely to affirm the predicate of the subject.

We can separate any sentence into its elements. This is called Analysis.

4. Analysis is the separation of a sentence into its elements.

Analyze the following sentences, using this

Model.

"Iron is heavy."

This is a sentence; it is a group of words making complete sense.

Iron is the subject; it is that of which something is affirmed; heavy is the predicate; it is that which is affirmed of the subject; is is the copula.

Exercises.

1. Indigo is blue. 2. Gold is heavy. 3. Cork is light. 4. Flies are insects. 5. Mary was tardy. 6. Sarah is truthful. 7. Glass is transparent. 8. Apples are plentiful. 9. Boys will be playful.

10. Children should be careful. 11. Men may be imprudent. 12. John can be studious. 13. Iron is useful. 14. Silver is white. 15. Roses are fragrant. 16. Water is heavy.
17. Violets are flowers. 18. Cherries are ripe. 19. Flowers may be white. 20. Axes may be sharp. 21. Julius should be diligent. 22. Lessons may be difficult. 23. Oxen may be useful.

Point out the common and proper nouns in the above sentence.

Questions.—What is an element? What are the principal elements? Is the copula an element? What is its use? What is analysis?
What is the subject? The predicate? The copula?
What is a sentence? A proposition? Give the directions for writing sentences.
What is a noun? A common noun? A proper noun?
What is an object? What is a word?
What is language? Spoken language? Written language?

18. The Verb.


The predicate, then, can be affirmed of the subject directly; one word expressing both the copula and the predicate.

A word which affirms something of a subject is called a Verb. It usually expresses action, being, or state; as, I am, denotes being; I run, denotes action; I sleep, denotes state.

A Verb is a word which expresses action, being, or state; as, I am, George writes, he dreams.

What is the word "trot" in the sentence, "Horses trot"? It is a verb. Why? Because it affirms action of the subject "horses".

What is the word "stand" in the sentence, "Houses stand"? It is a verb. Why? Because it affirms state of the subject "houses".

What is the word "hunt" in the sentence, "Buffaloes hunt"? It is a verb. Why? Because it affirms action of the subject "buffaloes".

What is the word "study" in the sentence, "Boys study", and is a verb. Why? Because it affirms action of the subject "boys".

What is the word "stand" in the sentence, "Houses stand"? It is a verb. Why? Because it affirms state of the subject "houses".

What is the word "trot" in the sentence, "Horses trot"? It is a verb. Why? Because it affirms action of the subject "horses".

What is the word "hunt" in the sentence, "Buffaloes hunt"? It is a verb. Why? Because it affirms action of the subject "buffaloes".

What is the word "stand" in the sentence, "Houses stand"? It is a verb. Why? Because it affirms state of the subject "houses".

What is the word "walk" in the sentence, "Men walk"? It is a verb. Why? Because it affirms action of the subject "men".

What is the word "stand" in the sentence, "Houses stand"? It is a verb. Why? Because it affirms state of the subject "houses".

Write sentences, using the following verbs as predicates:
Run, limp, stand, sing, whistle, mow, reap, study, recite, sail, look, listen, loiter, reform, neigh, whine, pur, cackle, scream, quarrel, work, play, remain.

Model.—Birds sing.

Point out all the verbs in your reading lesson.

Questions.—What is a verb? What does it usually express?
What is an element? What are the principal elements?
What is the subject? The predicate? The copula?
What is a sentence? A proposition?
What is a noun? A common noun? A proper noun?
What is a word? What is language? Grammar? English grammar?
Give the directions for writing sentences.


In the sentence, "Boys study", lesson, grammar, algebra, or some other word is required to complete the meaning of the predicate "study". That which tells what the boys study, completes its meaning, and is called an Objective Element, or Object.

1. An Objective Element is a word or group of words which completes the meaning of a verb.

Ex.—"Indians hunt buffaloes." The word "buffaloes" completes the meaning of the verb "hunt", and is an objective element.

Those verbs which require the addition of an object to complete their meaning are called Transitive Verbs.

E. G.—3.
2. A Transitive Verb requires the addition of an object to complete its meaning.

Ex.—"Columbus discovered America." The verb "discovered" requires the addition of some word, as "America", to complete its meaning, and is therefore transitive.

The object of a transitive verb is not always expressed; but some word different from the subject can always be made its object.

Ex.—"Horses eat." The object of the predicate "eat" is not expressed; but some word, as hay, oats, corn, &c., can be made its object.

In the sentence, "Clarence walks", no word is required to complete the meaning of the verb "walks". Those verbs which do not require the addition of an object to complete their meaning are called Intransitive Verbs.

3. An Intransitive Verb does not require the addition of an object to complete its meaning.

Ex.—"Horses run." The verb "run" does not require the addition of an object to complete its meaning. It is therefore intransitive.

The copula is always a verb.

4. A Copulative Verb is used to assert the predicate of the subject.

Ex.—"Lambs are playful." The verb "are" is used to assert the predicate "playful" of the subject "lambs". It is therefore a copulative verb.

Write seven sentences containing transitive verbs.

Model.—John struck James.

Write seven sentences containing intransitive verbs.

Models.—Houses stand. Boys swim.
EXERCISES.

Point out the nouns in these sentences.

Questions.—What is an objective element? What is a transitive verb? An intransitive verb? A copulative verb? Is the object of a transitive verb always expressed? Give a sentence in which it is not expressed.

What is a verb? What is an element? What are the principal elements?


What is a noun? A common noun? A proper noun?

What is a word? What is language? An object?

20. The Adjective.

When quality-words are joined to nouns by copulas, they are said to be *predicated* of those nouns.

They may be written or printed in connection with nouns, without being joined to them by copulas; thus: *white* chalk, *sour* apples, a *square* table, *good* boys.

When thus used, they modify or restrict the meaning of nouns, but are not *predicated* of them.

Words which do not express quality may be used as modifiers of nouns. In the sentences, "*This* book is heavy", "*That* book is light", "*Two* boys were sick", "*Three* boys were idle", the words *this*, *that*, *two*, *three*, are modifiers of the nouns which follow them; but they do not express any quality. *This* and *that* point out the nouns to which they belong: *two* and *three* denote number.

Those words which modify nouns by expressing quality, pointing them out, or denoting number are called *Adjectives*.

1. An *Adjective* is a word which modifies the meaning of a noun.

2. There are two classes of Adjectives: *Descriptive* and *Definitive*.

All quality-words are *Descriptive* Adjectives.

3. A *Descriptive Adjective* modifies a noun by expressing some quality belonging to it; as, *ripe* peaches, *round* tables.

Pointing-out words and number-words are *Definitive* Adjectives.

4. A *Definitive Adjective* limits or defines a noun without expressing any of its qualities; as, *this* boy, *that* house, *five* dollars.

Every adjective derived from a proper noun should commence with a capital; as, *American* cotton, *French* customs.

Place each of the following adjectives before a noun:
*Good*, *bad*, *hungry*, *thirsty*, *agreeable*, *healthy*, *dry*, *moist*, *warm*, *cold*, *round*, *square*, *light*, *heavy*, *hard*, *soft*, *rough*, *smooth*, *clean*, *dirty*, *pleasant*, *unpleasant*, *Spanish*, *Australian*.

**Models.**—*Smooth* ice. *Clean* hands.

What kind of adjectives are these? *Why*?

Place each of the following adjectives before a noun:

*This*, *that*, *these*, *those*, *such*, *same*, *another*, *some*, *yonder*, *each*, *every*, *either*, *neither*, *former*, *latter*, *both*, *certain*, *few*, *many*, *much*, *several*, *sundry*, *four*, *seventh*, *four-fold*.

**Models.**—*Much* money. *Sundry* books.

What kind of adjectives are these? *Why*?
Point out the adjectives in the following sentences, using this model.

"Fearful storms sweep over these islands."

**Fearful** is an adjective; it is a word which modifies the meaning of a noun: descriptive; it denotes a quality.

**These** is an adjective; (why?): definitive; it defines without denoting any quality.

**EXERCISES.**

1. Both horses are lame. 2. Ripe peaches are plentiful. 3. Large houses are expensive. 4. Beautiful flowers bloom in that garden. 5. Either road leads to town.

6. Every man carried a square box. 7. This lesson is hard. 8. The brave soldier received a severe wound. 9. With fleecy clouds the sky is blanched. 10. Bright and joyful is the morning. 11. The day was clear and cool. 12. A small, white house stood at the foot of the hill.

Point out the nouns and verbs in the above sentences.

Point out the adjectives in your reading lesson.

**QUESTIONS.**—What is an adjective? A descriptive adjective? A definite adjective? What adjectives should commence with capitals?

What is an objective element? A transitive verb? An intransitive verb? A copulative verb? What is a verb?

What is an element? What is the subject? The predicate?

The copula?

What is a noun? A common noun? A proper noun?

What is language? Spoken language? Written language?

21. The Article.

When we say, "A horse was stolen", a denotes that one horse is meant, but it does not point out any particular horse.

When we say, "The horse was stolen", the denotes that a particular horse is meant.

The words *a* and *the*, in these sentences, are definite adjectives, because they limit nouns, without denoting any of their qualities. They are also called **Articles**.

*A* and *an* are different forms of the same word. *A* is used when the following word begins with a consonant sound; *An*, when the following word begins with a vowel sound.

1. **The** is called the **Definite Article**, because it points out definitely the object which it restricts.

2. **A** or **an** is called the **Indefinite Article**, because it restricts in an indefinite or general manner.

**PLACE A OR AN BEFORE THE FOLLOWING WORDS, AND TELL WHY IT SHOULD BE USED:**

Ode, measure, cart, egg, house, honor, hearth, oven, advantage, goat, opossum, turkey, orange, humor, stand, eagle, vulture, elephant, memory.

**USE A OR AN INSTEAD OF THE DASHES IN THE FOLLOWING Sentences, AND TELL WHY IT SHOULD BE USED:**

1. Temperance is — virtue. 2. The house stands on — hill. 3. — loud report was heard. 4. Life is but — vapor.

5. He is — honest man. 6. He has — ax to grind. 7. Father has bought — horse. 8. I, being — child, was — plea for my admission.

**USE THE PROPER ARTICLES INSTEAD OF THE DASHES IN THE FOLLOWING Sentences:**

1. Such — law is — disgrace to any state. 2. Repeat — first four lines in concert. 3. Love took up — harp of life, and smote on all — chords with might.

4. — fox is cunning. 5. — days are calm. 6. I had — dream which was not all — dream. 7. — wise son maketh — glad father. 8. — rain is over and — sun shines. 9. — crime, not — scaffold, makes — shame.
22. The Participle.

"James saw the man plowing."

What is the subject of this sentence? Why? What is the predicate? Why? What is the objective element? Why? What words limit or restrict "man"? The words "the" and "plowing". What does the word "plowing" denote? It tells what the man was doing. Does it affirm anything of man? It does not: it modifies it like an adjective.

The word "plowing", then, partakes of the properties of both a verb and an adjective. Like a verb, it expresses action: like an adjective, it modifies a noun. Because it partakes of the properties of two parts of speech, it is called a Participle, which means "partaking of."

A participle may partake, also, of the properties of a verb and of a noun.
5. The **Compound Participle** denotes the completion of action, being, or state, at or before the time represented by the principal verb; as, "Having learned the lesson, he recited it.”

The “principal verb” is the verb used as copula or predicate of the sentence in which the compound participle is found.

The compound participle is formed by placing having or having been before a perfect participle, or having been before a present participle; as, having learned, having been learned, having been learning.

*Give the present, perfect, and compound participles of the following verbs:*

Receive, answer, inquire, spell, find, help, study, grow, paint, hope, suffer, resemble, sit, see, go, come, arrive, enjoy, make, learn, demand, enchant, reconcile.

*Form sentences using any of these participles as predicates.***

**Model.**—Sarah is studying her lesson.

**Point out all the participles in your reading lesson, using these models.***

I. “The boy, laughing, ran away.”

**Laughing** is a participle; it is a word derived from a verb and partakes of the properties of a verb and of an adjective; present; it denotes the continuance of an act.

II. “The lesson, studied carefully, was recited.”

**Studied** is a participle; (why?): perfect; it denotes completion.

III. “Having recited, we were dismissed.”

**Having recited** is a participle; (why?): compound; it denotes the completion of an act before the time represented by the principal verb.

**Questions.**—What is a participle? Why is it called a participle? How many participles are there? Name them. When is a participle called active? When passive?

What does the present participle denote? How does the present participle end? What does the perfect participle denote? How does it usually end? What does the compound participle denote? What is the “principal verb”? How is the compound participle formed?

What is the definite article? The indefinite article? When is a used? When is an used? What is an adjective? A descriptive adjective? A definite adjective? What is a verb? A transitive verb? An intransitive verb? A copulative verb? What is an element? The subject? The predicate?

What is a noun? A common noun? A proper noun?

**23. The Adjective Element.**

In the sentence, “Small lakes are abundant”, what word modifies “lakes”? The adjective “small”.

In the sentence, “John’s hat is torn”, what word modifies “hat”? The noun “John’s”. In what manner does it modify “hat”? It denotes that it is the hat which John owns.

In the sentence, “Mr. Jones the mason is insane”, what word modifies “Mr. Jones”? The noun “mason”. In what manner does it modify “Mr. Jones”? It tells his trade or business.

These modifying words are called **Adjective Elements**, because they modify nouns.

1. An **Adjective Element** is a word or group of words which modifies a noun.

In the sentence, “Ripe peaches are plentiful”, what element is “ripe”? It is an adjective element. Why? Because it modifies the noun “peaches”.

In the sentence, “Milton the poet was blind”, what element is “poet”? It is an adjective element. Why?

In the sentence, “Solomon’s temple was destroyed”, what element is “Solomon’s”? It is an adjective element. Why?
Write five sentences, modifying their subjects by descriptive adjectives.
Model.—Cold weather is unpleasant.
Write five sentences, modifying their subjects by definitive adjectives.
Model.—Both horses are lame.
Write five sentences, modifying their subjects by nouns.
Model.—Elle's uncle is rich. Mr. Todd the millen is young.
Write five sentences, modifying both subjects and objects by adjective elements.
Model.—Elle's mother bought a new bouquet.
Point out all the adjective elements in your reading lesson.
Analyze the following sentences, using these models.
I. “Sweet sounds soothe the ear.”
This is a sentence; (why?).
SOUNDS is the subject; (why?): soothe, the predicate; (why?).
“Sounds” is modified by sweet, an adjective element; “soothe”,
by ear, an objective element: “ear,” by the, an adjective element.
II. “Frank's father is a merchant.”
This is sentence; (why?).
Father is the subject; (why?): merchant, the predicate;
(why?). “Father” is modified by Frank's, an adjective element:
“merchant,” by a, an adjective element.
III. “Milton the poet was blind.”
This is sentence; (why?).
Milton is the subject; (why?): blind, the predicate; (why?):
was is the copula. “Milton” is modified by poet, an adjective
element: “poet”, by the, an adjective element.

Questions.—What is an adjective element? Can nouns be used
as adjective elements?
What is a participle? How many participles are there? What
is the present participle? The perfect participle? The compound
participle?
How does the present participle end? The perfect participle?
How is the compound participle formed? Why is this part of
speech called a participle?

24. The Pronoun.

“John put John's hat on John's head.”
Is this a correct sentence? It is not. What word is nu-
necessarily repeated? “John's.” How should the sentence be
written? It should be written, “John put his hat on his
head”.
What word is here used instead of “John's”? “His.”
This word is called a Pronoun, which means instead of a
noun.

1. A Pronoun is a word used instead of a noun; as, he runs, she sings, they listen.

In the sentences, “I write”, “You read”, “They study”,
what are the words “I”, “you”, and “they”? They are pro-
nouns. Why? Because they are used instead of nouns.—“I”,

PARTS OF SPEECH. 45
instead of the name of the person speaking; "yon", instead of the name of the person spoken to; "they", instead of the names of the persons spoken of.

The name of a person speaking is said to be of the first person; the name of an object spoken to, of the second person; the name of an object spoken of, of the third person.

Those pronouns which show by their form whether the nouns which they represent are of the first, second, or third person, are called Personal Pronouns.

2. **Personal Pronouns** both represent nouns and show by their form whether they are of the first, second, or third person.

- **Rem.**—The personal pronouns are *I, thou, he, she, it, we, our, us, my, mine, ye, you, your, thy, thine, thee, his, him, her, its, they, their, them, myself, himself, &c.*

Point out all the personal pronouns in the following sentences:

1. Thou callest. 2. I come. 3. She studies. 4. I like her. 5. They are honest. 6. Her lesson was learned. 7. I borrowed his books. 8. They have sold their farms. 9. You should study your lesson. 10. Ye are the people. 11. It can not find its master. 12. Thy fame hath preceded thee.

**Analyze the foregoing sentences, and point out the nouns and verbs, using these models.**

I. "It is he."

This is a sentence; (why?).

*It* is the subject; (why?): *he* is the predicate; (why?): *is* is the copula.

II. "He has lost his book."

This is a sentence; (why?).

*He* is the subject; (why?): *has lost*, the predicate; (why?).

III. "Their horses drowned themselves."

This is a sentence; (why?).

**Horses** is the subject; (why?): **drowned**, the predicate; (why?). "Horses" is modified by their, an adjective element, and "drowned", by **themselves**, an objective element.

Substitute appropriate pronouns for the dashes in the following sentences:

1. Stephen died a martyr to — faith. 2. — house to — was a strange land. 3. — said of — son, "— is — brother". 4. Let there be no strife betwixt — and —. 5. Land — pen till — write — exercise. 6. How much — missed — brother and — sister. 7. — say — are — friend.

**Write five sentences, using personal pronouns as subjects.**

**Model.**—We are scholars.

**Write five sentences, using personal pronouns as objects.**

**Model.**—Henry admires them.

**Write five sentences, using personal pronouns as adjective elements.**

**Model.**—His book is in his hand.

**Point out the personal pronouns in your reading lesson, using this model.**

"His book is in my desk."

**His** is a pronoun; it is a word used instead of a noun: personal; it represents a noun, and shows that it is of the third person.

**My** is a pronoun; (why?): personal; it represents a noun, and shows that it is of the first person.
Questions.—What is a pronoun? A personal pronoun? Name some of the personal pronouns.

What is an adjective element? What is an adjective? A descriptive adjective? A definite adjective?

What is a participle? The present participle? How does it end? The perfect participle? How does it end? The compound participle? How is it formed?

What is the definite article? The indefinite article?

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a pronoun? The subject? The predicate? The copula? For what is the copula used? What is analysis?

What is a noun? A common noun? A proper noun? Can you write nouns? Can you write the names of objects? What is an object? What is a word?


In the sentence, “This house is ours”, what is the subject? “House.” Why? What is the predicate? “Ours.” Why? It is that which is affirmed of the subject. What is the copula? “Is.”

What modifies “house”? “This”, an adjective element. What words can be used instead of “ours”? “Our house.” What does the pronoun “our” denote? It denotes that we own the house.

“Ours”, then, is used to denote both the possessor and the thing possessed. In this sentence, it represents both “our” and “house”. Because it does this, it is called a Possessive Pronoun.

Possessive Pronouns are words used to represent both the possessor and the thing possessed.

The Possessive Pronouns are mine, thine, his, hers, ours, yours, theirs, our own, &c.

In the sentence, “That book is his”, what is the predicate? “His.” Why? What does it represent? It represents the words “his book”. What is it? It is a possessive pronoun. Why? Because it represents both the possessor and the thing possessed.

In the sentence, “That is his book” what is the predicate? “Book.” What modifies “book”? “His”, an adjective element. What is “his”? It is a personal pronoun. Why is it not a possessive pronoun? Because it modifies the noun following it, and does not represent both the possessor and the thing possessed.

Write five sentences, using possessive pronouns as subjects.

Model.—His is a hard lot.

Write five sentences, using possessive pronouns as predicates.

Model.—That desk is mine.

Analyze the following sentences, using these models.

I. “Ours is an easy task.”

This is a sentence; (why?).

Ours is the subject; (why?): task, the predicate; (why?): is is the copula. “Task” is modified by an and easy, both adjective elements.

II. “That factory is theirs.”

This is a sentence; (why?).

Factory is the subject; (why?): theirs, the predicate; (why?): is is the copula. “Factory” is modified by that, an adjective element.

III. “This land is our own.”

This is a sentence; (why?).

Land is the subject; (why?): our own, the predicate; (why?). “Land” is modified by this, an adjective element.

Exercises.

1. This book is hers. 2. Those apples are his. 3. Yours is a hard lesson. 4. Those marbles are mine. 5. This book is thine. 6. The evenings are our own. 7. The victory is ours.
Point out the possessive pronouns in these sentences, using this model.

"That book is mine."

Mine is a pronoun; (why?): possessive; it represents both the possessor and the thing possessed; it is equivalent to "my book".

See whether there are any possessive pronouns in your reading lesson.


36. Relative Pronouns.

When we say, "A rich man owns that house", what element is the word "rich"? It is an adjective element. Why?

When we say, "A man who is rich owns that house", what words do we use instead of "rich" to modify "man"? We use the words, "who is rich". What element do these words form? An adjective element. Why? Because they modify a noun.

Is the expression, "who is rich", a proposition? It is. Why? Because it has a subject and a predicate. What is the subject? "Who." Why? What is the predicate? "Rich." Why? What is the copula?

What part of speech is "who"? It is a pronoun. Why? It is a word used instead of a noun. Instead of what noun is it used? The noun "man".

This sentence, then, contains two propositions: "A man owns that house", and "who is rich"; the second proposition modifying the subject of the first. Such a sentence is called a Complex Sentence.

1. A Complex Sentence consists of a proposition some part of which is modified by another proposition.

The propositions of which a complex sentence is composed are called clauses.

What is the proposition, "A man owns that house"? It is a clause. Why? It is a proposition which forms a part of a complex sentence. What is the proposition, "who is rich"? It is a clause. Why?

The pronoun "who" is not only the subject of the proposition, but it also joins the modifying clause, "who is rich", to the noun which it limits.

Those pronouns which represent preceding words or expressions, to which they join modifying clauses, are called Relative Pronouns.

2. A Relative Pronoun is a word used to represent a preceding word or expression, to which it joins a modifying clause.

3. A Relative Clause is a clause introduced by a relative pronoun.

The relative pronouns are who, which, what, and that. As is also a relative after the words such, many, and some.

The suffixes ever, so, and sooner are sometimes added to these pronouns: as, whoever, whose, whomever.

Point out the relative pronouns in the following sentences, using this model.

"A man who is industrious will prosper."

Who is a pronoun; (why?): relative; It represents a preceding
word, to which it joins a modifying clause. The word it represents is "man".

**EXERCISES.**

1. Tell me whom you saw. 2. Those who sow will reap. 3. He that hath, dissemble not with his lips. 4. This is the house which my father bought.

5. I gave him all that I had. 6. Judge ye what I say. 7. He will do what is right. 8. A kind boy avoids doing whatever injures others. 9. Whoever studies will learn. 10. Whatever ye shall ask in my name, that will I do.

Point out the *relative pronouns* in your reading lesson.

Point out the *nouns, adjectives, verbs, and personal pronouns* in the above sentences.

Substitute *pronouns* for the dashes in the following sentences:

1. Death lifts the veil — hides a brighter sphere. 2. Blest are the feasts — simple plenty crowns. 3. — God, in — — trust.

4. The man — paid — the money was the cashier.

5. The message — sent was received. 6. No one can tell — others may do. 7. — will do — — is proper.

Write five sentences, modifying their *subjects* by relative clauses.

**Model.** — The boy who studies will learn.

Write five sentences, modifying their *objects* by relative clauses.

**Model.** — I have lost the book which you gave me.

Analyze the foregoing sentences, using these **models.**

I. "The fish which you caught, is a trout."

This is a sentence; (why?).

*Fish* is the subject; (why?): *trout*, the predicate; (why?):

2. Interrogative Pronouns.

In the sentences: "Who is that man?" "Which comes first?" "What is he?" what words are used instead of the answers to the questions? The words "who", "which", and "what".

These words, together with *whose* and *whom*, when used in asking questions, are called *Interrogative Pronouns*.

An **Interrogative Pronoun** is one used in asking questions.

The interrogative pronouns *which* and *what* are sometimes placed before nouns. They are then called *Interrogative Adjectives*.

Ex. — "Which road shall I take?" The word "which" is an interrogative adjective, modifying "road". "What noise is
that?" The word "what" is an interrogative adjective, modifying "noise".

Point out the **interrogative pronouns in the following sentences**, using this

**MODEL.**

"Who visited your school yesterday?"

**Who is a pronoun; (why?): interrogative; it is used in asking a question.**

**EXERCISES.**


Point out the **nouns, adjectives, verbs, and personal pronouns** in these sentences.

See whether there are any **interrogative pronouns or interrogative adjectives** in your reading lesson.

**Analyze the foregoing sentences**, using this

**MODEL.**

"Whom can you trust?"

This is *a sentence*; (why?).

**You** is *the subject*; (why?): **can trust**, the predicate; (why?).

"Can trust" is modified by **whom**, an objective element.

**Questions.**—What is an interrogative pronoun? What words are used as interrogative pronouns? Which of these are sometimes used as interrogative adjectives?

What is a clause? A relative pronoun? A relative clause?

Name the relative pronouns.

What are possessive pronouns? Name some of them.

What is a pronoun? A personal pronoun? Name some of them.

PARTS OF SPEECH. 55


In the sentence, "Birds sing sweetly", does the word "sweetly" denote what the birds sing? It does not: it tells how they sing. Does it complete the meaning of the verb "sing", like an objective element? It does not: it modifies it in another way.

In the sentence, "Very large vessels were seen", what is modified by "very"? The word "large". What is "large"? It is an adjective.

In the sentence, "He rode quite fast", what word tells how he rode? The word "fast": What word tells how fast he rode? The word "quite".

Words used in this manner are called **Adverbs**.

1. An **Adverb** is a word used to modify a verb, adjective, participle, or adverb.

A group of words used like an adverb is called an **Adverbial Element**.

2. An **Adverbial Element** is a word or group of words used to modify a verb, adjective, participle, or adverb.

**Point out the adverbs in the following sentences**, using this

**MODEL.**

"The wind blew furiously."

**Furiously** is an adverb; it is used to modify a verb.

**EXERCISES.**

1. That vessel sails slowly. 2. He built a house there. 3. Emma is quite unwell. 4. Those mountains are very high. 5. We were agreeably surprised. 6. I will shortly return. 7. You will never see him again. 8. I would gladly pardon you. 9. So thought Palmyra. 10. He afterward escaped.
Point out the nouns, verbs, pronouns, and adjectives in these sentences.

Point out the adverbs in your reading lesson.

Write seven sentences, modifying their predicates by adverbs.

Model.—We should walk quietly.

Write seven sentences, modifying their subjects by adjectives, and those adjectives by adverbs.

Model.—Very loud reports were heard.

Write seven sentences, modifying their predicates by adverbs, and those adverbs by other adverbs.

Model.—He walks quite slowly.

Analyze the above exercises, using these models.

I. "Our house is very small."

This is a sentence; (why?).

House is the subject; (why?): small, the predicate; (why?): is is the copula. "House" is modified by our, an adjective element: "small", by very, an adverbial element.

II. "We should study our lessons carefully."

This is a sentence; (why?).

We is the subject; (why?): should study, the predicate; (why?). "Should study" is modified by lessons, an objective element, and by carefully, an adverbial element: "lessons" is modified by our, an adjective element.


29. The Preposition.

In the sentence, "A man of wealth rode by our house", what does the group of words "of wealth" modify? It modifies the noun "man". What element is it? It is an adjective element. Why? Because it modifies a noun.

What does the group of words "by our house" modify? It modifies the verb "rode". It tells where he rode. What element is it? It is an adverbial element. Why? Because it modifies a verb.

The word "of" connects the noun "wealth" to the noun "man". The word "by" connects the noun "house" with the verb "rode".

They are said to show the relations between the words which they connect.

They are called Prepositions, and the nouns which follow them are called their objects.

1. A Preposition is a word used to show the relation between its object and some other word.

List of Prepositions.

A = at, on, or in,  At,  At
About,  About,  About
Across,  Across,  Across
After,  After,  After
Against,  Against,  Against
Along,  Along,  Along
Among,  Among,  Among
Amid,  Amid,  Amid
Over,  Over,  Over
Out of,  Out of,  Out of
On,  On,  On
In,  In,  In
Into,  Into,  Into
Out,  Out,  Out
Of,  Of,  Of
On,  On,  On
Up,  Up,  Up
Upon,  Upon,  Upon
With,  With,  With
Within,  Within,  Within
Without,  Without,  Without.
When two prepositions come together they form a complex preposition.

2. A Preposition and its object form a Phrase.

Point out the prepositions in the following sentences, using this
MODEL.
"He came from France to America."

From is a preposition; it shows the relation between its object and some other word. It shows the relation between "France" and "came".

To is a preposition; (why?): it shows the relation between "America" and "came".

EXERCISES.
1. The old man was often in want of the necessaries of life.
2. The boy went through the gate into the garden.
3. Be not forward in the presence of your superiors.
4. He was not, at that time, in the city.
5. He drove over the bridge into the city.
6. He went to the doctor for advice.
7. The path brought them to the end of the wood.
8. She turned to the old man with a lovely smile upon her face.
9. The light came through the stained windows of the old church.

Point out the nouns, verbs, adjectives, and pronouns in these sentences.

Point out the prepositions in your reading lesson.

Analyze the following sentences, using this
MODEL.
"Habits of industry will lead to prosperity."

This is a sentence; (why?).

Habits is the subject; (why?): will lead, the predicate; (why?). "Habits" is modified by the phrase of industry, an adjective element: "will lead" is modified by the phrase to prosperity, an adverbial element.

QUESTIONS.—What is a preposition? What is the object of a preposition? What is a phrase?

What is an adverb? What do adverbs usually denote? What is an adverbial element?


What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a participle? The present participle? The perfect participle? The compound participle?

What is an adjective? A descriptive adjective? A definite adjective?

What is a noun? A common noun? A proper noun? Which of these should always commence with a capital letter?

30. The Conjunction.

In the sentence, "Ellen and Mary study botany", what two words are used as the subject? "Ellen" and "Mary". Why? Because something is affirmed of them: both Ellen and Mary study botany. What word joins them? The word "and".

In the sentence, "Ellen or Mary studies botany", what two words are used as the subject? "Ellen" and "Mary". Are both represented as studying botany? They are not: if Ellen studies botany, Mary does not. What word joins them? The word "or".

EXERCISES.
1. Light moves in straight lines.
2. They went aboard the ship.
3. I differ from you on that point.
4. The two thieves divided the money between them.
5. The ship was driven upon the rocks.
6. Our sincerest laughter is fraught with some pain.
7. The young lambs are bleating in the meadows.
8. They came to the country of the free.
9. I will divide this farm among my three sons.
10. Man goeth to his long home.
11. The sleep of a laboring man is sweet.
In the statement, "Ellen will study botany if Mary studies algebra", how many sentences are there? There are two: "Ellen will study botany", and "Mary studies algebra". What word is used to connect these two sentences? The word "if".

The words "and", "or", "if", and all other words used merely to join words, phrases, clauses, and members are called Conjunctions.

1. A Conjunction is a word used to connect words, phrases, clauses, and members.

Conjunctions merely connect words, they do not express relations, like prepositions.

Two or more parts of the same proposition, connected by conjunctions, form a compound element.

2. A Compound Element consists of two or more parts of the same proposition connected by conjunctions.

Ex.—"James and Samuel are kind, honest, and faithful." "James" and "Samuel" are the parts of the compound subject; "kind", "honest", and "faithful" are the parts of the compound predicate.

The comma [, ] is omitted after "James" because two parts only are connected; it is inserted after "kind" and "honest", because more than two parts of a compound element are connected.

Directions for Writing.—When a compound element consists of more than two parts,

1st. Place a comma after each part except the last.

2d. Use the conjunction between the last two parts only.

"Point out the conjunctions in your reading lesson."
31. The Interjection.

"Hurra! we have found him."

Is this a sentence? It is. What is the subject? The pronoun "we". What is the predicate? "Have found." What modifies the predicate? The pronoun "him", an objective element.

What does the word "hurra" denote? It denotes that the speaker or writer is highly pleased. Does it affirm or deny any thing? It does not; it simply implies a feeling or emotion of pleasure.

There are words, also, used to denote sorrow, grief, surprise, disgust, pity, hatred, &c.

All such words are called Interjections.

An Interjection is a word used to denote some sudden or strong emotion.

Interjections usually, but not always, require an exclamation point [!] after them.

Point out the interjections in each of the following sentences, using this:

**MODEL.**

"Hush! they are coming."

Hush is an interjection; it denotes some sudden emotion.

**EXERCISES.**

1. Ha! it freezes me. 2. Aha! you are a truant, I see. 3. Ahem! I will think about it. 4. Hark! the clock strikes one. 5. Phew! I knew that long ago. 6. Alas! we shall see him no more. 7. Tush! tush! man, I made no reference to you. 8. Ay, every inch a king. 9. O, what a noble mind is here o'er-

thrown! 10. Alas! they had been friends in youth. 11. Hark! hark! the lark at heaven's gate sings. 12. Alas! for the rarity of Christian charity.

Point out all the parts of speech in the above sentences.

Point out the interjections in your reading lesson.

**Questions.**—What is an interjection? What should usually be placed after an interjection?

What is a conjunction? What is a compound element? Give the directions for writing a compound element.

What is a preposition? What is the object of a preposition?

What is a phrase?

What is an adverb? An adverbial element?

32. Classes of Sentences.

Sentences may be used to declare something, to ask questions, to express commands, or to denote emotion.

1. There are four classes of sentences: Declarative, Interrogative, Imperative, and Exclamatory.

2. A Declarative Sentence is one used to affirm or deny something; as, Fishes swim. Fishes do not walk.

3. An Interrogative Sentence is one used to ask a question; as, Are you sick? Where do you live?

4. An Imperative Sentence is one used to express a command or an entreaty; as, Come here. Do not strike me.

5: An Exclamatory Sentence is one used in exclamations, or in the expression of strong emotion; as, Oh, how glad I am to see you!
Tell the different kinds of sentences in your reading lesson, using these modes.

I. "Attend to the duties I have assigned you."
This is a sentence: (why?): imperative; it is used to express a command.

II. "When was America discovered?"
This is a sentence: (why?): interrogative; it is used to ask a question.

Questions.—How many classes of sentences are there? Name them. What is a declarative sentence? An interrogative sentence? An imperative sentence? An exclamatory sentence?

33. Review.

1. We have now learned that there are nine Parts of Speech; viz., Noun, Verb, Adjective, Participle, Pronoun, Adverb, Preposition, Conjunction, Interjection.

2. We have also learned that a sentence may contain five Elements.

3. The Principal Elements are the Subject and the Predicate.

4. The Subordinate Elements are the Object, Adjective, and Adverbial Elements.

Before proceeding farther, be sure that you can answer all the following questions for review.

How many senses have we? What things? Can we perceive things which are not material? What is an object? What is a word?


What are parts of speech? How many parts of speech are there? Name them. How do you determine the class to which any word belongs?

What is a noun? A common noun? A proper noun? Give examples of each class. Which should commence with capital letters? Can you write objects? Can you write the names of objects?


What is the subject of a proposition? The predicate? The copula? What does the word copula mean?

What are quality-words? Can they be used as predicates? Give an example. Give an example of a noun used as a predicate. What do predicate-nouns denote?

What is an element? What are the principal elements? Is the copula an element? What is its use? What are the subordinate elements? What is analysis?

E. G.—5.
PART III.

SYNTAX--PARSING.

THE NOUN.

To nouns belong **Gender**, **Person**, **Number**, and **Case**.

34. **Gender**.

1. **Gender** is a distinction of nouns or pronouns with regard to sex.

2. There are four genders: **Masculine**, **Feminine**, **Common**, and **Neuter**.

3. The **Masculine Gender** denotes males; as, father, king, governor.

4. The **Feminine Gender** denotes females; as, mother, queen, governess.

5. The **Common Gender** denotes either males or females; as, children, parent, cattle.

6. The **Neuter Gender** denotes neither males nor females; as, house, pen, locomotive.
There are three ways of distinguishing the masculine and feminine genders:

1. **By using different words**: as, father, mother; brother, sister; boy, girl; gentleman, lady; Mr., Mrs.; Charles, Caroline; drake, duck; hart, roe.
2. **By different terminations**: as, actor, actress; executor, executrix; hero, heroine.
3. **By joining some distinguishing word**: as, man-servant, maid-servant; he-bear, she-bear; landlord, landlady; merman, mermaid.

**EXERCISES.**

Tell the **gender** of the following nouns:

Baker, milliner, poet, father, aunt, nephew, cart, Susan, Joseph, duke, countess, administratrix, madam, president, empress.

Give the corresponding **masculine** or **feminine** for the following nouns:

Grandfather, uncle, niece, count, widow, prophet, sorcerer, earl, female, hen-sparrow, Miss Jones, Augusta, Francis, mediator.

Write **five sentences**, using **masculine** nouns as **subjects**.

**Model.**—John left his book on my desk.

Write **five sentences**, using **feminine** nouns as **objects**.

**Model.**—The teacher sent my sister home at recess.

Write **six sentences**, using nouns in the **common** or **neuter** gender as **subjects** or **objects**.

**Model.**—A beggar frightened me this morning.

Tell the **gender** of all the nouns in your reading lesson.
Write five sentences, using nouns or pronouns of the **first person** as subjects, predicates, or objects.

**Model.**—We are pupils. I defended myself.

Write five sentences, using nouns or pronouns of the **second person** as subjects or objects.

**Model.**—You may be excused. I envy thee.

Write five sentences, using nouns or pronouns of the **third person** as subjects, predicates, or objects.

**Models.**—Studious pupils learn long lessons easily. They left their homes in sorrow.

### Questions
What is person? How many persons are there? Define them. What is gender? The masculine gender? The feminine gender? The common gender? The neuter gender? What belong to nouns?

### 36. Number

Nouns may denote one object or more than one. Thus, "house" denotes one object; "houses", more than one; "ox" denotes one object; "oxen", more than one.

This modification or use of a noun is called **Number**.

1. **Number** is that property of a noun or pronoun which distinguishes one from more than one.
2. There are two numbers: **Singular** and **Plural**.
3. The **Singular Number** denotes but one; as, boy, girl, apple.
4. The **Plural Number** denotes more than one; as, boys, girls, apples.

### 37. Formation of the Plural

1. Nouns whose last sound will unite with s, form their plurals by adding s only to the singular; as, book, books; boy, boys; desk, desks.
2. Nouns whose last sound will not unite with s, form their plurals by adding es to the singular; as, bush, bushes; box, boxes.
3. Nouns ending in y preceded by a consonant, change y into ies; as, mercy, mercies.
4. Some nouns ending in f or ves, change these endings into fies; as, knife, knives.
5. Most nouns ending in o, preceded by a consonant, add es; as, cargo, cargoes.
6. Nouns ending in o, preceded by a vowel, add s, as, folio, folios.
7. Letters, figures, marks, and signs add s; as, p's and q's; g's and 11's; the w's; the 5's and 8's.
8. Proper nouns usually add s only in forming their plurals; as, Mary, Marys; Sarah, Sarahs; Nero, Neros. The forms Marius, Neros, &c., are sometimes used.
9. Most nouns from foreign languages change us to i; as, am and on to a; is to es or ides; a to e or ata; and s to ses or ses; as, calculi, arcs; arcana; phenomena, theses; ephemera, ephemeraides.
10. Some nouns form their plurals irregularly; as, man, men; ox, oxen; mouse, mice.
11. A few nouns are alike in both numbers; as, sheep, deers, trout, yoke, hose, vermis, and others.
12. In compound words, the part described by the rest is generally pluralized; as, brothers-in-law, courts-martial, excorts.
In no two of these sentences has the word "sun" the same relation to the other words.

These different relations are called Cases.

1. Case is the relation of a noun or pronoun to other words.

2. There are four cases: Nominative, Possessive, Objective, and Absolute.

3. The Nominative Case is the use of a noun or pronoun as the subject or the predicate of a proposition; as, Boys skate; Horses are animals.

4. The Possessive Case is the use of a noun or pronoun to denote ownership, authorship, origin, or kind; as, John's hat, Bay's Algebra, the sun's rays, men's clothing.

The Possessive Case Singular is formed by annexing 's to the nominative; as, Ellen's, Charles's.

A few singular nouns, ending with s or ce, form their possessive case by adding the apostrophe only; as, goodness' sake, conscience' sake.

The Possessive Case Plural is formed by annexing the apostrophe only, when the nominative plural ends in s; as, boys', "The Teachers' Association".

Plural nouns not ending with s, form their possessive case by annexing 's; as, men's hats.

5. The Objective Case is the use of a noun or pronoun as the object of a transitive verb in the active voice, or of a preposition; as, "Indians hunt buffaloes"; "They ran over the bridge"; "John threw a stone at the dog".
6. The Absolute Case is the use of a noun or pronoun independent of any relation to other words; as, "Oh, my son"; "Soldiers, attention".

Rem.—A noun may be in the absolute case:
1. By direct address; as, "James, bring me a book".
2. By exclamation; as, "Oh, my daughter!"
3. By pleonasm; i.e., by placing it before a sentence in which an affirmation is made concerning it; as, "Your fathers, where are they?"
4. With a participle; as, "The sun being risen".
7. A noun limiting the meaning of another noun denoting the same person or thing, is, by apposition, in the same case; as, Washington the general became Washington the statesman.

39. Declension.

The Declension of a noun is its variation to denote number and case.

The absolute case always has the same form as the nominative.

<table>
<thead>
<tr>
<th>Example</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Fly, Flies</td>
<td>Noun, Goodness, ——</td>
</tr>
<tr>
<td>Poss.</td>
<td>Fly's, Flies'</td>
<td>Poss. Goodness', ——</td>
</tr>
<tr>
<td>Obj.</td>
<td>Fly, Flies</td>
<td>Obj. Goodness, ——</td>
</tr>
</tbody>
</table>

Questions.—What is case? How many cases are there? What is the nominative case? The possessive case? The objective case? The absolute case? How is the possessive case singular formed? The possessive case plural? In how many ways may a noun be in the absolute case? Give examples.

What is declension? Decline "boy", "girl", "farmer".

40. Parsing.

Parsing consists (1) In naming the part of speech; (2) In telling its properties; (3) In pointing out its relations to other words; (4) In giving the rule for its construction.

41. Order of Parsing.

1. A noun, and why?
2. Common or proper, and why?
3. Gender, and why?
4. Person, and why?
5. Number, and why?
6. Case, and why?
7. Rule for construction.

42. Models for Parsing.

I. "Wheat is a vegetable."

Wheat is a noun; it is a name; common; it can be applied to any one of a kind or class; neuter gender; it denotes neither males nor females; third person; it is spoken of; singular number; it denotes but one; nominative case; it is used as the subject of the proposition. Rule I. "The subject of a proposition is in the nominative case."

Vegetable is a noun; (why?): common; (why?): neuter gender; (why?): third person; (why?): singular number; (why?): nominative case; it is used as the predicate of the proposition. Rule II. "A noun or pronoun used as the predicate of a proposition is in the nominative case."
II. "Henry's uncle, the sheriff, was wounded."

**Henry's** is a noun; (why?): proper; it is the name of a particular person: masculine gender; it denotes a male; third person; (why?): singular number; (why?): possessive case; it denotes possession, and modifies "uncle".

Rule III. "A noun or pronoun used to limit the meaning of a noun denoting a different person or thing, is in the possessive case."

**Sheriff** is a noun; (why?): common; (why?): masculine gender; (why?): third person; (why?): singular number; (why?): nominative case, in apposition with "uncle"; which it modifies. Rule IV. "A noun or pronoun used to limit the meaning of a noun or pronoun by denoting the same person, place, or thing, is in the same case."

III. "Samuel, study your lesson with care."

**Sonnet** is a noun; (why?): proper; (why?): masculine gender; (why?): second person; it denotes the person addressed: singular number; it denotes but one: absolute case; it is used independently. Rule V. "A noun or pronoun used independently is in the absolute case."

**Lesson** is a noun; (why?): common; (why?): neuter gender; (why?): third person; (why?): singular number; (why?): objective case; it is the object of the verb "study". Rule VI. "The object of a transitive verb in the active voice, or of its participles, is in the objective case."

**Care** is a noun; (why?): common; (why?): neuter gender; (why?): third person; (why?): singular number; (why?): objective case; it is used as the object of the preposition "with". Rule VII. "The object of a preposition is in the objective case."

---

**EXERCISES.**

Analyze the following sentences, and parse the nouns:

1. Borneo is a large island. 2. Our father lives in Washington. 3. John's dog bit Clarence. 4. Johnson's farm is mortgaged. 5. Mr. Trowel the mason is unwell. 6. Oh, Helen, father is coming. 7. The statue fell from its pedestal. 8. God, a troop shall overcome him. 9. Jocko has stolen my spectacles. 10. Susan's mother is my aunt. 11. Is the doctor's office open?

12. Next to slacker, remember still
   Thou must resolve upon integrity.
   God will have all thou hast; thy mind, thy will,
   Thy thoughts, thy words, thy works.—Herbert.

Write the first two sentences of a composition on "Winter Sports", and parse the nouns.

Correct the following sentences:

1. Jane has two brother-in-laws. 2. Storms are interesting phenomenons. 3. Three chimney's were on fire. 4. The Snaker's are industrious. 5. Did you attend Mr. Chance's lecture. 6. I called at Coleman's the jeweler's. 7. She is reading in her sister's Mary's book.

**Questions.**—What is a noun? A common noun? A proper noun? What belong to nouns? What is gender? How many genders are there? What is the masculine gender? The feminine gender? The common gender? The neuter gender? What is person? The first person? The second person? The third person? What is number? The singular number? The plural number? What is case? The singular number? The plural number? What is case? How many cases are there? What is the nominative case? The possessive case? How is the possessive case singular formed? The possessive case plural? What is the objective case? The absolute case? In how many ways may a noun or pronoun be in the absolute case? Give examples.

What is declension? Parsing? Order of parsing a noun?
THE PRONOUN.

To pronouns belong Gender, Person, Number, and Case.

43. Personal Pronouns.

1. The Simple Personal Pronouns are I, thou, he, she, and it, with their declined forms we, our, us, my, mine, ye, you, your, thy, thine, thee, his, him, her, its, they, their, them.

2. The Compound Personal Pronouns are formed by adding self or selves to some form of the simple personals; as, myself, yourselves, himself, themselves.

Rem.—You is used to represent both singular and plural nouns.

We is used in place of I, in editorials, royal proclamations, &c.; as, "We, Geo. IV, King of Great Britain and Ireland"; "We were mistaken".

It is sometimes used in the nominative, without reference to any particular antecedent, and in the objective for euphony alone; as, "It thunders"; "Come and trip it on the green".

When pronouns of different persons are used, the second should precede the third, and the third the first.

44. Declension of Personal Pronouns.

FIRST PERSON.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>I</td>
</tr>
<tr>
<td>Poss.</td>
<td>My, mine</td>
</tr>
<tr>
<td>Obj.</td>
<td>Me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>Myself</td>
</tr>
<tr>
<td>Poss.</td>
<td>Your</td>
</tr>
<tr>
<td>Obj.</td>
<td>You</td>
</tr>
</tbody>
</table>

SECOND PERSON.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>Thou, ye</td>
</tr>
<tr>
<td>Poss.</td>
<td>Thy, thine, Your</td>
</tr>
<tr>
<td>Obj.</td>
<td>Thee, You</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. &amp; Obj.</td>
<td>Thyself,</td>
</tr>
<tr>
<td></td>
<td>Yourself.</td>
</tr>
</tbody>
</table>

THIRD PERSON.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>He,</td>
</tr>
<tr>
<td>Poss.</td>
<td>Thy, thine,</td>
</tr>
<tr>
<td>Obj.</td>
<td>Him, Her,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. &amp; Obj.</td>
<td>Himself,</td>
</tr>
<tr>
<td></td>
<td>Herself,</td>
</tr>
<tr>
<td></td>
<td>Nom. &amp; Obj.</td>
</tr>
</tbody>
</table>

45. Order of Parsing.

1. A pronoun, and why?
2. Personal, and why?
3. What is its antecedent?
5. Decline it.
46. Models for Parsing.

I. "I see them on their winding way."

is a pronoun; (why?): personal; it is shown by its form that it is of the first person; its antecedent is the name, understood, of the speaker: — gender, first person, singular number, to agree with its antecedent. Rule IX. "Pronouns must agree with their antecedents in gender, person, and number." Decline it: nominative case: Rule I.

II. "I, myself, told you so."

is a pronoun; (why?): personal; (why?): gender, third person, plural number: Rule IX. Decline it: objective case; it is the object of the transitive verb "see": Rule VI.

Myself is a pronoun; (why?): personal; (why?): compound; its antecedent is the name, understood, of the speaker: — gender, first person, singular number: Rule IX. Decline it: nominative case, in opposition with "I": Rule IV.

EXERCISES.

Analyze the following sentences, and parse the nouns and personal pronouns:

1. You and he are my friends. 2. I saw them in their carriage. 3. The soldiers helped themselves. 4. Thou art the man. 5. He saved thy money for thee. 6. Your father knows us. 7. He himself hid your state.

8. Where shall I see him? angels tell me where.

You know him; he is near you; point him out.

Shall I see glories beaming from his brow,

Or trace his footsteps by the rising flowers? — Young.

Write the first two sentences of a composition on "Our Garden," and parse the personal pronouns.

Questions.—What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? What does "you" represent? How is "we" used? How is "it" sometimes used? Give examples of the use of these pronouns. When pronouns of different persons are used, how should they be arranged?

Decline the personal pronouns.

Repeat the order of parsing personal pronouns.

47. Possessive Pronouns.

1. The Possessive Pronouns are mine, thine, his, hers, ours, yours, theirs.

2. To denote emphatic distinction, my own is used for mine, his own for his, thy own for thine, our own for ours, your own for yours, their own for theirs.

48. Order of Parsing.

1. A Pronoun, and why?
2. Possessive, and why?
3. What is its antecedent?

49. Models for Parsing.

I. "That house is mine, not yours."

FIRST METHOD.

Mine is a pronoun; (why?): possessive; it represents both the possessor and the thing possessed: its antecedent is "house": neuter gender, third person, singular number, to agree with its antecedent: Rule IX: nominative case; it is used as the predicate of the proposition: Rule II. Parse "yours" in a similar manner.

ELEMENTARY GRAMMAR.

SECOND METHOD.

Mine is a pronoun; (why?): possessive; (why?): it is equivalent to "my house". Parse "my" as a personal pronoun in the possessive case, according to Rule III, and "house" as a predicate nominative, according to Rule II.

EXERCISES.

Analyze the following sentences, and parse the possessive pronouns:

1. That horse of yours is lame. 2. This sled is not yours: it must be hers. 3. The money is your own. 4. Friend of mine, you are welcome. 5. That garden of theirs is a very fine one. 6. This book is not mine; it must be his or hers. 7. She is an old friend of ours. 8. These books are yours, not theirs.

Questions.—What is a pronoun? A possessive pronoun? Name the possessive pronouns. How is emphatic distinction denoted? Repeat the order of parsing possessive pronouns.

50. Relative Pronouns.

1. The Simple Relative Pronouns are who, which, what, and that.

Rem.—That is a relative when who, which, or whom can be used in its place.

2. The Compound Relative Pronouns are whoever, whose, whosoever, whichever, whosoever, whatsoever.

3. Some relative pronouns not only connect clauses, but also comprise in themselves both antecedent and relative.

In the sentence, "I got what I desired", what is used instead of the thing which—"I got the thing which I desired". "Thing", the object of "got", is the antecedent, and is modified by "the" and "which I desired", both adjective elements.

In the sentence, "Tell what you know", what is equivalent to that which—"Tell that which you know". "That", the object of "tell", is the antecedent, and is modified by "which you know", an adjective element.

In the sentence, "Whoever runs may read", whoever is equivalent to he who, or any person who—"He who runs may read". "He", the subject of the sentence, "He may read", is the antecedent of "who", and is modified by "who runs", an adjective element.

In the sentence, "Whichever road you may take will lead to the city", whichever is equivalent to any which—"Any road which you may take", &c. "Any" and "which you may take" are adjective elements, modifying "road", the antecedent of "which".

That part of a sentence which is introduced by a relative pronoun is called a Relative Clause.

51. Declension.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>Who,</td>
<td>Nom.</td>
</tr>
<tr>
<td>Pos.</td>
<td>Whose,</td>
<td>Pos.</td>
</tr>
<tr>
<td>Obj.</td>
<td>Whom,</td>
<td>Obj.</td>
</tr>
</tbody>
</table>
52. Order of Parsing.

1. A Pronoun, and why?
2. Relative, and why?
3. Name its antecedent.
5. Decline it.

53. Models for Parsing.

I. “Happy is the man that findeth wisdom.”

That ... is a pronoun; (why?): relative; it represents a preceding word or phrase, to which it joins a limiting clause: its antecedent is “man”; masculine gender, third person, singular number: Rule IX: objective case; object of the transitive verb “saw”; Rule VI.

Exercises.

Analyze the following sentences, and parse the pronouns:

1. He that hateth, dissembleth with his lips. 2. This is the child that was lost. 3. The dog which you bought was stolen. 4. He will do what is right. 5. Ask for what you want. 6. That is the man whose house was burned. 7. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built. 8. My sister, whom I loved, is dead.

Write the first two sentences of a composition on “velocipedes”, and parse the nouns and pronouns.


Ans.—He who. Decline “who” and “which”.

What is a relative clause?

Repeat the order of parsing a relative pronoun.

54. Interrogative Pronouns.

1. The Interrogative Pronouns are who, which, and what, when used in asking questions.

2. The Subsequent of an interrogative pronoun is that part of the answer which it represents.

Rem.—An interrogative pronoun must agree with its subsequent in gender, person, and number. Hence, when the
answer is not given, or clearly implied, its gender, person, and number are indeterminate.

**Ex.**—"Who is hurt?" The answer to this question not being given, it is evident that the gender, person, and number of "who" are indeterminate.

"Who is hurt?—Sila." The answer to this question is given. "Who" is masculine gender, third person, singular number, agreeing with "Sila", its subsequent.

Apply Rule IX in parsing interrogatives, changing "antecedeat" to "subsequent".

55. Order of Parsing.

1. A Pronoun, and why?
2. Interrogative, and why?
3. Name its subsequent, if expressed.
5. Decline it.

56. Models for Parsing.

I. "Who invented gunpowder?"

**who** is a pronoun; (why?): interrogative; it is used in asking a question; its subsequent is not expressed; gender, person, and number indeterminate: nominative case; it is used as the subject of the proposition: Rule I.

II. "What is that man?—A lawyer."

**What** is a pronoun; (why?): interrogative; (why?): its subsequent is "lawyer": masculine gender, third person, singular number: Rule IX: nominative case; it is used as the predicate of the proposition: Rule II.

57. False Syntax.

1. **False Syntax** is any violation of the laws of good usage, in the application of words or the construction of sentences.

2. Most of the common errors in the use of language may be avoided by observing the "Cautions" in this and subsequent sections.

See Part I, Lesson IX, for model for correction.

**Caution 1.—Do not omit the subjects of declarative sentences.**

Ex.—1. Glad you have come. 2. Hope you will remain long with us. 3. What say? 4. 'Tis a poor school can't keep itself half an hour. 5. It was Johnson saved the drowning man. 6. After a long tramp, felt very much fatigued. 7. Read his poems; like them very much. Think them sublime.
Caution II.—Do not omit the sign of possession in forming the possessive case of nouns, nor use it in forming the possessive case of pronouns.

Ex.—1. Mr. Moody sells men's hats. 2. That boy's father is my uncle's landlord. 3. The horse they ride is her's. 4. That book is hers. 5. Frances' mother is an actress. 6. Where was Mr. Pierce's arm broken? 7. Who's house is that.

Caution III.—Do not use the objective-case forms of pronouns as subjects or predicates of sentences.

Ex.—1. Her and me study algebra. 2. It is me. 3. It is she who you wish to see. 4. Him and you ought to go to school. 5. You and he were boys together.

Caution IV.—Do not use "who" as the object of a transitive verb or preposition.

Ex.—1. Do you know who you are talking to? 2. He is a fellow who I do not like. 3. Tell me who you work for.

Caution V.—The second person should precede the third, and the third the first.

Ex.—1. He and you are in the same class. 2. I and you will not whisper. 3. I and he went skating.

Caution VI.—Do not use a pronoun and its antecedent as subjects of the same proposition.

Ex.—1. Mr. Kellogg he has bought our farm. 2. Many words they darken speech. 3. The boys they all stood in at recess. 4. The horse he run, and the man he called "whom".

Caution VII.—Avoid the use of different kinds of pronouns in the same construction.

Ex.—1. If you will go, I will take care of thy farm. 2. If I hope you will put money into thy purse. 3. I will tell thee what we have, and which will suit you. 4. Learn thy lesson, then amuse yourself. 5. You may have my sled, if you will lend me thy skates.

Caution VIII.—Do not use improper forms of possessive pronouns.

Ex.—1. That house is his'n. 2. Is that book you'n? 2. No, it is her'n. 4. He had no gun; so he borrowed our'n. 5. You've should study harder. 6. We're learning fast.

Caution IX.—Do not use "which" to represent persons, or "who" to represent animals, children, or objects without life.

Ex.—1. She is a friend which I have long proved. 2. They which honor me, I will honor. 3. This is the child who was lost. 4. That is the man which sells pictures. 5. It was our old dog Hero, who was killed. 6. I assisted the poor old woman which was hurt.

Correct the following sentences by reference to Rule IX:

1. Every person should mind their own business. 2. Each day has their own anxieties. 3. If any one has n't voted, they will rise in their places. 4. Many a youth have injured their health by keeping late hours.

Questions.—What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? What does "you" represent? How is "we" used? "It"? Decline the personal pronouns. Repeat the order of parsing personal pronouns.

What are the possessive pronouns? How is emphatic distinction denoted? Repeat the order of parsing possessive pronouns.

What is a relative pronoun? What are the simple relatives? The compound relatives? What do some relatives comprise in themselves? To what is "what" equivalent? "Whatever"? "Whosever"? "Whose" and "Whosoever"? Decline "who" and "which". What is a relative clause? Repeat the order of parsing a relative pronoun.

What are the interrogative pronouns? What is the subsequent interrogative? With what must an interrogative agree in gender, person, and number? Repeat the order of parsing an interrogative.

What is false syntax? Repeat the cautions.
THE ADJECTIVE.

58. Descriptive Adjectives.

Most descriptive adjectives, by change of form or the addition of modifying words, express quality in different degrees. This is called Comparison.

1. Comparison is a variation of the adjective to express different degrees of quality; as, rich, richer, richest.

2. There are three Degrees of Comparison: Positive, Comparative, and Superlative.

3. The Positive Degree expresses the simple quality, or an equal degree of the quality; as, "An old man"; "She is as good as she is beautiful".

Rem.—The suffix is, and the words rather, somewhat, &c., expresses a small amount of the quality; as, saltish, having a little taste of salt; rather warm, somewhat awkward.

4. The Comparative Degree ascribes to one of two objects a higher or lower degree of the quality than that expressed by the positive; as, "An older man"; "Charles is more studious than Mary".

The comparative of monosyllables is regularly formed by adding er or est to the positive: the comparative of adjectives of more than one syllable is formed by prefixing most or least to the positive; as, rougher, most honorable, least honorable.

Some adjectives are compared irregularly; as, good, better, best; bad, worse, worst.

Some adjectives can not be compared; as, square, infinite, supreme.

Adjectives should not be doubly compared.

EXERCISES.

Compare the following adjectives:

Proud, angry, laughable, cheerful, holy, wise, agreeable, honest, sensible, near, far, little, skillful.

Tell the degree of comparison of the following adjectives:

Taller, most useful, more hopeful, least sensible, greenish, less confident, rather nice, farthest, eldest, later, stormy, very frightful.

59. Definitive Adjectives.

1. Pronominal Adjectives are those definitives, most of which may, without the article prefixed, represent a noun understood.

The principal pronominals are,

1. The Demonstratives, this, that, these, those, former, latter, both, same, you, yonder.

2. The Distributives, each, every, either, neither.

3. The Indefinites, all, any, another, certain, divers, enough,
ELEMENTARY GRAMMAR.

few, little, many, much, no, none, one, own, other, several, some, smugly, which, whichever, whichever, what, whatever, whatsoever.

Rem. 1.—The phrases such a, many a, what a, but a, only a, &c., are pronouns, and should be parsed as single words.

Rem. 2.—Some pronouns can be compared like descriptive adjectives; as, few, fewer, fewest, much, more, most.

2. **NUMERAL ADJECTIVES** are those definitives which denote number and order definitely; as, two, fourth, fourth.

There are three classes of numeral adjectives: Cardinal, Ordinal, and Multipliative.

1. **Cardinals** denote the number of objects; as, two, four, a thousand.

2. **Ordinals** mark the position of an object in a series; as, second, fourth, twentieth.

3. **Multipliatives** denote how many fold; as, twofold, fourfold.

60. **Order of Parsing.**

1. An Adjective, and why?
2. Descriptive or definitive, and why?
3. Compare it, if it admits of comparison.
4. Degree of comparison?

61. Models for Parsing.

I. “Fearful storms sweep over these islands.”

_Fearful_ is an adjective; (why?): descriptive; it modifies a noun by denoting some quality: compared, pos. fearful, com.

---

ADJECTIVES.

more fearful, sup. most fearful: positive degree, and belongs to “storms”. Rule XII. “An adjective or participle belongs to some noun or pronoun.”

These. . . is an adjective; (why?): definitive; it denotes without denoting any quality; it can not be compared, and belongs to “islands”; Rule XII.

II. “I have been there many a time.”

Many a is an adjective; (why?): definitive; (why?): it cannot be compared, and belongs to “time”: Rule XII.

**EXERCISES.**

Analyze the following sentences, and parse the nouns, pronouns, and adjectives:

1. I saw a large drove of cattle.
2. Jane is studying modern history.
3. Dido is a Newfoundland dog.
4. You may have the smallest melon.
5. Every man received a penny.
6. Either road leads to town.
7. That course was most honorable.
8. He took a twofold view of the subject.
9. What noise is that?
10. Two men wanted the fourth horse.
11. With many a curve my banks I seek,
   By many a field and frow, meadow,
   And many a fairy foreland, set
   With willow, weed, and mallow.—Tennyson.

Write the first sentence of a composition on “What I did last Saturday”, and parse the adjectives.

62. **False Syntax.**

_Caution 1.—Do not use a before vowel sounds, nor an before consonant sounds._

Ex.—1. An hundred cents make one dollar.
2. There should be an universal rejoicing.
3. This is a open country.
4. He is a honest man.
Elementary Grammar.

Caution II.—Do not use them for those, this here for this, or that ere for that.

Ex.—1. Look at them beggars. 2. That ‘ere girl is not very handsome. 3. What is the name of this here town? 4. Put them peaches in the pantry.

Caution III.—Do not use adverbs as adjectives.

Ex.—1. Did you arrive safely? 2. The country looks beautifully. 3. The eggs boiled hardly. 4. I feel postally. 5. Matters look more favorably just now. 6. I like our new minister.

Caution IV.—Avoid double comparative and superlatives.

Ex.—1. He is the most miserablest man in town. 2. No man can’t be more neutralr than I on the temperance question. 3. He seems more cheeerfull to-day. 4. Always choose the lesser of two evils. 5. That is more preferable than to be imprisoned.

Caution V.—Omit the article before a word used as a title, or as a mere name.

Ex.—1. They gave him the title of an emperor. 2. A rascal formerly meant a servant. 3. Riches and honor are the gifts of fortune. 4. He is a better sailor than a soldier. 5. They elected him as a chairman.

Caution VI.—Place ordinal adjectives before cardinals in most constructions.

Ex.—1. The four first houses on the right hand belong to me. 2. Sing the two first and two last verses. 3. Read the three first chapters.

Caution VII.—Plural adjectives should modify plural nouns; singular adjectives, singular nouns.

Ex.—1. I do not like these kind of apples. 2. These sort of people don’t amount to much. 3. Those yoke of oxen cost seventy-five dollars.

Questions.—What is an adjective? A descriptive adjective? What is comparison? How many degrees of comparison are there? What is the positive degree? What does the suffix *th* denote? “Rather”? “Somewhat”? What is the comparative degree? How is it regularly formed? What is the superlative degree? How is it regularly formed? How are some adjectives compared? Can all adjectives be compared?

What is a definite adjective? What are pronominal adjectives? Name some of the principal demonstratives: distributives; indefinites. What is said of the phrases such a, &c.? What are numeral adjectives? Cardinals? Ordinals? Multiplicatives? Repeat the order of parsing an adjective. Repeat the cautions in false syntax.

The Verb.

To verbs belong Voice, Mode, Tense, Number, and Person.

Let the pupil now review section 19, Part II.

63. Voice.

A verb may represent its subject as acting or as being acted upon. In the sentence, “John struck James”, “John” the subject, is represented as acting; in the sentence, “James was struck by John”, “James”, the subject, is represented as being acted upon. This property is called voice, and is peculiar to transitive verbs.

1. Voice is that form of the transitive verb which shows whether the subject acts or is acted upon.

2. Transitive verbs have two voices: an Active and a Passive Voice.

3. The Active Voice represents the subject as acting upon an object; as, “The boy wrote a letter”; “Eli is studying his lesson”.

94
4. The **Passive Voice** represents the subject as being acted upon; as, “The letter was written”; “The lesson was studied”.

5. The Passive Voice is formed by prefixing some form of the verb to be to the perfect participle of a transitive verb.

*Rem.*—A verb in the active voice is changed into the passive by making the direct object in the active the subject in the passive; as, “The cat caught the mouse” (active); “The mouse was caught by the cat” (passive).

Tell which verbs are **active** and which **passive** in the following exercises:

1. The girl sings. 2. Fire burns. 3. The mail was robbed. 4. Truants will be punished. 5. A meteor was seen. 6. He should have told the truth. 7. Children love play. 8. He has found his knife. 9. A watch was found in the street. 10. The burglar might have been arrested. 11. The bad boy was whipped for stealing apples.

*Questions.*—What is a verb? A transitive verb? An intransitive verb? A copulative verb? What is a participle? The present participle? How does the present participle always end? What is the perfect participle? How does it usually end? What is the compound participle? How is it formed? What belong to verbs? What is voice? How many voices have transitive verbs? What is the active voice? The passive voice? How is the passive voice formed? How is a verb in the active voice changed into the passive? Give examples.

64. **Mode.**

1. **Mode** is the manner in which the action, being, or state is expressed.

2. There are five modes: **Indicative**, **Subjunctive**, **Potential**, **Imperative**, and **Infinitive**.

3. The **Indicative Mode** asserts a thing as a fact, or as actually existing; as, “Fire burns”; “A battle was fought”.

4. The **Subjunctive Mode** asserts a thing as doubtful, as a supposition, or as a future contingency; as, “If this be true, all will end well”; “I shall go, if you remain”.

5. The **Potential Mode** asserts the power, necessity, liberty, duty, or liability of acting, or of being in a certain state; as, “He can talk”; “You must go”; “They should be more careful”.

*Rem.*—May, can, must, might, could, would, and should are the signs of the potential mode.

6. The **Imperative Mode** expresses a command, an exhortation, an entreaty, or a permission; as, “Go”; “Do not hurt me”.

7. The **Infinitive Mode** expresses the action, being, or state, without affirming it; as, “To go”; “He wants to speak”.

*Rem. 1.*—The infinitive may usually be known by the sign to placed before it. This sign is omitted after the words bid, dare, feel, help, let, make, need, see, and a few others; as, “Let them [to] come on”; “See him [to] run”; “Bid them [to] come”.

*Rem. 2.*—The indicative and potential modes may be used in asking questions; as, “Is he honest?” “Has she arrived?” “May I go home?”
Tell the mode of the verbs in the following sentences:
1. The army encamped by the river. 2. Run for some water. 3. You must recite your lesson. 4. I will recite my lesson, if I can. 5. I like to play. 6. Hope thou in God. 7. Let me go to the picnic. 8. He should have come home. 9. Lift up your heads, O ye gates! 10. Were I rich, I would purchase that property.

Questions.—What is mode? How many modes are there? Name them. What is the indicative mode? What is the subjunctive mode? What is the potential mode? What are the signs of the potential mode? What is the imperative mode? What are the signs of the infinitive mode? What modes are used in asking questions?

65. Tense.

1. **Tense** denotes the time of an action or event.
2. There are six tenses: the Present, the Present Perfect, the Past, the Past Perfect, the Future, and the Future Perfect.
3. The **Present Tense** denotes present time; as, “I write”; “The wind is blowing”.
4. The **Present Perfect Tense** represents an action or event as past, but connected with present time; as, “I have written”; “The wind has been blowing”.
5. The **Past Tense** denotes past time; as, “I wrote”; “The wind blew”.

6. The **Past Perfect Tense** represents an act as ended or completed in time fully past; as, “I had written”; “The bridge had fallen before we reached it”.

7. The **Future Tense** denotes future time; as, “I shall write”; “The lion shall eat straw like the ox”.

8. The **Future Perfect Tense** represents an act as finished or ended at or before a certain future time; as, “I shall have written the letter before the mail closes”.

66. Signs of the Tenses.

**Active Voice.**

**Indicative Mode.**

Present, . . . Simple form of the verb.
Past, . . . . When regular, add ed to the simple form.
Future, . . . Prefix shall or will to the simple form.
Present Perfect, “have, hast, or have to the perfect participle.
Past Perfect, “had or hadst to the perfect participle.
Future Perfect, “shall have or will have to the perfect participle.

**Subjunctive Mode.**

If, though, except, unless, &c., placed before tense forms given in the conjugation.

**Potential Mode.**

Present, . . . Prefix may, can, or must to the simple form.
Past, . . . . “might, could, would, or should to the simple form.
Present Perfect, “may, can, or must have to the perfect participle.
Past Perfect, . . “might, could, would, or should have to the perfect participle.
Imperative Mode.

Present, . . Let, or a command.

Infinite Mode.

Present, . . Prefix to to the simple form.

Present Perfect, " to have to the perfect participle.

Participles.

Present, . . Add ing to the simple form.

Perfect, . . When regular, add ed or d to the simple form.

Compound, . Prefix having to the perfect participle, or having been to the present or perfect participle.

Exercises.

Tell the tense of the verbs in the following sentences:

1. Emma sings. 2. I went home. 3. John ran. 4. Write.
5. Let him go. 6. The man shouted. 7. I had been taught.
8. They will succeed. 9. We shall be glad. 10. The letter will have been written.
11. If you go, I shall stay. 12. You might study. 13. He may have written. 14. Know most of the rooms of thy native country, before thou goest over the threshold thereof.—Fulcher.

Questions.—What is tense? How many tenses are there? What is the present tense? The present perfect? The past? The past perfect? The future? The future perfect? Give the signs of the tenses.

What is mode? How many modes are there? What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode?

67. Person and Number.

1. The Person and Number of verbs are the changes which they undergo to mark their agreement with their subjects.

2. A verb must agree with its subject in person and number.

Rem.—The infinitive, having no subject, has neither person nor number.

68. Auxiliaries.

Auxiliary Verbs are those which are used in the conjugation of other verbs. They are do, be, have, shall, may, can, must.

Rem.—Do, be, have, and will are often used as principal verbs; as, "He does well"; "I am"; "He has money"; "He wills it".

69. Unipersonal Verbs.

A Unipersonal Verb is one by which an act or state is asserted independently of any particular subject; as, "It snows"; "It behooves us to be watchful".

Questions.—What is meant by the person and number of a verb? With what must a verb agree in person and number? What are auxiliary verbs? Name them. Which of these are sometimes used as principal verbs? What is a unipersonal verb?

70. Conjugation.

1. The Conjugation of a verb is the correct expression, in regular order, of its modes, tenses, voices, persons, and numbers.

2. The Principal Parts of a verb are the present indicative, the past indicative, and the perfect participle.
3. The **Synopsis** of a verb is its variation in form, through the different modes and tenses, in a single person and number.

71. **Synopsis of the Verb “To Be”**

**Principal Parts.**

--- | --- | ---
*Be, or am.* | *Was.* | *Been.*

**Indicative Mode.**

*Present,* . . . *I am.* | *Past Perfect,* . . . *I had been.*
*Present Perfect,* *I have been,* | *Future,* . . . *I shall be.*
*Past,* . . . *I was.* | *Future Perfect,* *I shall have been.*

**Subjunctive Mode.**

*Present,* . . . *If I be,* | *Past,* . . . . . . *If I were.*

**Potential Mode.**

*Present,* . . . *I may, can, or must be.*
*Present Perfect,* *I may, can, or must have been.*
*Past,* . . . *I might, could, would, or should be.*
*Past Perfect,* . *I might, could, would, or should have been.*

**Conjugation of the Verb “To Be.”**

**Note.** — *Shall,* in the first person, and *will,* in the second and third, denote futurity. *Will,* in the first person, and *shall* in the second and third, denote determination or necessity.

**INDICATIVE MODE.**

**PRESENT TENSE.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>I am,</em></td>
<td>1. <em>We are,</em></td>
</tr>
<tr>
<td>2. <em>Thou art,</em></td>
<td>2. <em>You are,</em></td>
</tr>
<tr>
<td>3. <em>He is,</em></td>
<td>3. <em>They are,</em></td>
</tr>
</tbody>
</table>

**PRESENT PERFECT TENSE.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>I have been,</em></td>
<td>1. <em>We have been,</em></td>
</tr>
<tr>
<td>2. <em>Thou hast been,</em></td>
<td>2. <em>You have been,</em></td>
</tr>
<tr>
<td>3. <em>He has been,</em></td>
<td>3. <em>They have been,</em></td>
</tr>
</tbody>
</table>

**PAST TENSE.**

| 1. *I was,* | 1. *We were,* |
| 2. *Thou wast,* | 2. *You were,* |
| 3. *He was,* | 3. *They were,* |

**PAST PERFECT TENSE.**

| 1. *I had been,* | 1. *We had been,* |
| 2. *Thou hast been,* | 2. *You had been,* |
| 3. *He had been,* | 3. *They had been,* |

**FUTURE TENSE.**

| 1. *I shall be,* | 1. *We shall be,* |
| 2. *Thou wilt be,* | 2. *You will be,* |
| 3. *He will be,* | 3. *They will be,* |

**FUTURE PERFECT TENSE.**

| 1. *I shall have been,* | 1. *We shall have been,* |
| 2. *Thou wilt have been,* | 2. *You will have been,* |
| 3. *He will have been,* | 3. *They will have been,* |

**SUBJUNCTIVE MODE.**

**PRESENT TENSE.**

| 1. *If I be,* | 1. *If we be,* |
| 2. *If thou be,* | 2. *If you be,* |
| 3. *If he be,* | 3. *If they be,* |

**PAST TENSE.**

| 1. *If I were,* | 1. *If we were,* |
| 2. *If thou wast,* | 2. *If you were,* |
| 3. *If he were,* | 3. *If they were,* |
ELEMENTARY GRAMMAR.

PAST PERFECT TENSE.

**Singular.**
1. If I had been,
2. If thou hadst been,
3. If he had been;

**Plural.**
1. If we had been,
2. If you had been,
3. If they had been.

POTENTIAL MODE.

**Present Tense.**
1. I may be,
2. Thou mayst be,
3. He may be;

**Past Perfect Tense.**
1. I might have been,
2. Thou mightst have been,
3. He might have been;

**Past Tense.**
1. I might be,
2. Thou mightst be,
3. He might be;

**Past Perfect Tense.**
1. I might have been,
2. Thou mightst have been,
3. He might have been;

Note.—In reviews, use the auxiliary can or must.

IMPERATIVE MODE.

**Present Tense.**
2. Be, or do thou be;

INFINITIVE MODE.

Present, To be; Present Perfect, To have been.

VERBS.

PARTICIPLES.

Present, Being; Perfect, Been; Compound, Having been.

72. Synopsis of the Verb “To Love”.

ACTIVE VOICE.

**Principal Parts.**
Love. Loved. Loved.

Indicative Mode.

Present Perfect, I have loved. Future, . . . I shall love.
Past, . . . I loved. Future Perfect, I shall have loved.

Subjunctive Mode.

Present, . . . If I love. Past, . . . If I loved.
Past Perfect, . . . If I had loved.

Potential Mode.

Present, . . . I may, can, or must love.
Present Perfect, I may, can, or must have loved.
Past, . . . I might, could, would, or should love.
Past Perfect, I might, could, would, or should have loved.

Conjugation of the Verb “To Love”.

INDICATIVE MODE.

**Present Tense.**
1. I love,
2. Thou lovest,
3. He loves;

1. We love,
2. You love,
3. They love.
ELEMENTARY GRAMMAR.

PRESENT PERFECT TENSE.

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

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

PAST TENSE.
1. I loved,
2. Thou lovedst,
3. He loved;

PAST PERFECT TENSE.
1. I had loved,
2. Thou hadst loved,
3. He had loved;

FUTURE TENSE.
1. I shall love,
2. Thou wilt love,
3. He will love;

FUTURE PERFECT TENSE.
1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved;

SUBJUNCTIVE MODE.

PRESENT TENSE.
1. If I love,
2. If thou love,
3. If he love;

PAST TENSE.
1. If I loved,
2. If thou loved,
3. If he loved;

IMPERATIVE MODE.

2. Love, or do thou love; 2. Love, or do ye or you love.

INFINITIVE MODE.

Present, To love; Present Perfect, To have loved.
PARTICIPLES.
Present, Loving; Perfect, Loved; Compound, Having loved.

73. Synopsis of the Verb "To Love".

PASSIVE VOICE.
The Passive Voice is formed by prefixing the various forms of the verb to be to the perfect participle. The tense of the verb to be determines the tense in the Passive Voice.

Indicative Mode.
Present, I am loved.
Present Perfect, I have been loved.
Past, I was loved.
Past Perfect, I had been loved.
Future, I shall be loved.
Future Perfect, I shall have been loved.

Subjunctive Mode.
Present, If I be loved. Past, If I were loved.
Past Perfect, If I had been loved.

Potential Mode.
Present, I may be loved.
Present Perfect, I may have been loved.
Past, I might be loved.
Past Perfect, I might have been loved.

Note.—The pupil should be required to commit to memory the Synopsis, then to write the full conjugation of to love, or some other transitive verb, in both voices, correcting or verifying his work by comparing it with the paradigms already given.

74. Coordinate Forms of Conjugation.

1. The Progressive, the Emphatic, and the Interrogative are called the Coordinate Forms of Conjugation.

2. The Progressive Form is used to denote action, being, or state in progress; as, "He was writing".

In the Progressive Form, the various forms of the verb to be are prefixed to the present participle.

3. The Emphatic Form represents an act with emphasis; as, "I do write"; "He did write".

4. The Interrogative Form is used in asking questions; as, "Love I?" "Did he write?"

SYNOPSIS.

PROGRESSIVE FORM.

Indicative Mode.
Present, I am loving.
Present Perfect, I have been loving.
Past, I was loving.
Past Perfect, I had been loving.
Future, I shall be loving.
Future Perfect, I shall have been loving.

Subjunctive Mode.
Present, If I be loving. Past, If I were loving.
Past Perfect, If I had been loving.

Potential Mode.
Present, I may be loving.
Present Perfect, I may have been loving.
Past, I might be loving.
Past Perfect, I might have been loving.
ELEMENTARY GRAMMAR.

Infiniune Mode.
Present, To be loving. Present Perfect, To have been loving.

Imperative Mode.
Present, . . . . Be thou loving.

Participles.
Present, Loving. Compound, Having been loving.

THE EMPHATIC FORM.
Indicative Mode.
Present, I do love. Past, I did love.

Subjunctive Mode.
Present, If I do love. Past, If I did love.

Imperative Mode.
Present, . . . . Do thou love.

INTERROGATIVE FORM.
Present, . . . . Love I? Do I love? Am I loving?
Present Perfect, Have I loved? Have I been loving?
Past, . . . . Loved I? Did I love? Was I loving?
Past Perfect, Had I loved? Had I been loving?
Future, . . . . Shall I love? Shall I be loving?
Future Perfect, Shall I have loved? Shall I have been loving?

Potential Mode.
Present, . . . . Must I love?
Present Perfect, Must I have loved?
Past, . . . . Might I love?
Past Perfect, Might I have loved?

VERBS.

EXERCISES.
Write a synopsis of the transitive verbs think, instruct, command, punish, teach, and see, in the Indicative, Subjunctive, and Potential Modes, Active and Passive Voices.

Tell the mode, tense, person, and number of each verb in the following sentences:
1. He ran. 2. You teach. 3. They have seen. 4. If he go. 5. They may have written. 6. Has he departed? 7. They will command. 8. Emma will have recited. 9. The army will be disbanded.
10. America was discovered. 11. The people should be contented. 12. He has invented a velocipede. 13. Attend to your lesson. 14. He can go, if the carriage is not too full. 15. The man loves to see it rain.

Questions.—What is conjugation? What are the principal parts of a verb? What is the synopsis of a verb? Give the synopsis of "to be". Of "to love", in both the active and the passive voice.
What are the coordinate forms of conjugation? What is the progressive form? The emphatic form? The interrogative form? Give the synopsis of each form.

75. Regular and Irregular Verbs.

1. A Regular Verb forms its past indicative and perfect participle by adding d or ed to the present indicative; as, love, love-d, love-ed; count, count-ed, count-ed.

2. An Irregular Verb is one which does not form its past tense and perfect participle by adding d or ed to the present indicative; as, go, went, gone; see, saw, seen; do, did, done.
### Irregular Verbs

The following list contains the **Principal Parts** of most of the irregular verbs. Those marked R have also the regular forms.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Perfect Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abide</td>
<td>abode</td>
<td>abode</td>
</tr>
<tr>
<td>Am</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>Arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>Awake</td>
<td>awoke</td>
<td>awoke</td>
</tr>
<tr>
<td>Bear</td>
<td>bore</td>
<td>born</td>
</tr>
<tr>
<td>Be</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>Become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>Behalf</td>
<td>beheld</td>
<td>beheld</td>
</tr>
<tr>
<td>Beget</td>
<td>begot</td>
<td>begotten</td>
</tr>
<tr>
<td>Begin</td>
<td>begun</td>
<td>begun</td>
</tr>
<tr>
<td>Behold</td>
<td>beheld</td>
<td>beheld</td>
</tr>
<tr>
<td>Belay</td>
<td>belaid</td>
<td>belaid</td>
</tr>
<tr>
<td>Bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>Bereave</td>
<td>bereft</td>
<td>bereft</td>
</tr>
<tr>
<td>Beseech</td>
<td>besought</td>
<td>besought</td>
</tr>
<tr>
<td>Bet</td>
<td>bet</td>
<td>bet</td>
</tr>
<tr>
<td>Betide</td>
<td>betided</td>
<td>betided</td>
</tr>
<tr>
<td>Bid</td>
<td>bid</td>
<td>bid</td>
</tr>
<tr>
<td>Bind</td>
<td>bound</td>
<td>bound</td>
</tr>
<tr>
<td>Bite</td>
<td>bit</td>
<td>bit</td>
</tr>
<tr>
<td>Bleed</td>
<td>bled</td>
<td>bled</td>
</tr>
<tr>
<td>Bless</td>
<td>blessed</td>
<td>blessed</td>
</tr>
<tr>
<td>Break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>Breed</td>
<td>bred</td>
<td>bred</td>
</tr>
<tr>
<td>Bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>Build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>Burn</td>
<td>burnt</td>
<td>burnt</td>
</tr>
<tr>
<td>Burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>Buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>Cast</td>
<td>cast</td>
<td>cast</td>
</tr>
<tr>
<td>Catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>Chide</td>
<td>chid</td>
<td>chidden</td>
</tr>
<tr>
<td>Choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>Cleave</td>
<td>cleaved</td>
<td>cleaved</td>
</tr>
<tr>
<td>Clothe</td>
<td>clothed</td>
<td>clothed</td>
</tr>
<tr>
<td>Come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>Cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>Creep</td>
<td>crept</td>
<td>crept</td>
</tr>
<tr>
<td>Crow</td>
<td>crew</td>
<td>crowded</td>
</tr>
<tr>
<td>Cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>Dare</td>
<td>dared</td>
<td>dared</td>
</tr>
<tr>
<td>Deal</td>
<td>dealt</td>
<td>dealt</td>
</tr>
<tr>
<td>Dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>Do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>Draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>Dream</td>
<td>dreamt</td>
<td>dreamt</td>
</tr>
<tr>
<td>Dress</td>
<td>drest</td>
<td>drest</td>
</tr>
<tr>
<td>Drink</td>
<td>drank</td>
<td>drunken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Perfect Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>Fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>Feed</td>
<td>fed</td>
<td>fed</td>
</tr>
<tr>
<td>Feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>Fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>Find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>Flee</td>
<td>fled</td>
<td>fled</td>
</tr>
<tr>
<td>Fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>Forbear</td>
<td>forbore</td>
<td>forbore</td>
</tr>
<tr>
<td>Forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>Forsake</td>
<td>forsook</td>
<td>forsaken</td>
</tr>
<tr>
<td>Freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>Freight</td>
<td>freighted</td>
<td>freighted</td>
</tr>
<tr>
<td>Get</td>
<td>got</td>
<td>gotten</td>
</tr>
<tr>
<td>Gild</td>
<td>gilt</td>
<td>gilt</td>
</tr>
<tr>
<td>Gird</td>
<td>girl</td>
<td>girl</td>
</tr>
<tr>
<td>Give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>Go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>Grave</td>
<td>graved</td>
<td>graven</td>
</tr>
<tr>
<td>Grind</td>
<td>ground</td>
<td>ground</td>
</tr>
<tr>
<td>Grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>Hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>Have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>Hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>Heave</td>
<td>hove</td>
<td>hoven</td>
</tr>
<tr>
<td>Hew</td>
<td>hewed</td>
<td>hewn</td>
</tr>
<tr>
<td>Hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
<tr>
<td>Hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>Hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>Hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>Keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>Know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>Lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>Learn</td>
<td>learnt</td>
<td>learnt</td>
</tr>
<tr>
<td>Leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>Lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>Let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>Lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>Light</td>
<td>lit</td>
<td>lit</td>
</tr>
<tr>
<td>Load</td>
<td>laden</td>
<td>laden</td>
</tr>
<tr>
<td>Lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>Make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>Meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>Mow</td>
<td>mowed</td>
<td>mown</td>
</tr>
<tr>
<td>Pass</td>
<td>past</td>
<td>past</td>
</tr>
<tr>
<td>Pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>Pen</td>
<td>pent</td>
<td>pent</td>
</tr>
<tr>
<td>Plead</td>
<td>plead</td>
<td>plead</td>
</tr>
<tr>
<td>Put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>Quit</td>
<td>quit</td>
<td>quit</td>
</tr>
<tr>
<td>Read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>Reave</td>
<td>rent</td>
<td>rent</td>
</tr>
<tr>
<td>Ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>Ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>Rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>Rive</td>
<td>rived</td>
<td>riven</td>
</tr>
</tbody>
</table>

E. G.—S.
77. Defective and Redundant Verbs.

1. **Defective Verbs** are those which want some of the principal parts.

   They are beware, from be and aware, ought, quothe, quad, wit, and its derivatives, wot, wis, wert, wist, vote.

2. **Redundant Verbs** are those which have more than one form for their past tense and perfect participle; as, cleave, clove; cleave, cloven; see, seen; show, shone; slay, slain.

   **Questions.**—What is a regular verb? An irregular verb? A defective verb? Which are the defective verbs? What are redundant verbs? Give examples.

   **Exercises.**

   Correct the following sentences, using this

   **Model.**

   "The man threw a stone."

   This sentence is incorrect. The word "threw" should be "threw", the past indicative of the verb "throw". The sentence should read, "The man threw a stone."

   1. I have saw some fine cattle to-day. 2. He ought to have went home. 3. The beads were stringed on a silk thread.
4. He has brung some snow into the school-house. 5. The cloth was weaved by hand. 6. The horse come cantering along. 7. This coat has wore well.
8. The cars have ran off the track. 9. The bells ringed when the news was got. 10. I clumb the tree and shaken the apples off. 11. That candle should be blowed out. 12. I laid down, and ris much refreshed. 13. Vo had to pasture? 14. The plastering has fell from the ceiling. 15. I seen his hit.
Correct all errors in the use of irregular verbs you may notice in your conversation with your school-mates.

78. Order of Parsing.
1. A Verb, and why?
2. Regular or irregular, and why?
3. (give its principal parts.
4. Copulative, Transitive, or Intransitive, and why?
5. Voice, and why?
6. Mode, and why?
7. Tense, and why?

79. Models for Parsing.
I. "Liberty is sweet."
Is . . . . . . . . . . . is a verb; it is a word which denotes being: irregular; it does not form its past tense and perfect participle by adding d or ed to the present indicative: principal parts are pres. am, past ind. was, perf. part. been: copulative; it asserts the predicate of the subject: indicative mode; it asserts a fact: present tense; it denotes present time: third person, singular number, to agree with its subject "liberty." Rule XIII. "A verb must agree with its subject in person and number."

Shall go . . . is a verb; (why?): irregular; (why?): give its principal parts: intransitive; it does not require an object to complete its meaning: indicative mode; (why?): future tense; it denotes future time: first person, singular number; (why?) Rule XIII. "A verb must agree with its subject in person and number."

Remain . . . . is a verb; (why?): regular; it forms its past indicative and perfect participle by adding ed to the present indicative: give the principal parts: intransitive; (why?): subjunctive mode; it represents an act as conditional: present tense; (why?): second person, singular or plural number; (why?): Rule XIII.

"The boy caught the horse."
Caught . . . . . . . . is a verb; (why?): irregular; (why?): give the principal parts: transitive; it requires an object to complete its meaning: active voice; it represents its subject as acting: indicative mode; (why?): past tense; (why?): third person, singular number; (why?): Rule XIII.

IV. "We heard the owl hooting."
Hooting . . . . . . . is a participle; it partakes of the properties of a verb and an adjective: present participle; it denotes continuance: it belongs to "owl". Rule XII. "An adjective or participle belongs to some noun or pronoun."

To improve . . . is a verb; (why?): regular; (why?): give the principal parts: transitive; (why?): active voice; (why?): infinitive mode; it expresses action without affirning it: it depends upon "study". Rule XVII. "An infinitive not used as a noun depends upon the word it limits."
EXERCISES.

Parse the nouns, pronouns, adjectives, verbs, and participles in the following sentences:

1. The earth rings hollow from below. 2. We soon shall reach the boundless sea. 3. The night was tempestuous. 4. He should be more industrious. 5. Remember thy Creator. 6. The poor must work in their grief. 7. I could not learn that lesson. 8. He was beaten with many stripes.

9. Clarence has been chosen captain. 10. They might have finished their task yesterday. 11. The crops were destroyed by grasshoppers. 12. The girls were playing croquet. 13. He did not return my umbrella. 14. Is he writing a letter? 15. Help us to help each other. 16. Shake off the dust that blinds thy sight.

17. No cheating nor bargaining will ever get a single thing out of Nature’s “establishment” at half price.—Ruskin.

18. May is a pious fraud of the almanac,
    A ghastly parody of real Spring,
    Shaped out of snow and breathed with eastern winds.
    Lowell.

Write five answers to questions in your geography lesson, and parse the verbs.

Write the first two sentences of a composition on “Lazy Boys”, and parse the verbs.

80. False Syntax.

Caution I.—Never use will for shall, nor would for should.

Ex.—1. I was afraid I would be hurt. 2. If I would try, I would learn fast. 3. I shall go; no one will prevent me. 4. I would be very careless if I would leave my books at home.
Correct the following sentences by reference to Rules XIII and XIV:

1. Henry and Charles was very much disappointed. 2. You was there, I suppose. 3. The yoke of oxen were sold for a hundred dollars. 4. Ellen are not at school to-day. 5. The scissors is dull. 6. The fleet were seen off Hatteras. 7. Time and tide waits for no man.

Questions.—What is a verb? A transitive verb? An intransitive verb? A copulative verb? What belong to verbs? What is voice? How many voices are there? What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode? What are the signs of the potential mode? The sign of the infinitive mode? When is it omitted? What is tense? How many tenses are there? What is the present tense? The past tense? The past perfect? The future tense? The future perfect?

THE ADVERB.

81. Classes.

1. Adverbs are divided into five classes: Adverbs of Time, Place, Cause, Manner, and Degree.

2. Adverbs of Time answer the questions, When? How long? How often?

   Ex.—After, again, always, early, never, frequently, hereafter, lately, immediately, now, often, seldom, then, when, &c.

3. Adverbs of Place answer the questions, Where? Whither? Whence?

   Ex.—Above, below, hither, here, there, herein, whence, somewhere, far, yonder, forth, aloof, away, backwards, first, &c.

4. Adverbs of Cause answer the questions, Why? Wherefore?

   Ex.—Wherefore, therefore, then, why?

5. Adverbs of Manner answer the question, How?

   Ex.—Amis, anyhow, well, badly, easily, sweetly, indeed, nay, no, perhaps, peradventure, perchance, &c.

6. Adverbs of Degree answer the questions, How much?

   Ex.—Almost, enough, even, equally, much, more, little, wholly, partly, only, scarcely, nearly, too, chiefly, &c.

7. An Adverbial Phrase is a combination of words used and parsed as a single adverb; as, “In general”, “hand in hand”, “no more”.

8. Conjunctive Adverbs are those which connect two propositions, and modify a word in each.

   Ex.—“I shall see you when I return.” The conjunctive adverb “when” connects the two clauses, “I shall see you” and “I return”, modifying “shall see” in the first clause, and “return” in the second.

82. Comparison of Adverbs.

1. Many adverbs admit of comparison.

2. Three adverbs are compared by adding er and est to the simple form, viz.: fast, faster, fastest; often, oftener, oftentimes; soon, sooner, soonest.

3. Adverbs ending in ly are compared by prefixing more and most, less and least to the simple form; as, wisely, more wisely, most wisely; swiftly, less swiftly, least swiftly.
ELEMENTARY GRAMMAR.

4. Some adverbs are compared irregularly; as, well, better, best; little, less, least.

83. Order of Parsing.
1. An Adverb, and why?
2. Compare it.

84. Models for Parsing.
I. "The soldiers fought bravely."
   Bravely... is an adverb; it is used to modify the meaning of a verb: compared, per. bravely, comm. more bravely, sup. most bravely; it modifies "fought". Rule XVII.
   "Adverbs modify verbs, adjectives, participles, and adverbs."

   II. "I will go whenever you wish."
   Whenever is an adverb; (why?): conjunctive; it connects two clauses, and modifies a word in each; it modifies "will go" and "wish": Rule XVII.

EXERCISES.
Parse the nouns, pronouns, adjectives, verbs, and adverbs in the following sentences:
1. I saw him frequently. 2. You must call often. 3. How rapidly the moments fly. 4. He has been reproved again and again. 5. Perhaps he can tell you. 6. Doubtless, he is a wise man. 7. Peradventure, the old dragon is asleep. 8. I have not seen him since I returned from California.
9. Live and love,
   Doing both nobly, because lovelily.
   Live and work, strongly, because patiently.
   Mrs. Browning.

PREPOSITIONS.

Write the first two sentences of a composition on "My Last Vacation", and parse the verbs and adverbs.

85. False Syntax.

Caution I.—Avoid the use of two negatives to express negation.
Ex.—1. I don't know nothing about geometry. 2. Don't say nothing to nobody about it. 3. You don't look no better than you did yesterday. 4. We didn't find nobody at home. 5. The peddler hadn't got no needles.

Caution II.—Do not use adjectives as adverbs.
Ex.—1. You ought to read slower. 2. He does not speak distinctly. 3. Helen seems tolerable well. 4. His voice was scarce heard. 5. She dresses neat. 6. I am that hungry I could eat any thing. 7. He was exceeding glad to hear from you.

Observe and correct all inaccuracies in the use of adverbs in your own conversation and that of your school-mates.

Questions.—What is an adverb? Into how many classes are adverbs divided? What are adverbs of time? Of place? Of manner? Of degree? What is an adverbial phrase? What are conjunctive adverbs? Are adverbs ever compared? How are three adverbs compared? How are other adverbs compared?
Repeat the order of parsing an adverb.
Repeat the cautions.

THE PREPOSITION.

86. General Remarks.

1. The relations between objects of thought are sometimes so obvious that they need no expression. This occurs when nouns denoting time, distance, measure, direction, or value follow verbs or adjectives; as, "He left yesterday", "He lives south
of this town”. Such words are said to be in the objective case without a governing word.

The names of things following the passive forms of the verbs ask, lend, teach, refuse, provide, and some others are also in the objective case without a governing word; as, “I was asked a question”; “I was taught grammar”.

3. A phrase commencing with a preposition is called a prepositional phrase.

4. The infinitive is usually called a phrase.

5. The words of some phrases need not be separated in parsing; as, in vain, on high, round and round, in general, &c. Parse such combinations as single words.

87. Order of Parsing.

1. A Preposition, and why?
2. What relation does it show?
3. Rule.

88. Model for Parsing.

“They went aboard the ship.”

Aboard is a preposition; it shows the relation between its object and some other word: it shows the relation between “ship” and “went”. Rule XIX. “A preposition shows the relation of its object to the word upon which the latter depends.”

EXERCISES.

Analyze the following sentences, and parse the nouns and prepositions:

1. A lark reared her brood amid the corn. 2. They wandered in throngs down the valley. 3. Emma came from the village, through the woods, to our house. 4. We have seen the moon rising behind the eastern pines. 5. I came from beyond Richmond to-day. (Parse “to-day” in the objective case without a governing word, by Rule VIII.) 6. I went to Detroit yesterday.

7. The locust by the wall
Stabs the noon-silence with his sharp alarm.
A single hay-cart down the dusty road
Creaks slowly, with its driver fast asleep
On the load’s top.—Whittier.

Write the first two sentences of a composition on “Our Flag”, and parse the prepositions.

Write the answers to three questions in your arithmetic lesson, and parse the prepositions.

Parse all the prepositions in three sentences of your reading lesson.

Questions.—What is a preposition? Do the relations between objects of thought always need expression? When do they not need expression? What words are in the objective case without a governing word? What is a prepositional phrase? Can the words in all phrases be separated? How should such combinations be parsed?

Repeat the order of parsing a preposition.

THE CONJUNCTION.

89. Classes.

1. Conjunctions are divided into three classes: Copulative, Disjunctive, and Correlative.

2. Copulative Conjunctions join on words, phrases, or members denoting addition, consequence, cause, or supposition.
ELEMETAR Y GRAMMAR.

Ex. — And, also, as, because, consequently, even, for, if, so, since, seeing, than, that, then, moreover, therefore, wherefore.

3. **Disjunctive Conjunctions** join on words, phrases, or members denoting opposition of meaning.

Ex. — Although, though, but, either, neither, except, lest, nor, notwithstanding, or, provided, save, still, unless, whether, whereas, yet.

4. **Correlative Conjunctions** are copulatives or disjunctives used in pairs, one referring or answering to the other.

Ex. — Both — and, as—as, so—so, so—that, either—or, neither—nor, if—then, though—yet, nevertheless, not only—but also, whether—or, or—or, nor—nor.

Rem. — Such combinations as as if, as though, as well as, as soon as, forasmuch as, in so much that, but also, but likewise, not only, &c., should be parsed as single conjunctions or conjunctive adverbs.

90. Order of Parsing.

1. A Conjunction, and why?
2. Copulative, Disjunctive, or Correlative, and why?

91. Models for Parsing.

I. "Ellen and Mary study algebra."

**And ... is a conjunction;** it connects words: copulative; it denotes addition; it connects "Emma" and "Mary.

Rule XX. "Conjunctions connect words, phrases, and sentences."

THE INTERJECTION.

92. Remarks.

1. **Interjections** are expressions of emotion only. They are called interjections because they are *thrown in* between connected parts of discourse, though generally found at the commencement of a sentence.

2. Most words when used as exclamations may be treated as interjections; as, "What! art thou mad!" "Revenge! cried he!"
93. Order of Parsing.

1. An Interjection, and why?
2. Rule.

94. Model for Parsing.

"Eh! are you sure of it?"

Eh!... is an interjection; it denotes some sudden emotion.

Rule XXI. "An interjection has no dependence upon other words."

EXERCISES.

Parse all the words in the following sentences:


Questions.—What is an interjection? Why is it called an interjection?

Repeat the order of parsing an interjection.

95. Simple and Compound Sentences.

"Wheat is a vegetable." This sentence consists of a single proposition. It is called a Simple Sentence.

1. A Simple Sentence consists of a single proposition.

"Wheat grows in the field, and men reap it." This sentence consists of two propositions, each of which will make complete sense when standing alone. It is called a Compound Sentence.
9. The poor too often turn away, unheard,
From hearts that shut against them, with a sound
That shall be heard in heaven.—Longfellow.

Write five sentences, using clauses as subjects.
Model.—"Haste makes waste" is a true saying.

Write five sentences, using clauses as predicates.
Model.—The rumor is, that Mr. Judson has failed.

Write five sentences, using clauses as objects.
Model.—I believe that the earth is round.

Write five sentences, using clauses as adjective elements.
Model.—The report that he is insane, is unfounded.

Write five sentences, using clauses as adverbial elements.
Model.—Our teacher is delighted when we are studious.

Questions.—What is a clause? A principal clause? A subordinate clause? A complex sentence? How many elements of a sentence may be complex? How many kinds of clauses are there?

97. Modified Subject and Predicate.

1. The Grammatical Subject of a proposition is the unmodified subject.

Ex.—"A great storm is raging." "Storm" is the grammatical subject.

2. The Complex or Logical Subject is the grammatical subject, taken with all its modifiers.

Ex.—"A great storm is raging." "A great storm" is the logical subject. "He who runs may read." "He who runs" is the logical subject.

8. The Grammatical Predicate of a proposition is the unmodified predicate.

Ex.—"The storm rages furiously." "Rages" is the grammatical predicate.

4. The Complex or Logical Predicate is the grammatical predicate, taken with all its modifiers.

Ex.—"The storm rages furiously." "Rages furiously" is the logical predicate. "The wind blows with great violence." "Blows with great violence" is the logical predicate; "blows" is the grammatical predicate.

Rem.—All the parts of a sentence may be simple or complex; but it is not necessary, in analysis, to distinguish them as such. The distinction, however, may be observed with the subject and predicate.

Point out the grammatical and logical subjects and predicates in any of the preceding sentences.

Questions.—What is the grammatical subject of a proposition? The complex or logical subject? The grammatical predicate? The complex or logical predicate?

98. Ellipsis.

1. Ellipsis is the omission of one or more words of a sentence. The words omitted are said to be understood.

Rem.—If required in analysis or parsing, the words omitted must be supplied.
2. All but the most important part of a sentence may be omitted.

1. **Nouns** may be omitted; as, "Ye are Christ's [disciples]."

2. **Pronouns** may be omitted; as, "Come [thou]."

3. **Adjectives** may be omitted; as, "A slate and [a] pencil"; "That kind of exercise may be good for you, but not [good] for me".

4. **Adverbs** may be omitted; as, "This [being] done, we resumed our journey".

5. **Verbs** may be omitted; as, "I'll [go] hence to London"; "[To be] England's friend [is to be] Ireland's foe".

6. **Prepositions** and **Conjunctions** may be omitted; as, "He acted honorably, but you did not [act honorably]".

7. **Phrases** and **Clauses** may be omitted; as, "You have more to do than you can accomplish; I, less [to do than I can accomplish]".

**Questions.**—What is ellipsis? When are words said to be understood? What parts of a sentence may be omitted?

### 99. Abridgment.

1. **Complex Sentences** are often changed into simple ones by abridging their subordinate clauses.

**Rem.**—This is done by dropping the subject or changing its case, and by changing the copula or verbal predicate to an infinitive or a participle.

---

**Ex.**—"I believe that he is insane", is equivalent to, "I believe him to be insane". "When the mayor arrived, the rabble dispersed", is equivalent to, "The mayor having arrived, the rabble dispersed".

2. In analyzing, let the pupil expand each abridged clause into a complete proposition, and state its office or use in the sentence.

**Models for Analysis.**

**I.** "Forward!"

This is a sentence; (why?): its subject and predicate are omitted by ellipsis. It is equivalent to, "March ye forward!" Ye is the subject; (why?): march, the predicate; (why?). "March" is modified by forward, an adverbial element.

**II.** "The snow being deep, we could not proceed."

This is a sentence; (why?): we is the subject; (why?): could proceed, the predicate; (why?). "Could proceed" is modified by not, an adverbial element, and by the absolute phrase, the snow being deep, an adverbial element, equivalent to, "because the snow was deep". Snow is modified by the and being deep, both adjective elements.

**Exercises.**


9. No rain having fallen, the crops were destroyed. 10. There is no danger of his falling. 11. The storm continuing, we dropped anchor. 12. Having led an active life, he could not endure confinement. 13. Being human, he is not perfect. 14. Honor being lost, all is lost.
100. Rules of Syntax.

1. Syntax is that part of grammar which treats of the construction of sentences.

Rem.—All the exercises in the formation of sentences, in this work, are exercises in syntax.

2. A Rule of Syntax is a statement of the manner in which words should be used in sentences.

Rule I. The subject of a proposition is in the nominative case.

Rem.—Any thing that may be used as a noun may be the subject; as, “A is a vowel”; “To play is pleasant”; “That the times are hard is undeniable”.

Rule II. A noun or pronoun used as the predicate of a proposition, is in the nominative case.

Rem.—A noun or pronoun used as the predicate, denotes the same person or thing as the subject, and must agree with it in case, and generally in number and person.

Rule III. A noun or pronoun, used to limit the meaning of a noun denoting a different person or thing, is in the possessive case.

Rem. 1.—The limited noun is sometimes omitted; as, “We visited St. Paul’s [church].”

Rem. 2.—The limited noun need not be plural because the possessive is plural; as, “Their intention was good”.

Rule IV. A noun or pronoun, used to limit the meaning of a noun or pronoun denoting the same person or thing, is in the same case.

Rem. 1.—A noun may be in apposition with a sentence, and a sentence with a noun; as, “He is dangerously ill—a fact that can not be denied”; “Remember Franklin’s maxim, ‘God helps them that help themselves’”.

Rem. 2.—A word in apposition with another, is frequently introduced by as or or; as, “As mayor of the city, I feel aggrieved”; “mayor” being in apposition with “I”; “Maize, or Indian corn, is extensively cultivated”.

Rule V. A noun or pronoun used independently is in the absolute case.

Rule VI. The object of a transitive verb in the active voice, or of its participles, is in the objective case.

Rem. 1.—A phrase beginning with a noun or pronoun may be the object of a transitive verb; as, “I want friends to love”.

Rem. 2.—Some verbs have two objects, one representing a person, the other a thing; as, “He asked me a question”. When such verbs are used in the passive voice, if the thing is made nominative, the person is governed by a preposition, expressed or understood: if the person is made nominative, the thing is in the objective case without a governing word.

Rem. 3.—A noun or pronoun following the infinitive to be, is frequently in the objective case in apposition with a word which precedes it; as, “I did not think it to be him”; “him” is in apposition with “it”; “Whom do you take me to be?” “whom” is in apposition with “me”.

Rule VII. The object of a preposition is in the objective case.

Rule VIII. Nouns denoting time, distance, measure, or value, after verbs and adjectives, are in the objective case without a governing word.

Ex.—“He came home yesterday.” Both “home” and “yesterday” are in the objective case without a governing word.
Rem.—Nouns and pronouns following the passive forms of certain verbs, are in the objective case without a governing word; as, "I was taught grammar"; "He was offered a situation".

Rule IX. Pronouns must agree with their antecedents in gender, person, and number.

Rem.—A pronoun used instead of a collective noun, denoting unity, should be in the neuter singular: one used instead of a collective noun, denoting plurality, should be plural, taking the gender of the individuals composing the collection.

Rule X. A pronoun, with two or more antecedents in the singular, connected by and, must be plural.

Rem.—When the antecedents are the names of the same person or thing, the pronoun must be singular: when they are limited by each, every, or no, the pronoun must be singular: when the antecedents, taken together, are regarded as a single thing, the pronoun must be singular.

Ex.—"The patriot and statesman receives his reward"; "Each officer, each private, did his duty"; "Bread and milk is healthy food".

Rule XI. A noun or pronoun, with two or more antecedents in the singular, connected by or or nor, must be singular.

Rem.—When one of the antecedents is plural, it should be placed last, and the pronoun should be plural; as, "Neither the farmer nor his sons were aware of their danger".

Rule XII. An adjective or participle belongs to some noun or pronoun.

Rem.—An adjective used as a predicate belongs to the subject.

Rule XIII. A verb must agree with its subject in person and number.

Rule XIV. A verb, with two or more subjects in the singular, connected by and, must be plural.

Rem.—When two or more subjects in the singular are but different names for the same thing, the verb should be singular; as, "Descent and fall to us is adverse." When two or more singular subjects are emphatically distinguished, the verb should be singular; as, "Every bird and beast cowers before the wild blast."

Rule XV. A verb, with two or more subjects in the singular, connected by or or nor, must be singular.

Rule XVI. An infinitive may be used as a noun in any case except the possessive.

Rem.—The sign to should never be separated from the rest of the infinitive. "To rapidly write" should be, "To write rapidly."

Rule XVII. An infinitive not used as a noun, depends upon the word it limits.

Rem.—An infinitive may depend upon any of the parts of speech, except the preposition, conjunction, and interjection.

Rule XVIII. Adverbs modify verbs, adjectives, participles, and adverbs.

Rem.—Adverbs also modify phrases and entire propositions; as, "He lives just around the corner"; "Verily, ye are the people".

Rule XIX. A preposition shows the relation of its object to the word upon which the latter depends.

Rule XX. Conjunctions connect words, phrases, members, and clauses.

Rule XXI. Interjections have no dependence upon other words.
101. Miscellaneous Exercises.

1. She saw a glory in each cloud. 2. Still waters are commonly deepest. 3. To-morrow may be brighter than to-day. 4. Few days pass without some clouds. 5. She made acquaintance with the birds that fluttered by. 6. It was a harper, wandering with his harp.

7. How long didst thou think that his silence was slumber? 8. At length the sun departed, setting in a sea of gold. 9. The smooth sea, the serene atmosphere, the mild zephyr, are the proper emblems of a gentle temper, and a peaceful life.

10. 'Tis greatly wise to talk with our past lives, And ask them what report they bore to heaven.

11. The night, methinks, is but the daylight sick. 12. Evils have been more painful to us in the prospect than in the actual pressure. 13. A written or printed paper, posted in a public place, is called a placard. 14. Few are qualified to shine in company; but it is in most men's power to be agreeable.

15. How often have I blessed the coming day, When toil remitting lent its turn to play, And all the village train, from labor free, Led up their sports beneath the spreading tree.

16. Alas, we think not that we daily see About our hearths, angels that are to be, Or may be if they will.—Leigh Hunt.

17. The insect tribe are here: the ant toils on With its white burden; in its netted web Gray glistening 'er the bush, the spider lurks, A close-crouched ball, out-darting as a hum Tells its trapped pray, and looping quick its threads, Chains into helplessness the buzzing wings.—Street.

18. Princes have but their titles for their glories; An outward honor for an inward toil.—Shakespeare.

19. My soul is an enchanted boat, Which, like a sleeping swan, doth float Upon the silver waves of thy sweet singing; And thine doth like an angel sit Beside the helm conducting it, While all the winds with melody are ringing.—Shelley.

20. The year leads round the seasons in a choir Forever charming and forever new, Blending the grand, the beautiful, the gay, The mournful and the tender in one strain.—Percival.

21. King David's limbs were weary. He had fled From far Jerusalem; and now he stood, With his faint people, for a little rest Upon the shores of Jordan. The light wind Of morn was stirring, and he bared his brow To its refreshing breath; for he had worn The mourner's covering, and he had not felt That he could see his people until now.—Willis.

22. One hour beheld him since the tide he stemmed, Disguised, discovered, conquering, ta'en, condemned, A chief on land, an outlaw on the deep, Destroying, saving, prisoner, and asleep.—Byron.

23. Who e'er, amidst the sons Of reason, valor, liberty, and virtue, Displays distinguished merit, is a noble Of Nature's own creating.—Thomson.

24. He that attends to his interior self, That has a heart, and keeps it; has a mind That hungers, and supplies it; and who seeks A social, not a dissipated life, Has business.—Cooper.
25. The timid it concerns to ask their way,
And fear what foe in caves and swamps may stay;
To make no step until the event is known,
And ill to come, as evils past, bemoan.
Not so the wise; no coward watch he keeps,
To spy what danger on his pathway creeps.
Go where he will, the wise man is at home—
His heart the earth, his hall the azure dome.—Emerson.

26. Every worm beneath the moon
Draws different threads, and late or soon
Spins toiling out his own cocoon.—Tennyson.

27. Sweet is the breath of morn, her rising sweet,
With charm of earliest birds; pleasant the sun,
When first on this delightful land he spreads
His orient beams, on herb, tree, fruit, and flower,
Glistening with dew.—Milton.

28. The day hath gone to God,—
Straight—like an infant's spirit, or a mocked
And mourning messenger of grace to man.—Bailey.

29. It is a little thing to speak a phrase
Of common comfort, which, by daily use,
Has almost lost its sense; yet on the ear
Of him who thought to die unmourned, 'twill fall
Like choicest music.—Taloufard.

30. Labor is life! 'T is the still water faileth;
Idleness ever daireareth, bewaileth;
Keep the watch wound, for the dark rust assaileth;
Flowers droop and die in the stillness of noon.

Frances S. Osgood.

102. Questions for Review.

What is a noun? A common noun? A proper noun? What belong to nouns?

What is gender? How many genders are there? What is the masculine gender? The feminine gender? The common gender? The neuter gender? How many ways of distinguishing the masculine and feminine genders? Give them.

What is person? How many persons are there? Define them.

What is number? How many numbers are there? What is the singular number? The plural number? Repeat the rules for the formation of the plural.

What is case? How many cases are there? What is the nominative case? The possessive singular case? What is the possessive plural case? The possessive plural? What is the objective case? The absolute case? In how many ways may a noun be in the absolute case?

What is declension? What is parsing? Repeat the order of parsing a noun.

What is a pronoun? A personal pronoun? What are the simple personal pronouns? The compound personal pronouns? When pronouns of different persons are used, how should they be arranged? Decline the personal pronouns. Repeat the order of parsing a personal pronoun.

What are the possessive pronouns? How is emphatic distinction noted? Repeat the order of parsing a possessive pronoun.

What is a relative pronoun? What are the simple relatives? The compound relatives? To what is "what" equivalent? "Whoever?" "Whichever?" "Who" and "Whosoever?" Decline "who" and "which". What is a relative clause? Repeat the order of parsing a relative pronoun.

What are the interrogative pronouns? What is the subsequent of an interrogative pronoun? With what must an interrogative agree in gender, person and number? Repeat the order of parsing an interrogative pronoun. Repeat the "cautions" in section 57.

What is an adjective? A descriptive adjective? A definitive adjective? What is comparison? How many degrees are there? What is the positive degree? What does the suffix ish denote? What is the comparative degree?
How is it regularly formed? What is the superlative degree? How is it regularly formed? How are some adjectives compared?

What are pronominal adjectives? Name some of the principal pronouns. What is said of the phrases such as, &c.? What are numeral adjectives? Cardinal numerals? Ordinal numerals? Multiplicitive numerals? Repeat the order of parsing an adjective. Repeat the “cautions” in section 62.

What is a verb? A transitive verb? An intransitive verb? A copulative verb?

What is a participle? The present participle? How does the present participle always end? What is the perfect participle? How does it usually end? What is the compound participle? How is it formed?

What belongs to verbs? What is voice? How many voices have transitive verbs? What is the active voice? The passive voice? How is the passive voice formed? How is a verb in the active voice changed into the passive?

What is mood? How many modes are there? Name them. What is the indicative mode? The subjunctive mode? The potential mode? The imperative mode? The infinitive mode? What are the signs of the potential mode? What is the sign of the infinitive mode? When is it omitted?

What is tense? How many tenses are there? What is the present tense? The present perfect? The past perfect? The future perfect? The future? Give the signs of the tenses.

What is said of the person and number of verbs? With what must a verb agree in person and number?

What are auxiliary verbs? Name them. Which of them are sometimes used as principal verbs? What is a unipersonal verb?

What is conjugation? What are the principal parts of a verb? What is the synopsis of a verb? Give the synopsis of “to be”, “to love”, in both voices. What are the coordinate forms of conjugation? The progressive form? The emphatic form? The interrogative form? Give the synopsis of each form.


What is an adverb? Into how many classes can adverbs be divided? What are adverbs of time? Of place? Of cause? Of manner? Of degree? What is an adverbial phrase? What are conjunctive adverbs? How are adverbs compared? Repeat the order of parsing an adverb. Repeat the “cautions” in section 86.

What is a preposition? A prepositional phrase? Repeat the order of parsing a preposition.

What is a conjunction? Into how many classes are conjunctions divided? What are copulative conjunctions? Disjunctive conjunctions? Co-ordinative conjunctions? Repeat the order of parsing a conjunction.

What is an interjection? Repeat the order of parsing an interjection.

What is a simple sentence? A compound sentence? What are the parts of a compound sentence called?

What is a clause? A principal clause? A subordinate clause? A complex sentence? How many elements of a sentence may be complex? How many kinds of clauses are there?

What is the grammatical subject of a proposition? The logical subject? The grammatical predicate? The logical predicate?

What is ellipsis? What parts of speech may be omitted?

How are complex sentences changed into simple ones?

What is syntax? What is a rule of syntax? Repeat the rule for the subject of a proposition. For a noun or pronoun used as predicate. For the possessive case. For the “same case”. For the absolute case. For the objective case after transitive verbs. For the object of a preposition. For nouns denoting time, distance, measure, or value.

Repeat the rule for the gender, person, and number of pronouns. For pronouns with two or more antecedents connected by and. Connected by or or nor.

Repeat the rule for adjectives and participles.

Repeat the rule for the number and person of verbs. For verbs with subjects connected by and. Connected by or or nor. For the infinitive used as a noun. For the infinitive not used as a noun.

Repeat the rule for adverbs. For prepositions. For conjunctions. For interjections.
103. Definition.

1. Punctuation is the art of dividing written discourse into sentences and parts of sentences, by means of points or marks.

2. The principal marks used in punctuation are the following:

- Comma
- Semicolon
- Colon
- Period
- Exclamation Point
- Dash
- Curves
- brackets
- Interrogation Point

104. The Comma.

The Comma denotes the slightest degree of separation between the parts of a sentence.

Rule I. Two or more nouns, pronouns, adjectives, verbs, or adverbs, in the same construction, should be separated by commas.

Ex.—1. Spring, summer, autumn, and winter are called the seasons. 2. You, he, and I were boys together. 3. David was a brave, wise, and pious man. 4. In a letter, we may advise, exhort, comfort, request, and discuss. 5. Success depends upon our acting prudently, steadily, and vigorously.
105. The Semicolon.

The Semicolon denotes a degree of separation greater than that denoted by the comma.

**Rule I.** The semicolon should be used before as, namely, &c., introducing an example or an illustration.

**Ex.** — There are four seasons; namely, spring, summer, autumn, and winter.

**Rule II.** Clauses having a common dependence should be separated by semicolons.

**Ex.** — Experience teaches us, that an entire retreat from worldly affairs is not what religion requires; nor does it even enjoin a long retreat from them.

**Rule III.** Semicolons should separate the members of compound sentences, if the connective is omitted, or if their parts are separated by commas.

**Ex.** — 1. Straws swim upon the surface; pearls lie at the bottom. 2. Philosophers assert, that nature is unlimited in her operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the least idea.

106. The Colon.

The Colon denotes a degree of separation greater than that indicated by the semicolon.

**Rule I.** The colon should precede an example or a lengthy quotation, and follow the introduction to a speech.

**Ex.** — The Scriptures give us an amiable representation of the Deity in these words: “God is love”.

**Rule II.** The members of a compound sentence, whose parts are set off by semicolons, should be separated by colons.

**Ex.** — We do not say that his error lies in being a good member of society; this, though only a circumstance at present, is a very fortunate one: the error lies in his having discarded the authority of God as his legislator; or, rather, in his not having admitted the influence of that authority over his mind, heart, or practice.

107. The Period.

The Period denotes the greatest degree of separation.

**Rule I.** The period should be placed at the end of a declarative or imperative sentence.

**Ex.** — 1. Evil communications corrupt good manners. 2. Walk quietly.

**Rule II.** The period should be used after every abbreviated word.

**Ex.** — H. G. Lloyd, Esq.; Mich., Ind., Ill.; Ps. lxxv, 6, 7; Chap. XIV.
108. Interrogation Point.

The **Interrogation Point** denotes that a question is asked.

*Ex.*—1. Where is Singapore? 2. Do you own this farm?

109. Exclamation Point.

The **Exclamation Point** denotes passion or emotion.

**Rule I.** The exclamation point should be placed after expressions denoting strong emotion.

*Ex.*—Alas, poor Yorick! Fie on you!

110. The Dash.

The **Dash** is a straight, horizontal line, placed between the parts of a sentence.

**Rule I.** The dash should be used where a sentence breaks off abruptly, or where there is a change in its meaning or construction.

*Ex.*—Dim—dim—I faint—darkness comes over me. 2. If thou art he, so much respected once—but oh! how fallen! how degraded!

**Rule II.** The dash is frequently used before and after a parenthesis.

*Ex.*—They see three of the cardinal virtues of dog or man—courage, endurance, and skill—in intense action.

**Rem.**—The dash is frequently used where there is an omission of letters or figures; as, L—d N—h; *i. e.*, Lord North: *Ps. xxxv*, 6—10; *i. e.*, *Ps. xxxv*, 6, 7, 8, 9, 10.

111. The Curves.

The **Curves** include an expression which has no necessary connection, in sense or construction, with the sentence in which it is inserted.

**Rule I.** The curves should include those words which may be omitted without injury to the sense.

*Ex.*—Know, then, this truth (enough for man to know), Virtue alone is happiness below.—*Pope.*

**Rem.**—The curves sometimes include letters or figures used to enumerate subjects or divisions of a subject; as, "(a) What it does; (b) What it is."

112. The Brackets.

**Brackets** are used to include words, phrases, or clauses explaining what precedes them, or correcting an error.

*Ex.*—1. They [the Indians] are fast disappearing. 2. I differ with [from] you in opinion.

113. Other Marks used in Writing.

I. The **Apostrophe** [''] is used to denote the omission of one or more letters, or to mark the possessive case; as, "You're mistaken"; "The Queen's English".

II. The **Hyphen** [-] is used (1) to join the parts of compound words and expressions; (2) to divide words into syllables; (3) after a syllable at the end of a line, when the rest of the word is carried to the next line; as, "Nut-brown maid" "con-fu-sion".
III. Quotation Marks [" "] are used to show that a passage is taken verbatim from some author; as, "Shakespeare says, 'All the world's a stage'."

IV. The Index [ ] and Asterism [°°°] point out a passage to which special attention is called; as, "Be punctual in your attendance at school!"

V. The Asterism [°°°], the Obelisk or Dagger [†††], the Double Dagger [‡‡‡], the Section [§§§], the Parallels [∥∥∥], and the Paragraph [¶¶¶] refer to notes in the margin, or at the bottom of the page.

VI. The Brace [—–] connects a number of words with a common term.

VII. The Paragraph [¶] denotes the beginning of a new subject.

VIII. The Section [§] denotes the divisions of a treatise.

IX. The Caret [^] is used in writing to show that something has been omitted.

Ex.—The seasons are alike in all of the same region.

X. The Tilde [~] annexes to a the sound of y; as, canyon; pronounced "canyon"; the Cedilla [œ] gives to c the sound of s; as, façade: the Macron [¯] marks a long sound, as in ône: the Breve [•], a short sound, as in ôn: the Diacesis [•••] separates two vowels into two syllables; as, cariform.

XI. The Acute Accent [´] commonly denotes a sharp sound; the Grave Accent [´´´], a depressed sound; the Circumflex Accent [¢ or ¢¢¢], a broad sound.

Rem.—In most reading books, the acute accent denotes the rising inflection; the grave accent, the falling inflection; the circumflex, a union of the acute and the grave.

Suggestion to Teachers.—Require pupils to give rules for the use of all the points found in their reading lesson. Select passages from good authors, and pronounce the words in consecutive order, as in a spelling lesson, without indicating the grammatical construction by tone of voice or inflections. Let the pupils write these as pronounced, and separate them into sentences and parts of sentences by the proper points.

Punctuate properly the following example, and observe the rules for the use of capitals:

his personal appearance contributed to the attraction of his social intercourse his countenance frame expression and presence arrested and fixed attention you could not pass him unnoticed in a crowd nor fail to observe in him a man of high mark and character no one could see him and not wish to sec more of him and this alike in public and private.  

Edward Everett.

Questions.—What is punctuation? What are the principal marks used in punctuation?

What does the comma denote? Repeat the rules for the use of the comma.

What does the semicolon denote? Repeat the rules for its use.

What does the colon denote? Repeat the rules for its use.

What does the period denote? Repeat the rules for its use.

What does the interrogation point denote?

What does the exclamation point denote? Repeat the rule for its use.

What is the dash? Repeat the rules for its use.

What are the curves? What should they include?

What are the brackets used to include?

What does the apostrophe denote? For what purposes is the hyphen used? The quotation marks? The index and asterism? The asterisk, etc.? What does the brace connect? What does the paragraph denote? The section?

For what purpose is the caret used? What does the tilde denote? The cedilla? The macron? The breve? The diacesis? What does the acute accent denote? The grave accent? The circumflex accent? What do these denote in most reading books?
154 ELEMENTARY GRAMMAR.

PART V.

ORTHOGRAPHY.


When we speak, we use sounds made by the voice. These sounds are called Elementary Sounds.

1. An Elementary Sound is one which can not be separated into two or more distinct sounds.

When we write, we represent these sounds by letters.

2. A Letter is a character used to represent an elementary sound, or a combination of elementary sounds; as, a, x.

115. Elementary Sounds.

1. There are forty elementary sounds in the English language. They are divided into Vowels and Consonants.

2. Vowels, or Vocals, are those sounds which are made with the vocal organs open. They are also called Tonics.

3. Consonants are obstructed sounds, or mere emissions of breath. They are subdivided into Subvocals and Aspirates.

4. Subvocals are those sounds which are obstructed by the vocal organs, in the process of articulation. They are also called Subtonics.

116. Table of Elementary Sounds.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>a long, as in...</td>
<td>bib.</td>
</tr>
<tr>
<td>a short, &quot;</td>
<td>hurr.</td>
</tr>
<tr>
<td>a middle, &quot;</td>
<td>hat.</td>
</tr>
<tr>
<td>a Italian, &quot;</td>
<td>arm.</td>
</tr>
<tr>
<td>a broad, &quot;</td>
<td>all.</td>
</tr>
<tr>
<td>e long, &quot;</td>
<td>eve.</td>
</tr>
<tr>
<td>e short, &quot;</td>
<td>ell.</td>
</tr>
<tr>
<td>o long, &quot;</td>
<td>cold.</td>
</tr>
<tr>
<td>o short, &quot;</td>
<td>hot.</td>
</tr>
<tr>
<td>oo long, &quot;</td>
<td>ooze.</td>
</tr>
<tr>
<td>oo short, &quot;</td>
<td>book.</td>
</tr>
<tr>
<td>u long, &quot;</td>
<td>lute.</td>
</tr>
<tr>
<td>u short, &quot;</td>
<td>cup.</td>
</tr>
<tr>
<td>b, as in...</td>
<td>p, as in...</td>
</tr>
<tr>
<td>v, &quot;</td>
<td>save.</td>
</tr>
<tr>
<td>w, &quot;</td>
<td>way.</td>
</tr>
<tr>
<td>m, &quot;</td>
<td>am.</td>
</tr>
<tr>
<td>d, &quot;</td>
<td>lid.</td>
</tr>
<tr>
<td>th, &quot;</td>
<td>with.</td>
</tr>
<tr>
<td>Jh, &quot;</td>
<td>jar.</td>
</tr>
<tr>
<td>z, &quot;</td>
<td>size.</td>
</tr>
<tr>
<td>zh, &quot;</td>
<td>azure.</td>
</tr>
<tr>
<td>h, &quot;</td>
<td>lull.</td>
</tr>
<tr>
<td>r, as in...</td>
<td>roar.</td>
</tr>
<tr>
<td>u, &quot;</td>
<td>man.</td>
</tr>
<tr>
<td>w, &quot;</td>
<td>song.</td>
</tr>
<tr>
<td>g, &quot;</td>
<td>nag.</td>
</tr>
<tr>
<td>y, &quot;</td>
<td>yes.</td>
</tr>
<tr>
<td>b, as in...</td>
<td>kick.</td>
</tr>
<tr>
<td>h, &quot;</td>
<td>how.</td>
</tr>
</tbody>
</table>
117. Letters.

1. There are twenty-six letters in the English alphabet. They are used as either capital letters or as small letters.

Rem.—Printers call small letters lower-case.

2. Two or more letters are sometimes joined to represent one or more sounds.

3. A Diphthong consists of two vowels sounded together in the same syllable; as, ou, foul; oi, boil.

4. A Digraph consists of two vowel letters written together in the same syllable, one only being pronounced, or both representing a single elementary sound; as, aa, Canaan; ai, gain.

5. A Trigraph consists of three vowel letters written together in the same syllable, one only being pronounced, or the three together representing a single elementary sound; as, ch, chord; gh, laugh.

6. A Double Consonant consists of two consonant letters written together in the same syllable, representing a single elementary sound; as, ch, chord; gh, laugh.

7. A Silent Letter is one which represents no sound; as, e in the word mute.

118. Capital Letters, Italics, &c.

I. The first word of every sentence should begin with a capital letter.

Rem.—The word “that”, commencing a sentence which follows an introductory word or clause, often begins with a capital letter; as, “Resolved, That section fourteen, &c.”

II. The first word of every line of poetry should begin with a capital letter.

III. Proper names of persons, places, days, &c., should begin with capital letters.

IV. Titles of honor or distinction should begin with capital letters.

V. All appellations of the Deity should begin with capital letters.

Rem.—Words used as substitutes for the name of the Deity sometimes begin with capitals; as, “The Hand that made us is divine”.

VI. Words denoting the race or nation of individuals should begin with capital letters.

VII. Words derived from proper names should begin with capital letters.

Rem.—When such words become common nouns, they should not begin with capital letters; as, a guinea; china-ware.

VIII. Words of special importance may begin with capital letters.

Rem.—Common words used as names of particular objects become words of special importance, and should begin with capitals; as, the Garden City; Big Creek; the City of Brotherly Love; “Have you visited the Round Tower?”

IX. I and O, used as single words, should be capitals.

X. Emphatic words, phrases, and clauses are frequently printed in italics.

Rem. 1.—Words requiring special emphasis are often printed in small capitals or capitals.
Rem. 2.—Italicized words in the Bible are those supplied by translators to explain the original.

Rem. 3.—In manuscripts, one line drawn under a word indicates *italics*; two lines, *small capitals*; three lines, *capitals*.

Exercises to be Corrected.

1.—the mornings are chilly, sugar is sweet, rainy weather is unpleasant, the snow was more than eight inches deep, hundreds of birds were singing in the park.

2.—The day is past and gone; the evening shades appear. o may we all remember well the night of death is near.

3.—edwin and james went to chicago last may. The legislature meets on the first monday in january. Mr. smith left new york on saturday the 22d of may.

4.—Eli Hughes, esq.; Alexander the great; George the third; earl Russell; gen. Scott. Eli french, esq. argued the case for the defendant before judge Lynch.

5.—Remember thy creator. The lord shall endure forever. "I am the way, the truth, the life." God spake these words, and said: I am the lord thy god.

6.—The french; the mexicans; the americans. "The gypsies wander about from place to place." The spaniards were the first european nation that established colonies in america.

7.—A russian serf; an italian sunset; an african sun; a canadian winter. the foliage of australian trees is remarkable, the prussian army was provided with the best fire-arms, the commander of the russian forces was wounded.

8.—The tariff bill; the Missouri compromise; the whisky

insurrection. "I have just read 'homes without hands' and 'the world before the deluge."

9.—i can't remember these rules. o, how i wish school was out. there isn't any fun in sitting still all day. let's run away and see the circus come into town.

119. Syllables—Words.

1. A **Syllable** is a sound or combination of sounds uttered with one impulse of the voice; as, man, man-ner.

Rem. 1.—Every syllable must contain a vowel.

Rem. 2.—A syllable is analyzed by giving the sound represented by each letter, except those which are silent.

2. A **Word** may consist of one or more syllables.

A word of one syllable is called a *monosyllable*; as, care, man.

A word of two syllables is called a *disyllable*; as, care-ful, man-ly.

A word of three syllables is called a *trisyllable*; as, care-full-ness, man-li-ness.

A word of four or more syllables is called a *polysyllable*; as, com-pla-ce-ny, ec-ce-tric-i-ty.

3. A **Primitive** or **Radical** word is one in no way derived from another in the same language; as, mind, faith.

4. A **Derivative** word is one formed by joining to a primitive some letter or syllable to modify its meaning; as, re-mind, faith-ful.

5. A **Compound** word is one formed by uniting two or more primitive or derivative words; as, man-worship, Anglo-Saxon.
6. A Prefix is that part of a derivative word which is placed before the radical; as, re-call, sub-join.

7. A Suffix is that part of a derivative word which is placed after the radical; as, faith-ful, change-able.

8. Spelling is the art of forming words by arranging their letters in due order.

The proper way of spelling words is best learned from spelling-books and dictionaries.

Questions.—What is an elementary sound? A letter? How many elementary sounds are there in the English language? How are they divided? What are vowels? What are they also called? What are consonants? How are they subdivided? What are sub-vowels? What are they also called? What are aspirates? What are they also called? How many letters in the English alphabet? What is a diphthong? A digraph? A trigraph? A double consonant? A silent letter?

Repeat the rules for the use of capital letters.

6. A **prefix** is that part of a derivative word which is placed before the radical; as, re-call, sub-join.

7. A **suffix** is that part of a derivative word which is placed after the radical; as, faith-ful, change-able.

8. **Spelling** is the art of forming words by arranging their letters in due order.

The proper way of spelling words is best learned from spelling-books and dictionaries.

**Questions.**—What is an elementary sound? A letter? How many elementary sounds are there in the English language? How are they divided? What are vowels? What are they also called? What are consonants? How are they subdivided? What are sub-vocals? What are they also called? What are aspirates? What are they also called?


Repeat the rules for the use of capital letters.