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KERL'S.

LANGUAGE LESSONS

AN ELEMENTARY TEXT-BOOK

OF

ENGLISH GRAMMAR.

EDITED BY

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PREFACE.

THE series of grammars by SIMON KERL has attained a wide and well-deserved popularity; but in some large cities the prescribed course of study calls for a book differing in arrangement from either of "Kerl's Grammars" as hitherto published: and this volume has been prepared to meet the requirements in these cases of special grading.

The design of this compilation is to present a practical elementary text-book for class-room work.

The arrangement of topics, the frequent reviews, the suggested methods, and the indicated exercises in composition will, it is believed, meet with the approval of experienced instructors in English Grammar.

To the great body of earnest workers in the teacher's profession, this book is respectfully dedicated.

S. M. P.

JULY 4, 1878.

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ENGLISH GRAMMAR.

PART I.

LESSON I.

THOUGHT AND ITS EXPRESSION.

1. We have thoughts.
2. We express our thoughts by means of words.
3. Words are either spoken or written.
4. Every saying or statement implies at least two things
—something of which we speak, and what we say of it.

John | studies.

Snow | is falling.

Who studies? What is falling?

What do we say about John? What about snow?

5. Subject.—The word or expression denoting that of which something is said, is called the *subject*. In the statement, "John studies," *John* is the subject.

6. Predicate.—The word or expression denoting what is said of the subject, is called the *predicate*.

In the statement, Mary is writing, *is writing* is the predicate, because it denotes what is said of Mary.

Mention the subjects and predicates in the following statements, and tell why:

Birds | sing. The sun | shines.
The dew | has refreshed the flowers.

Some rivers | flow swiftly.

The Niagara River | flows towards the North.

LESSON II.

THE SENTENCE.

We combine words into *sentences* to express our thoughts. We write and talk in *sentences*.

7. A **Sentence** is a combination of words making complete sense. A *sentence* is a thought expressed in words.

A sentence must have a subject and predicate.

The sentence, "*The wind glides in waves over the meadow,*" expresses a beautiful thought. *The wind* is the subject, because it denotes that of which something is said; *glides in waves over the meadow,* is the predicate, because it denotes what is said of the wind; and the entire expression is a sentence, because it is a combination of words making complete sense, or because it is a thought expressed in words. In the following statements,

Say that the expression is a sentence, and tell why, mention the subjects and predicates, and why:

Life passes away rapidly.

The good pupil studies diligently.

An isthmus is a narrow neck of land.

Behring Strait separates North America from Asia.

Supply suitable subjects to the following predicates, so as to make complete sentences:

_____ have recited our lesson.

_____ is plowing his fields.

_____ are sold in the market.

Supply suitable predicates:

The frost _____.

Our neighbor _____.

A flock of blackbirds _____.

Pinks, lilies and roses _____.

Rule.—*The first word of every sentence should begin with a capital letter.*

8. A **Phrase** is two or more words properly put together, but not making a proposition or statement.

9. A **Proposition** or **Statement**, is a subject combined with its predicate.

10. A **Clause** is a proposition that makes only a part of a sentence.

I will come with all possible speed, is a proposition or statement, of which *I* is the subject; *will come with all possible speed,* is the predicate. It is also a sentence when it expresses the complete thought of the speaker. *With all possible speed,* is a phrase; the words are properly put together but do not make a proposition.

I will come with all possible speed when he sends for me

is a sentence, consisting of two propositions or clauses: *I will come with all possible speed, and when he sends for me.*

Supply such words as will make the following phrases complete sentences:

_____ on the 4th of March.

_____ on the 22d of February, 1732.

_____ over the river.

In the City of New York _____.

_____ In fresh water and in salt.

Add suitable phrases to the following expressions:

Tea is imported _____.

The camel is a beast _____.

Strawberries grow wild _____.

Ships sail _____.

We can go _____, _____.

LESSON III.

ETYMOLOGY.

PARTS OF SPEECH.

11. Etymology treats of the classes of words, their properties and modifications.

The expressing of our thoughts by means of words is called *language* or *speech*.

Language consists of many thousands of words, but they can all be divided into a small number of classes.

To express our thoughts, we use nine classes of words, which are therefore called *Parts of Speech*.

12. The Parts of Speech are *Nouns, Pronouns, Articles, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and Interjections*.

NOTE.—Articles may be properly classed with Adjectives, and Interjections scarcely deserve to be called a Part of Speech; still we give the above classification as that most generally used.

NOUNS.

Wherever we look—at home, in the street, in school—we are surrounded by objects or things. We *see* persons, animals and things. We *hear* sounds. We *talk* of love, beauty, sweetness, and many other things that we cannot see.

Write the words: John, New York, tree, slate, bird, horse, apple, desk, goodness.

Are these words that you have written the things themselves, or the *names* of things?

They are names.

13. All words that are names of objects are called *nouns*.

14. A Noun is the name of anything.

Tell what flowers grow in gardens. What things can boys eat? What objects did you see this morning on your way to school? Who are your classmates?

What would you call the words you have mentioned?

All words are nouns that denote anything you can see, hear, taste, smell, feel, or think of as being a person or thing.

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

The cradle rocks. The baby sleeps. The tree fell. The farmer raises grain and cattle. Bakers bake bread. Merchants sell goods. Teachers instruct pupils. John tells the truth. Honesty is the best policy.

Write twenty nouns.

LESSON IV.

PRONOUNS.

If I say, "I see you," *I* represents the speaker, but it is not his name; and *you* represents the person spoken to, without being his name. If I say, "*William* promised *Mary* that *William* would lend *Mary* *William's* grammar," that *Mary* might study *the* grammar," you can easily see that the sentence is clumsy and disagreeable, because I have so often repeated the words *William, Mary, and grammar*. But if I say, "*William* promised *Mary* that *he* would lend *her* *his* grammar that *she* might study *it*," you notice that the sentence is much more simple and agreeable, because I have used the little words *he, she, and it* for the nouns, *William, Mary, and grammar*, instead of repeating these nouns.

Words that are used *for* nouns, or *instead of* nouns, are called *pronouns*.

15. Pro-noun means *for a noun*.

16. The words *I, my, mine, me, we, our, ours, us, thou, thy, thine, thee, you, your, yours, he, his, him, she, her, hers, it, its, they, their, theirs, them, myself, ourselves, yourself, yourselves, himself, herself, itself, themselves, who, which, what, whoever, whosoever, whichever, whatever*, and sometimes *that* and *as* are pronouns, because in speaking we often use them in place of the names of the persons or things that we speak of.

17. A Pronoun is a word used instead of a noun.

Put suitable pronouns for the words in italics:

John has learned *John's* lessons. Mary has torn *Mary's* book. Lucy is pretty, and *Lucy* knows it. Thomas was disobedient, and therefore *Thomas's* teacher punished *Thomas*. Joseph and Mary went to meet *Joseph and Mary's* father, but *Joseph and Mary's* father came another way.

Tell which words in the following sentences are pronouns, and why:

I hope *you* will not lose the pencil *which I* lent *you*.

As he entered the woods there flew up, a few yards from him, a large bird. The man who spoke to us owns the boat which we hired.

Write ten sentences, each of which shall contain a noun and pronoun.

Ex.—*I* picked a rose for *you*.

LESSON V.

ARTICLES.

When we speak of only one object of a kind, but of no particular one, we generally place the word *a* or *an* before the name; as, *a* tree, *an* apple; if we mean some particular object or objects, we place *the* before the names; as, *the* trees, *the* apples.

18. These little words, *a* or *an* (meaning *one*), and *the*, which are used before nouns, are called *Articles*.

19. An Article is the word *the*, *a*, or *an*, which is placed before a noun to limit its meaning.

20. *A* is used when the following word begins with a consonant sound; as, *a* man, *a* horse. *An* is used when the following word begins with a vowel sound; as, *an* ox, *an* orange.

21. *A* or *an* is used only before the names of single things; *the* is used before names denoting one or more than one.

Place *a* or *an* before each of the following nouns; then *the*: man, egg, people, almond, island, continent.

Write ten short sentences, each of which shall contain one of the following nouns with an article prefixed:

Dog, hotel, rose, hour, stars, rivers, ocean, woods, scholars, flowers, others, houses.

Ex.—James has *a* dog. *The* houses were burned.

LESSON VI.

ADJECTIVES.

We notice every day that objects are not all alike, even when of the same general kind. Some roses are *red*, some are *white*, and some are *yellow*. An apple may be *large* or *small*; *red*, *green* or *yellow*; *hard* or *mellow*; *mealy* or *juicy*. Sometimes we notice several things of interest in the same object. A river may be *deep*, *broad*, *clear* and *swift*. These words that show the qualities of objects or describe them, are called *adjectives*.

Sometimes we use words that do not express the qualities of objects, but that still serve to show what objects are meant.

Such words are *this*, *that*, *each*, *every*, *either*, *first*, *second*, *one*, *two*, *three*, etc.

These words are also called *adjectives*.

In the sentence, "A good pupil will be industrious," *good* and *industrious* are adjectives, because they describe the pupil. And in the sentence, "This tree bore five bushels of apples," *this* is an adjective, because it makes the indefinite word *tree* mean a particular one; and *five* is an adjective, because it limits the noun *bushels*, expressing with it a definite number of bushels.

22. An Adjective is a word used to qualify or limit the meaning of a noun or pronoun.

Tell which are the adjectives in the following sentences, and why:

The dark clouds indicate rain.

The bright stars are shining.

Those tall trees are old oaks.

Yonder white clouds are beautiful.

Those large, red apples are sour.

Dear, patient, gentle Nell was dead.

Write ten sentences, each of which shall contain an article and one of the following adjectives :

White, pink, sour, good, tall, large, round, long, slow, young, beautiful, attentive.

Ex.—*A white rose is beautiful.*

LESSON VII.

VERBS.

When we speak of any object, we generally tell either what it *is*, what it *does*, or what *is done* to it.

1. Flowers *are beautiful*. The ant *is an insect*.

2. Birds *sing*. Boys *play*. Carpenters *build houses*.

3. Fields *are plowed*. The corn *was ground*.

The words *are*, *is*, *sing*, *play*, *build*, etc., by means of which we say things of the subjects, are called *verbs*.

Such words as *walk*, *run*, *leap*, *swim*, *study*, *work*, *fly*, *read*, *eat*, *fall*, *flow*, *blow*, and *break*, are verbs, because they tell what persons or things do, or they are used to express assertions, as, "The child walks," "The sun rises," "Birds fly." If I say, "The tree is green," *is* is used to assert the state of the tree; if I say, "The tree waves," *waves* tells

what the tree does; and if I say, "The tree was struck by lightning," *was struck* tells what was done to the tree.

"The river washes away the soil;" here *washes* is a verb, because it tells what the river does. "The river *is* deep;" here *is* is a verb, because it tells something of the river, or helps to show in what state it is. Sometimes we say that the verb *affirms* or *predicates* something of its subject. This is nearly the same as to tell you that it says something of that about which we are talking.

Verb means *word*. Verbs are called so by pre-eminence, because they are the chief words in the construction of sentences.

23. A Verb is a word used to express the act or state of a subject.

Tell which is the noun, and which the verb, in the following sentences, and define each :

Frogs leap. Fishes swim. The wind whistles. The thunder rolls. The lightning flashed. Clouds were moving. He recited his lesson. The door creaked. The snake crept into the grass. Out flew the partridges. Lilies and roses were blooming together.

Put a suitable subject to each of the following predicates :

Is happy; knows nothing; am sick; art released; grew rapidly; was neglected; were neglected; went away; spoke sensibly; replied; stepped forth; retreated; should obey their parents; was a great man.

Say something of each of the following objects, by telling what they are :

Street, grass, hay, ice, stars, mountains, room, table.

Ex. The street is dusty.

Say something of each of the following objects, by telling what they do:

Horse, farmers, trees, servant, dogs, tailor, teacher, scholar.

Say something of each of the following objects, by telling what is done to them:

Lesson, bonnet, bridge, yard, window, John, newspaper.

24. Rule.—*All proper names, and words derived from proper names, should begin with a capital letter.*

Write ten sentences, and underscore the subject of each sentence with one line, the predicate-verb with two, thus:

The trees in the Park are growing finely.

The battle of Waterloo was fought on the 18th of June, 1815.

LESSON VIII.

ADVERBS.

People do not all walk alike, nor talk alike, nor write alike. Hence we often use such words as *well, badly, fast, slowly, gracefully, awkwardly, sweetly, harshly, hastily*, etc., to describe the actions of persons or to distinguish their actions from one another. These words are called *adverbs*, because they are generally *added to verbs*.

25. Ad-verb means *to a verb*. Adverbs are generally used to express *manner, place, time, or degree*, with reference to some act or state.

“The water flows *rapidly* ;” *rapidly* is an adverb, because it tells how the water flows. “It rained here then ;” *here* is an adverb, because it tells where it rained, and *then* is an adverb, because it tells when it rained. “The water is very deep ;” *very* is an adverb, because it tells how deep the water is. “The water flows very rapidly ;” *very* is an adverb, because it tells how rapidly the water flows. If I say, “He reasons *correctly*, speaks *fluently*, and persuades *earnestly* ;” “Walk *up*, walk *down*, walk *in* ; *exceedingly* tall, *surprisingly* abrupt, *more* ingenious, *most* eloquent, *very* powerfully, *quite* fast ;” you see that all of these italicized words tell *how, where, when, or in what degree* ; and they are therefore *adverbs*.

26. An Adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

Mention the adverbs in the following sentences, and why: Walk rapidly. Write slowly. You are playing rudely. He is not going. The letter is well written. She visits us very often. The furnace is remarkably hot. He is sleeping soundly. The army fought very bravely. You have behaved improperly. The water flows swiftly through the dam. Speak distinctly. The dogs barked furiously.

Rapidly is an adverb, because it tells *how* to walk.

Complete the following sentences by adding an adverb to each :

The weather is ——— hot. A fox can run ———. I know ——— deep it is. Tell me ——— the lesson is

He was burned ———.

——— was he burned.

You know ——— it was done.

He fought ———.

27. **Rule.**—The words *I* and *O* should always be capitals.

Write ten sentences, each of which shall contain one of these adverbs: Swiftly, here, hereafter, too, quite, very, quickly, steadily, noisily, sweetly, early, soon.

Ex.—The horse is *too* old to run *swiftly*.

LESSON IX.

PREPOSITIONS.

Houses are *on* the ground; cellars are *under* houses; and trees grow *around* houses. Boats run *up* and *down* rivers, and rivers flow *between* hills. The morning star rises *before* the sun, and night comes *after* sunset.

The words *on*, *under*, *around*, *up*, *down*, *between*, *before*, and *after*, link the parts of the sentences together, and show the position or relation of things to one another.

Such words are called *prepositions*, because they are generally placed before the nouns or pronouns with which they make descriptive phrases. *Preposition* comes

from *pre*, before, and *positio*, placing; the word, therefore, means *placing before*.

28. A **Preposition** is a word used to show the relation between a following noun or pronoun and some other word.

Ex.—A school is kept *in* the house *on* the hill. *Where?* *In what house?*

In is a preposition, and shows the relation between *house* and *is kept*.

On is a preposition, and shows the relation between *hill* and *house*.

Tell the prepositions, and what nouns they are placed before:

The bird sings on the branches. The branches bend before the wind.

We write with steel pens. The dogs chase each other round the yard.

He comes to school too early. The burglar climbed into the window.

The cat jumped upon the table. Rolla was under the table.

He was amongst his friends. They are going towards home.

We ran across the road. The wagon ran over a little girl.

Write ten sentences, each of which shall contain one or more of the following prepositions:

In, *into*, *on*, *upon*, *between*, *underneath*, *over*, *along*, *for*, *about*, *to*, *towards*, *with*, *around*.

Ex.—He went *around* the house *for* a ladder.

LESSON X.

CONJUNCTIONS.

We frequently use certain words simply to connect words, phrases, clauses, or sentences, and to show the dependence of the parts thus connected. When you hear such words as *and*, *but*, *because*, you at once know that something more is to come, and that it bears a certain relation to what has been said. If I say, "John writes *and* ciphers;" "John spilt his ink on the desk *and* on the floor;" "John writes every day, *and* I generally look at his writing;" you see that the word *and* adds something more to what has been said, or joins two words, two phrases, or two propositions together.

Con-junction is derived from *con*, together, and *junctio*, joining; and it therefore means *joining together*, or something *that joins together*.

Such words as *and*, *or*, *but*, *than*, *because*, *for*, *if*, and *though*, are called *conjunctions*, because they serve to connect the parts of discourse. "Silks and jewels are showy but dear."

And connects *silks* and *jewels*, and *but* connects *showy* and *dear*; hence *and* and *but* are conjunctions.

"He rides *if* he is sick;" "He rides, *though* he is sick;" "He rides *because* he is sick."

Here *if*, *though*, and *because* are conjunctions, because each connects two clauses.

29. A Conjunction is a word used to connect words, phrases, clauses, or sentences.

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

The trees are budding, and the birds are singing.
He is brave, but he is cautious.
I shall go out if it does not rain.
I am not acquainted with him, nor do I wish to be.
You must study, or you will not learn.
He studied that he might learn.
We blamed him because he did wrong.
Frank is taller than John.
James and Henry will study French or German.
As the hour has come we will commence.

Supply conjunctions:

James — John must do it.
You must go home — you are sick.
You will fail — you study.
You will fail — you do not study.
The rose is more fragrant — the peony.

Tell of what part of speech each word is, and why:
The cork-tree sheds its bark every ten years.

Ex.—*The* is an article, because it is placed before the word *cork-tree* to show that a particular object is meant. *Cork-tree* is a noun, because it is the name of an object, and so on.

A snake crept through the fence into the grass.
The meadow is covered with grass and flowers.

LESSON XI.

INTERJECTIONS.

When we see, hear, or in any other way notice things, our feelings are often suddenly excited, and we utter, almost unconsciously, certain little words that show these emotions. Words of this kind are such as *O, oh, ah, pish, tut, aha, whew*, etc., which you have doubtless often heard. They generally express surprise, wonder, joy, grief, anger, or contempt.

Interjection means *throwing between*; and since these words are loosely thrown between other words in speaking, they are called *interjections*.

30. An *Interjection* is a word that expresses an emotion, and is not connected in construction with any other word.

"Day broke; but then, oh! what a spectacle was that battle-field!" *Oh* is an interjection, because it expresses the sudden emotion of the speaker, and is not connected to any of the other words of the sentence.

In the following sentences tell the prepositions, conjunctions, and interjections, and why:

The water ran around the bridge and over the bridge. There is a walk and a carriage road from the church to the college.

Alas! no hope for me remains.

He is stout in appearance, yet he is sickly.

We lost the battle, notwithstanding we did our utmost to win it.

This pupil will learn because he is attentive.

Tell what part of speech each word is in the following sentences:

Good order is the foundation of all good things.
 God reared the mountains with their pine-clad spires.
 On this stream we found magnolias and cedars.
 If it continues to rain, the river will rise.
 Thunder rolled in every quarter of the heavens.
 Ha, ha, ha! he is a fine gentleman truly.
 Her eyes looked into every eye that fell upon them.
 The grapes were sour, but the peaches were deliciously ripe.

THE LITTLE BIRD'S COMPLAINT.

Here in this wiry prison caged, I sing,
 And think of sweet green woods, and long to fly;
 Unable once to stretch my feeble wing,
 Or wave my feathers in the clear blue sky.
 Day after day, the self-same things I see,
 The cold white ceiling, and this wiry house;
 Ah! how unlike my healthy native tree,
 Rocked by the winds, that whistled through the boughs
 Oh! how I long to stretch my weary wings,
 And fly away as far as eye can see;
 And from the topmost bough where Robin sings,
 Pour my wild songs, and be as blithe as he.

LESSON XII.

REVIEW OF DEFINITIONS.

1. A Subject is a word or expression denoting that of which something is said.
2. A Predicate is a word or expression denoting what is said of the subject.
3. A Sentence is a combination of words making complete sense, or it is a thought expressed in words.
4. A Phrase is two or more words properly joined together, but not making a statement.
5. A Proposition is a subject combined with its predicate.
6. A Clause is a proposition that makes only a part of a sentence.
7. The Parts of Speech are classes of words which we use to express our thoughts.
8. The Parts of Speech are nouns, pronouns, articles, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.
9. A Noun is the name of anything.
10. A Pronoun is a word used instead of a noun.
11. An Article is the word *the*, *a*, or *an*, which is placed before a noun to limit its meaning.
12. An Adjective is a word used to qualify or limit the meaning of a noun or pronoun.
13. A Verb is a word used to express the act or state of a subject.

14. An Adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

15. A Preposition is a word used to show the relation between a following noun or pronoun and some other word.

16. A Conjunction is a word used to connect words, phrases, clauses, or sentences.

17. An Interjection is a word that expresses an emotion, and is not connected in construction with any other word.

18. Etymology treats of the derivation, classes, and properties of words.

LESSON XIII.

SENTENCES.

When we speak or write to a person, we usually do so either to tell him something, to ask him something, or to bid him do something. And sentences are accordingly either *declarative*, *interrogative*, or *imperative*.

31. A declarative sentence is an assertion.

32. An interrogative sentence is a question.

33. An imperative sentence is a command or request.

Declarative.

The soldier rests.
John goes to school.
She went home.

Interrogative.

Does the soldier rest?
Does John go to school?
Did she go home?

Imperative.

Soldier, rest.
John, go to school.
Go home.

Rule.—*A declarative or imperative sentence should be followed by a period; an interrogative sentence by an interrogation-point; and a sentence used as an exclamation by an exclamation-point.*

Tell whether the following sentences are declarative, interrogative, or imperative, and why; also mention the subject and predicate of each:

He is honest. Is he honest? Be honest. The summits of the Rocky Mountains are covered with snow. Take away these books. Why are we here idle? Go to the ant, thou sluggard! The wind is never weary. Is it raining? Work, boys, work. Wolves were once common in every part of this country. Were you in time for the train? The lone sheep is in danger of wolves. Wake not a sleeping lion. War brings scars. Weeds do not need sowing or culture. Do not count chickens before they are hatched. Is dinner ready? A bird in the hand is worth two in the bush. Are you hurt? Time devours all things. What comes from the heart, goes to the heart. Do not say, go; but go thyself.

34. In imperative sentences, the subject is thou or you, understood.

Write five declarative, five interrogative, and five imperative sentences. Underscore the subjects in the declarative and interrogative sentences with one line; underscore all the predicate-verbs with two lines.

Ex.—Oranges are brought from Florida.

Will you lend me a pencil?

John, bring me a glass of water.

LESSON XIV.

SENTENCES.

An assertion can be made of one thing, or of two or more distinct things; and one assertion, or two or more distinct assertions, may be made of the same subject. In the sentence, "The boy ~~is going to school~~," the subject and the predicate are simple; in the sentence, "The boy and his sister are going to school," the subject is compound; and in the sentence, "The boy *studies and plays*," the predicate is compound.

35. The subject of a sentence may be either simple or compound.

36. The predicate of a sentence may be either simple or compound.

Mention the subjects and predicates in the following sentences, and tell whether they are simple or compound:

John and James study. John reads and writes. Winds and storms are but currents of air. He lighted his lamp, and sat down by the table, but soon slept with all his might. Beauty is a blossom. Time and distance tame the strongest grief. Books, music, and gardening are his delight. After clouds comes fair weather. Apples, peaches, plums, and melons grow in most parts of our country. I must either sell or borrow. The lark soars and sings.

37. **Rule.**—*When two words in a series of nouns, adjectives, verbs, or adverbs, are not connected by a conjunction, they should be separated by a comma.*

Ex. 1.—John, James, and Henry brought their grammars, arithmetics, spellers, and blank-books to school.

Ex. 2.—The wind was strong, keen, fitful, and boisterous.

Ex. 3.—The horse reared, kicked, plunged, and at last broke loose from the carriage.

Ex. 4.—They positively, repeatedly, and angrily denied the charge.

In the following expressions, mention the phrases and sentences, and define each ; change phrases into sentences ; resolve composite sentences into their clauses ; resolve sentences or clauses into subjects and predicates, and define these parts :

A clear and beautiful stream ran along the bluffs. Under a shady maple. Her eyes were blue, like blossoming flax. The diamond is the most precious gem. Blown down by the wind. Palm-trees grow in Asia, Africa, and South America. Some boys and girls are very careless. To study diligently. The thunder burst in tremendous explosions. The peals were echoed from mountain to mountain. The storm seemed to have brought all the artillery of heaven into action. Williams, the barber. When I had recited my lessons. Literature is a garden, books are particular views of it, and readers are visitors. How soon are we forgotten when we are gone! Set a frog on a golden chair, and he will leap back into his dirty pool. Springs flow from natural reservoirs underground. Lakes are supplied with water by rivers, brooks, or springs. He that has ill luck, gets ill usage. Eagles do not catch flies. Men, like pillars, are strong only

while they are upright. The purest water comes from hardest rock.

Make sentences, and embody in them the following phrases :

Under the snow. Decked with flowers. To study more diligently. By the brook. Planted in rows. To see the sun rise. In the deepest pool. Glowing with heat. To spend the day. Over field and forest. Having nothing to do. To play with his dog.

LESSON XV.

SENTENCES. SYNTAX.

Change each set of the following statements into one sentence ; mention the subject and predicate, and all the parts of speech, and define each :

1. The tree was struck. It was an oak tree. The tree was old. It was a fine tree. It grew in the Park. The lightning struck it. It was night when it was struck. The night was Thursday night. It was twelve o'clock when it was struck.

How much more briefly and elegantly is all this information expressed in one sentence! *The fine old oak tree in the Park was struck by lightning at 12 o'clock on Thursday night.*

2. Banks were overflowed. They were the banks of the Mississippi. This was on the 15th of last June.

3. A boy came. He was pretty. He was little. He

was blue-eyed. He had rosy cheeks. He came with a young, white rabbit. He had it in his pinafore. He brought it to his mother.

4. The girl wrote a letter. She was a good girl. She wrote it to her mother. It was a long letter. She wrote it on her mother's birthday. She wrote in the morning.

Elizabeth harangued her troops. Elizabeth was a queen. She harangued them with much spirit. It was at Tilbury Fort. It was before the Spanish Armada arrived. It was only a little time before.

37. Syntax treats of the relations and arrangement of words in sentences.

LESSON XVI.

RELATIONS OF WORDS.

38. A noun or pronoun may be the *subject* of a verb.

Ex.—The *tree* fell. (What fell?) The *flower* is unfolding. The *partridges* flew away. The *ship* moves. The *bell* rings. The *storm* roars. *She* laughed. (Who laughed?) *He* is reading. *I* shall return soon. The *boys* skate. The *trees* wave. The *fire* crackles and flames.

The *ocean* is blue. (What is blue?) This *map* is beautiful. The *well* was deep. Her *dress* was white and neat. The *lark* is a singing bird. A *thief* is also a liar. Our *corn* is gathered. The *bread* is baked. *Brass* is made of zinc and copper.

39. A noun or pronoun may be the *object* of a verb.

Ex.—The fisherman catches *fish*. (Catches what?) The boy broke the *looking-glass*. My mother spins *flax*. The carpenter mended the *door*. The caterpillars devoured the *buds*. The weaver weaves *yarn* into cloth. The barber shaved *me*. I invited *him*. They hid *themselves*. The sun is warming the *garden*. Snow has covered the *hills*. She sang us a *song*.

Song is a noun, and is the object of the verb sang; it tells what she sang.

40. A noun or pronoun may be the *object* of a preposition.

Ex.—I was going down the *street*. (Down what?) The Mississippi river rises in *Minnesota*. The book lay on the *table*. The child fell into the *well*. The bridge extends over the *river*. There is a plank-road from the *church* to the *college*. Several railroads run through *Pennsylvania*. The garden lies behind the *house*. The swallows flutter about the *eaves*.

The whirlwind passed around the asylum and destroyed the church.

Asylum is a noun, the object of the preposition around; *church* is a noun, the object of the verb destroyed.

41. A noun or pronoun may be a *possessive*, or word denoting possession or ownership.

Ex.—Here is the *boy's* book. Here are the *boys'* books. This is the *man's* hat. These are the *men's* hats. I have cleaned *my* desk. We have cleaned *our* desks. You have broken *your* slate. He has bruised *his* thumb. She has

to *her* book. They had lost *their* way. This is *mine*; that is *yours*; and the other is *hers*. *Yours* are better than *ours*. My *brother's* estate belongs to one person only. My *brothers'* estate belongs to two or more persons. My *friend's* request comes from one person only. My *friends'* request comes from two or more persons. It is *our* duty, not *theirs*, to supply the *people's* wants. For *goodness'* sake, help me out of my troubles. He resides near *St. James's* Place.

Boy's is a possessive noun, governed by *book*. *Book* is the word that leads to the use of the possessive form of boy.

Hence the possessive is said to be governed by the name of the thing possessed.

42. A noun or pronoun may be explanatory of another noun or pronoun denoting the same person or thing.

Ex.—Webster, the *orator* and *statesman*, was not related to Webster, the *author*.

Cortez, the *conqueror* of Mexico, was a brave *man*.

He was elected *Governor*.

They called her *Mary*.

It was *he*. It is *I*.

Write five sentences, each of which shall contain a possessive noun or pronoun, and five which shall contain an explanatory noun or pronoun; underscore as in the examples.

Ex.—Jane and Mary saw their father's house in the distance.

Mary was the most studious pupil in her class.

Rule.—Explanatory nouns, pronouns, or phrases, following the principal terms, should be separated from such terms and from the rest of the sentence by commas.

Ex.—The pupils of the school, *bright-eyed boys and girls*, were singing “America.”

LESSON XVII.

SYNTAX.

RELATIONS OF WORDS.

43. A noun is *independent* when it has no dependence on any other word in the sentence.

Ex.—*William*, you may recite your lesson.

You is the subject of the verb may recite; *your* is a possessive, governed by *lesson*; *lesson* is the object of the verb may recite; *William* is an independent noun.

44. A noun is said to be *absolute* when joined with a *participle*, but not connected with a *finite* verb.

45. A finite verb is a verb used to predicate (say) something of its subject.

46. A participle is a form of the verb that expresses the act or state, without predicating it of a subject, and generally has the sense of an adjective.

Ex.—The train *having started*, we were obliged to wait another day.

Train is a noun, *absolute* with the participle *having started*.

The storm *having burst* upon us, we took refuge in the nearest hut.

The storm *being* over we continued our journey.

47. A pronoun refers to the noun or term which it represents.

Ex.—James saw *his* mistake.

His is a possessive pronoun ; it refers to James, and is governed by mistake.

The father and *his* son cultivated the farm, which *they* had purchased.

To what does *his* refer ? Which ? They ?

Tell the parts of speech in the following sentences, and to what the pronouns refer :

Henry's brother has brought my horse.

Our sweetest songs are those which tell of saddest thought.

I will meet you at Smith's, the bookseller.

Her brother went to the doctor, who quickly removed the cause of his annoyance.

My mother ! when I learned that thou wast dead,
Say, wast thou conscious of the tears I shed ?
Hovered thy spirit o'er thy sorrowing son ?
Wretch even then, life's journey just begun !
I heard the bell tolled on thy funeral day ;
I saw the hearse that bore thee slow away ;
And, turning from my nursery window, drew
A long, long sigh, and wept a last adieu !—COWPER.

Write ten sentences, each of which shall contain a noun

that is INDEPENDENT, or *that is* ABSOLUTE, with a participle ; underscore as in the examples.

Ex. Ladies and gentlemen, you are welcome.

The leader having fallen, his troops fled.

LESSON XVIII.

RELATIONS OF WORDS.

48. Articles and adjectives relate to nouns and pronouns.

They *relate* to the words they point out, limit or describe. Sometimes we use the word *modify* to convey the same idea.

Ex.—It was *a gusty, playful* wind, frolicking with *leafy* trees.

A is an article, relating to *wind* ; *gusty* and *playful* are adjectives, relating to *wind*.

Tell the articles and adjectives in the following sentences, and the nouns to which they relate :

Africa is the native land of the negro race.

The young grass covers the dark ground like a delicate green carpet.

In Winter the prairies are gloomy and desolate.

Scarlet and golden maples waved below million-fingered pines.

In this nook, we saw four or five squirrels, some turkeys, and many partridges.

In the temperate zones, people are most healthy, happy, and intellectual.

The pleasant artisan has made a beautiful box for the noble Italian lady.

The sweet, gentle young girl watched by the couch of her suffering brother.

49. Phrases and clauses are often used as adjectives, to show *who, what, of what kind* is meant.

Ex.—There is no place of safety for him.

What kind of place? *Of safety* is an adjective phrase, and relates to or modifies *place*.

A man of perseverance generally succeeds.

What kind of man? *Man* is the subject, modified by the article *a* and the adjective phrase *of perseverance*; *succeeds* is the predicate-verb, and is modified by the adverb *generally*.

The people who flatter you are not your friends.

What people? *People* is the subject, modified by the article *the* and the adjective clause, *who flatter you*.

Tell the adjective phrases and adjective clauses in the following sentences, and the nouns or pronouns to which they relate:

The rain which fell yesterday has been very refreshing.

In this sentence, *rain* is the subject, modified by the article *the*, the adjective clause *which fell yesterday*, and the adjective phrase *very refreshing*. What has been very refreshing? The predicate-verb is *has been*, and the entire predicate is *has been very refreshing*. We see from this that the predicate may contain words and phrases that *attribute* or ascribe conditions and qualities to the subject.

Adjectives and adjective phrases that complete the

predicate are called *attributes*, or *attribute* words and phrases.

He was without home and without friends.

The path through the meadow is the nearest.

People then wore buttons of brass and buckles of silver.

The garments scorched by fire are worthless.

Knives made from steel are the best.

The people who flatter you are not your friends.

The lady who sings so well came from Italy.

We respect those who respect themselves.

“The night comes swiftly, like a hunted man who cloaks his sin.”

“Among the hills of Spain there stands

A fabric reared by holy hands.”

“King Robert, who was standing near the throne,

Lifted his eyes, and lo! he was alone!

* * * *

And when his courtiers came they found him there,

Kneeling upon the floor, absorbed in prayer.”

Write five sentences, each of which shall contain an adjective phrase, and five which shall contain an adjective clause. Underscore the adjective phrases with one line, the adjective clauses with two.

Ex. The productions of our soil furnish the wealth of the country.

We should take care of the soldiers who fought our battles.

LESSON XIX.

RELATIONS OF WORDS.

50. A verb relates to some noun or pronoun as its subject.

Ex.—Each flower expands its little leaves.

Expands is a verb; it tells what the flower does, and relates to *flower*.

The vessel struck a hidden rock and sunk.

Struck and *sunk* are verbs, and relate to their subject, vessel.

Mention the verbs in the following sentences, and to what subjects they relate:

The breeze blows cool; the waters quiver under it; and softened sunbeams pour around a fairy light.

We walked the deck, and gazed upon the billows.

Our work was done, and we were seated under the old elm.

“Down the hills of Angostura still the storm of battle rolls;

Blood is flowing, men are dying; God have mercy on their souls!”

51. A participle is a form of the verb that expresses an act or state but does not predicate; that is, a participle alone, with a subject, does not make a complete statement, and it may, besides, have the sense of a noun or adjective.

Ex.—The birds, awaking, burst into a song.

Awaking is a participle, and relates to *birds*; it expresses a state, but does not predicate. What do the birds do? *Burst* is the predicate-verb, and relates to *birds*.

The clouds, touched by the sun, seemed to glow with fire.

What is said of the clouds? *Touched* is a participle, and relates to clouds. *Touched* is the principal word in the adjective phrase *touched by the sun*.

The sun having arisen, we proceeded on our way.

Having arisen is a participle, relating to *sun*. *Sun* is absolute with the participle having arisen, as it is not the subject of any finite verb.

52. An Infinitive is a form of the verb that begins with *to*, but does not predicate. It relates to an expressed or indefinite subject, and generally depends upon some other word; it may, besides, have the sense of a noun, adjective or adverb.

Ex.—The clouds, touched by the sun, seemed to glow with fire.

To glow is an infinitive. Seemed what? What to glow? *To glow* relates to clouds, and depends upon *seemed*.

The bee brought his honey to sweeten the feast.
Why? What to sweeten?

He was anxious to return.

To return relates to *he*, and depends upon *anxious*.

Write five sentences each of which shall contain a participle, and five which shall contain an infinitive. Under-score the participles with one line, the infinitives with two.

Ex.—We saw two kittens playing in the garden.

To ride is pleasant. Most people love to ride.

LESSON XX.

RELATIONS OF WORDS.

53. An Adverb relates to a verb, an adjective, or another adverb.

Mention the adverbs in the following sentences, and to what they relate :

The eagle flies swiftly. God ~~is~~ everywhere.

Swiftly is an adverb, it tells how the eagle flies, and relates to *flies*. Adverbs are found by asking *How? When? Where? In what degree?* etc.

They softly lie, and sweetly sleep, low in the ground.

Never before did I see her look so pale. *How pale?*

He has already been there very frequently.

You are yet young enough to learn quite easily.

Your book is more beautiful, but mine is more useful.

Perhaps I have been rather idle hitherto; but henceforth I will certainly try to study more diligently.

England is so highly cultivated that it looks like one vast garden.

54. Phrases and clauses are often used as adverbs.

Ex.—We played *in the meadow*. *Where?*

He remained *till morning*.

The family emigrated *from Spain to Cuba*, during the last century.

The last example is a simple sentence; the subject is *the family*; the predicate is *emigrated from Spain to Cuba during the last century*. The subject-noun is *family*, which is modified by *the*; the predicate-verb is *emigrated*, which is modified by the three adverbial phrases, *from Spain, to Cuba, and during the last century*.

LESSON XXI.

RELATIONS OF WORDS. ANALYSIS.

55. A Preposition shows the relation of a following noun or pronoun to some other word.

56. A Conjunction connects words, phrases, clauses, or sentences.

57. Interjections, and nouns or pronouns, in address, are used independently.

Mention the prepositions in the following sentences, and between what they show the relation; the conjunctions, and what they connect; the interjections and other words, used independently :

The surface of the earth consists of land and water.

Of is a preposition, showing the relation of *earth* to *surface*. (What surface? What *of* the earth?) *And* ~~is~~ conjunction, connecting *land* and *water*.

Streams of water generally flow into lakes, and from them.

Alas! my noble boy, that thou shouldst die!

The earth, or globe on which we live, is not perfectly round.

The people are healthy, though the climate is severe.

Glide on, O Moon! fairer than a silvery boat in the upper deep.

If you deal with a fox, think of his tricks.

Watch the door of thy lips, lest thou utter folly.

The dog meant play; but, hoity-toity! how the cat

raised her back, and growled, notwithstanding he was so friendly!

He upbraided them *because* they repented not.

Because is a conjunction, connecting the clause *preceding* and the one coming after.

"Why was I taken from my waving nést ;

From flowery fields, wild woods, and hedges green?

Torn from my mother's warm and downy breast,

In this sad prison-house to die unseen

Kind lady, come, with gentle, pitying hand,

Unbar my prison-door, and set me free;

Then on the white-thorn bush I'll take my stand,

And sing sweet songs to freedom and to thee."

Resolve the following sentences into as many statements as possible ; resolve these into their subjects and predicates ; tell what part of speech each word is, and to what it relates or what its use is :

THE LONELY PRISONER.

"For more than four long years

I've gazed on prison walls,

From morning's earliest dawning light,

'Till shade of evening falls.

In dreams I visit oft

That dear, familiar home ;

My wife and children gather round,

Right glad that I am come.

The lovely little ones,

Sit prattling on my knee ;

"Father, what made you stay so long ?

Have you been o'er the sea ?"

The tears of joy flow fast,

And quite bedim my eyes ;

O, is there happiness like this,

Except beyond the skies ?

But, ah ! the illusion breaks !

Who shall my fate bemoan ?

The wretched prisoner awakes,

To find himself alone.

Ye who have never known,

How lonely prisoners live,

Unless your hearts be made of stone,

A sigh of pity give."

"Faded is Alva's noble race,

And gray her towers are seen afar ;

No more her heroes urge the chase,

Or roll the crimson tide of war."—BYRON.

"In the chimneys of the disused rooms, swallows had built their nests for many a long year, and from earliest spring to latest autumn, whole colonies of sparrows chirped and twittered in the eaves. There were more pigeons about the dreary stable-yard and outbuildings than anybody but the landlord could reckon up."—DICKENS.

"The Judge looked back as he climbed the hill,

And saw Maud Müller standing still :

'A form more fair, a face more sweet,

Ne'er hath it been my lot to meet.

And her modest answer and graceful air,

Show her wise and good as she is fair."

LESSON XXII.

REVIEW.

1. A declarative sentence is an assertion.
2. An interrogative sentence is a question.
3. An imperative sentence is a command or request.
4. The subject of an imperative sentence is *thou* or *you* understood.
5. The subject of a sentence may be either simple or compound. Give an example.
6. The predicate of a sentence may be either simple or compound. Give an example.
7. Syntax treats of the relations and arrangement of words in sentences.
8. A noun or pronoun may be the subject of a verb. Give an example.
9. A noun or pronoun may be the object of a verb. Give an example.
10. A noun or pronoun may be the object of a preposition. Give an example.
11. A noun or pronoun may be a possessive, or word denoting ownership. Give an example.
12. A noun or pronoun may be explanatory of another noun or pronoun, denoting the same person or thing. Give an example.
13. A noun is independent when it has no dependence on any other word in the sentence. Give an example.
14. A noun or pronoun is said to be absolute when

joined with a participle, but not connected with any finite verb.

15. A finite verb is a verb used to predicate something of its subject.

16. A participle is a form of the verb that expresses the act or state, without predicating it of a subject, and generally has the sense of an adjective.

17. A pronoun refers to the noun or term which it represents.

18. Articles and adjectives relate to the nouns and pronouns that they limit or describe.

19. Phrases and clauses are often used as adjectives, and are then called adjective phrases, or adjective clauses.

20. A verb relates to some noun or pronoun, as its subject, or to some phrase or clause used in the sense of a noun.

21. An infinitive is a form of the verb that begins with *to*, but does not predicate. It relates to an expressed or indefinite subject, and *generally* depends upon some other word.

22. An adverb relates to a verb, adjective, or other adverb.

23. Phrases and clauses are often used as adverbs.

24. A preposition shows the relation of a following noun or pronoun to some other word.

25. A conjunction connects words, phrases, clauses, or sentences.

26. Interjections, and nouns or pronouns, used in direct address, are used independently.

LESSON XXIII.

INCORRECT EXPRESSIONS.

The teacher should keep a list of incorrect expressions in common use, and train the pupils by precept and example to a correct use of language, even though they are not prepared to understand the technical rules of grammar.

Correct the following expressions:

You *aint* going home yet. I *aint* ready. It *aint* so. He *han't* got it. You *hadn't* ought to go. Have you got a knife. We have *got* a horse. John *done* it. We *done* the sums. I *didn't* do nothing. I *come* to school early. James *come* to school yesterday. I *han't* got nothing. I *don't* know nothing about it. John *laid* down on the sofa. We saw the book *laying* on the table. Rover has *laid* down. After *laying* awhile he *raised* up. The teacher *learned* me to cipher. I *seen* him yesterday. You *seen* him coming up the street. *Set* down in that chair. I saw him *setting* on the steps. Go into the *setting* room. *Sit* the lamp upon the table and let it *set* there. She's *went* home. He's *went* down stairs. Give me *them* books. Did you see *them* birds? Are *them* two girls going with us? *Them* is my sentiments. This *here* slate is broken. That *there* pencil is mine. It is *me*. John and *me* went to the house. It was *him* and *me*. I knew it was *him*. Between you and *I*. He called her and *I*. You may have *either* of the four apples. *Neither* of the six books was the one I wanted. *Neither* of the six books *were* here. Divide the apple *between* us three.

Either, neither, and between should be used where only two objects are spoken of.

Give each girl *their* hats. She was the youngest of the two sisters. He has *took* my hat. The river is *froze*.

To be written at the dictation of the teacher.

Elmwood, Jan. 15, 1878.

Dear Aunt Amelia:

Mother is very sick, and she wishes you to come to us as soon as you can. Please to come to us, dear aunt, and stay with us till mother is better.

Send us word by the next mail whether you can come, and when we may expect you.

Your affectionate niece,

Mary Tilton.

New York, Jan. 3, 1878.

Dear Miss Hathaway:

I have been sick for several days, and am not yet well enough to come to school. The doctor says he will let me go next Monday.

Your affectionate pupil,

Emily A. True.

St. Louis, Feb. 5, 1878.

Mrs. A. M. Meredith,

400 Broadway, N. Y.

Dear Madam,

Your kind favor of the 22d ult. has just come to hand. I am happy to say that I shall start for New York to-morrow morning. Very respectfully,

A. B. Friend.

(Note of Invitation.)

Mrs. Wilson requests the pleasure of Mrs. Murray's company at dinner, on Thursday next at 5 o'clock.

124 State St., Monday, 5th Oct.

(Reply.)

Mrs. Murray accepts with pleasure Mrs. Wilson's invitation to dinner, on Thursday next at 5 o'clock.

72 Montague St., Tuesday, 6th Oct.

Write a letter to your teacher, and be particular about the place of the date, the address, the form of closing, the punctuation, and the use of capitals.

LESSON XXIV.

CAPITAL LETTERS.

1. The first word of every sentence should begin with a capital letter.

Ex.—Learning makes a man a fit companion for himself.

2. The first word of every direct quotation should begin with a capital letter.

Ex.—He said "Knowledge is power." She answered "Yes."

3. The first word of every line of poetry should begin with a capital letter.

4. The words I and O should always be capitals.

5. Every word denoting the Deity should begin with a capital letter.

Ex.—The Most High; the Supreme; Divine Providence; the Holy Ghost.

6. Every proper noun, or each chief word of a proper noun, and all words derived from proper nouns, should begin with a capital letter.

Ex.—George Washington; A. B. Merton; the Duke of Wellington; the United States; American; English.

7. Every title, whether used alone or in connection with a proper noun, should begin with a capital.

Ex.—Mrs. E. C. Stanton; Maj. Holt; Gen. Barlow; Hon. Robert Wells; James E. Smith, Esq.; Col. Dodge.

"The Doctor now heard the approach of clattering hoofs."

8. A common noun, applied to a personified object,

often becomes a proper noun in sense, and should then begin with a capital letter.

Ex.—“The *Wind* and the *Sun* loved the *Rose*,
But the *Rose* loved but one;
For who recks the *wind* where it blows,
Or loves not the *sun*?”—BULWER.

9. The first word of an important clause, titles of books, topics, and words deserving special emphasis, should begin with a capital letter.

Ex.—“Resolved, That we protest,” &c.; The War Department.

LESSON XXV.

PUNCTUATION.

58. Punctuation treats of certain points or marks used in writing and printing.

1. A Period (.) should be placed after every sentence that is not interrogative or exclamatory.

Also after a word or phrase complete by itself; and after an abbreviation.

2. An Interrogation-Point (?) should be placed after every direct question.

3. An Exclamation-Point (!) should be placed after every sentence or shorter expression that denotes great surprise or other emotion.

Hence it is generally placed after interjections or unusually earnest addresses.

4. Quotation-Marks (“”) are used to inclose words taken as the exact language of another person.

“Single quotation-marks inclose ‘a quotation within a quotation.’”

5. A Hyphen (-) is used to join the parts of a compound word; it is also placed at the end of a line, when one or more syllables of a word are carried to the beginning of the next line.

6. The Comma (,) should be used to separate words in a series of nouns, adjectives, verbs, or adverbs, when not connected by a conjunction; to set off words in apposition, words or phrases used independently, and parenthetical words, phrases, or clauses.

The comma is used to set off a modifying word, phrase, or clause that is not closely connected with what it modifies, or that is removed from it by inversion; it is also used between a word and its repetition; and, generally, the comma should be used whenever it will prevent *ambiguity*, or help to present more clearly the *thought contained in the sentence*.

Ex. 1.—Hedges, groves, orchards, and gardens were in bloom.
It was a dark, desolate region.

Our captain then went to the camp, called upon the officer in command, and informed him who we were, whence we had come, and whither we intended to go.

Ex. 2.—The great novelist, “George Eliot,” is a lady.

Ex. 3.—This book, *Mary*, is yours. O, yes, sir, I do know.
Shame being lost, all virtue is lost.

Ex. 4.—You will then, *however*, be in no better condition.

Moral culture, *especially in youth*, is of the greatest importance.

They set out early, and, *before the dawn of day*, reached the place
Columbus, *who was a Genoese*, discovered America.

Ex. 5.—In a central region, midway on this continent, at an elevation of seven thousand five hundred feet, lies the remarkable valley of Mexico.

Ex. 6.—Sweet, sweet home!

Ex. 7.—The troops landed, and killed a hundred Indians.

"*The troops landed and killed a hundred Indians,*" may have a different meaning.

7. The Semicolon (;) is used to separate parts that have the comma, or parts that require a point greater than the comma and less than the colon.

Ex.—Though deep, yet clear; though gentle, yet not dull.

Obs.—Hence the semicolon is frequently placed before *and*, *but*, *for*, *though*, *yet*, *nor*, *nay*, *hence*, *therefore*, or a similar connective, when this unites two clauses that are rather long, and make but one sentence; and it is also frequently placed before an appositive phrase that is subdivided by the comma.

8. The Colon (:) is used as an intermediate point between the semicolon and the period.

Ex.—"I have not room to illustrate these rules fully: let them be remembered; and they will exemplify themselves, with experience and practice." "Do not expect perfect happiness in this life: there is no such thing on earth." The colon, in this sense, is frequently used instead of a semicolon and conjunction; as, "Do not expect perfect happiness in this life; for there is no such thing on earth." "The Bible gives us a beautiful description of the Deity, in these words: 'God is love!'" "TERMS: Three Dollars a year, invariably in advance." "Mr. Evarts then rose, and delivered the following address:—

'Ladies and Gentlemen:

'It is now just ten years since,' etc., etc.

9. The Apostrophe (') is used to denote the omission of one or more letters of a word. Ex.: *'tis*, for *it is*; *tho'*, for *though*; *call'd*, for *called*. It is also used as the sign of the possessive case of nouns.

PART II.

LESSON I.

DEFINITIONS.

1. Grammar is the science which teaches how to speak and write correctly.

2. English Grammar is the science which teaches how to speak and write the English language correctly.

3. Language may be divided into *words* and *sentences*; and grammar, accordingly, treats of *words* and *sentences*.

4. The basis of grammar, or the test of correctness in the use of language, is the usage of the best writers and speakers.

5. English Grammar is divided into five parts: *Pronunciation*, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

6. Pronunciation treats of the sounds and classification of letters, and of the sounds and stress of syllables in uttering separate words.

7. Orthography treats of the forms of letters, and teaches how to spell words correctly.

8. Etymology treats of the derivation, classes, and properties of words.

9. Syntax treats of the relations and arrangement of words in sentences.

10. Prosody treats of figures, versification, utterance, and punctuation.

Etymology and Syntax comprise nearly all that is required in an elementary text-book on English Grammar.

LESSON II.

DEFINITIONS.

11. A Subject is a word or expression denoting that of which something is said.

12. A Predicate is a word or expression denoting what is said of the subject.

13. A Proposition or *statement* is a subject combined with its predicate.

14. A Sentence is a combination of words making complete sense. A sentence is a thought expressed in words, and must contain a subject and predicate.

15. A Phrase is two or more words properly put together, but not making a proposition.

16. A Clause is a proposition that makes but a part of a sentence.

17. Sentences, with regard to their manner of predication, are divided into three classes:

Declarative, Interrogative, and Imperative.

18. Sentences, with regard to their form, are divided into three classes:

Simple, Complex, and Compound.

19. A Simple Sentence is a sentence that contains but one proposition.

20. An Adjunct is a word, phrase, or clause, used to modify any word in the sentence.

Ex.—A wave of salt water swept over the vessel.

The river rises in the mountains.

He was a man more sinned against than sinning.

I have found the sheep which was lost.

Supply proper adjuncts:

The fox leaped ———. The trees ———
——— are growing.

He gave ——— the picture ———.

We started ———, ———.

We reached the village ———.

The trees ——— are bending ———.

21. An Attribute is an adjective, or explanatory term, relating to the subject, that completes the predicate.

Ex.—He was *fortunate*. He seemed to be *sleeping*.

The apple is *sweet*. The Doctor is a *kind-hearted* man.

22. Analysis is the separation of a sentence into the parts of which it is composed.

The *parts* of a simple sentence are the subject, predicate, object, adjective adjuncts, adverbial adjuncts, connectives, and independent words.

Night's candles are burnt out and jocund day stands
tiptoe on the misty mountain's top.

Wheat is worth a dollar a bushel.

NOTE.— *Worth* signifies *of the value of*; it is an adjective in sense, but involves the idea of a preposition, and a noun following it may be parsed in the objective case *after worth*, or if preferred *in the ob- jective case without a preposition*.

“What wonder when
Millions of fierce encount'ring angels fought
On either side, the least of whom could wield
These elements, and arm him with the force
Of all their regions?”

“Now came still evening on, and twilight gray
Had in her sober livery all things clad.”

“The thunder rolls: he hushed the prostrate world
While cloud to cloud returns the solemn hymn.”

FALSE SYNTAX.

Correct the following sentences and give the reasons:

He ~~was~~ superintendent of an hospital for the insane.

A should be used before nouns beginning with a consonant sound.
therefore *an hospital* should be *a hospital*.

The man was a hostler.

James told us an humorous story.

What is the difference between the old and new book.

When two or more adjectives connected by *and*, relate to the same noun, the article should be placed before the first adjective:

but when they relate to different nouns, the article should be placed before each one. Therefore *the old and new* should be *the old and the new*.

I have both a large and small dictionary.

Them that study will learn.

He and me will study from the same book.

We saw the soldiers, they that were marching down
Broadway.

They should be *them*. An explanatory noun or pronoun is put by apposition in the same case.

Books of these sort are quickly read.

These should be *this*, to correspond with the number of the noun. *This* and *that*, plural *these* and *those*, must agree in number with the nouns to which they relate.

That scissors were imported.

Which is the greatest of the two?

Which is the more important island, Cuba, Hayti, or
Jamaica?

Russia is more extensive than any European state.

Any European state should be *any other European state*; since Russia could not be more extensive than itself. When two things are compared, the former term of comparison should not be included in the latter.

Israel loved Joseph more than all his children.

They met agreeable to their engagement.

You can have neither of these three books.

You may choose either of the days of the week for a
holiday.

I am exceeding glad to meet you.

The copy was uncommon well written.

He acted much wiser than he thought.

We caught them fish in the river.

NOTE.—*Them* is never an adjective, and should not be used for *these* or *those*.

The poor cannot have the luxuries the rich enjoy, but we need not conclude that those are happy and these miserable.

Transpose *those* and *these*. In contrasting *that* and *this*, *those* and *these*, *that* and *those* refer to the more distant terms, *this* and *these* to the nearer.

Let either of them speak in their turn.

Their should be *his*. Each, either, and neither are singular (each one, either one, neither one); and pronouns must agree with the nouns which they represent in person and number.

Are either of these men known?

Each of them wrote their exercises.

Some offenses are deserving punishment.

Of should be inserted before punishment.

A participial adjective or participial noun cannot govern a noun or pronoun in the objective case. A participial adjective has the form of a participle, but rejects the idea of *time*.

Every one must choose their own way.

When we see a person prosperous we are apt to envy them.

Every man should provide for their families.

Those which desire to learn should be diligent.

Send the multitude away that it may go and buy itself food.

If a telescope is inverted, objects seen through it will be diminished.

We have done no more than it was our duty to have done.

If he understands the lesson and study it he will not be deficient.

NOTE.—When two or more verbs relate to the same subject, they should agree in mood, tense, and form, or have separate nominatives.

Honesty is universally commended, and would be practiced if men were wise. (It would be, etc.)

All their neighbors were not invited.

Not all their neighbors were invited.

Adverbs should be so placed in the sentence as to make it correct, clear and elegant.

I only recited one lesson during the day.

I only bought the horse and not the buggy.

The farmers sell their produce generally to the merchants.

He rode to town and drove twelve cows on horseback.

There was another pupil still who did not know his lesson.

I will never do so no more.

NOTE.—Avoid double negatives; they contradict each other.

We didn't find nobody at home.

You don't know nothing about it.

He wondered that none of the teachers had never seen it.

The council were not unanimous, and therefore it separated without accomplishing anything.

The multitude was so great that we made our way with difficulty through them.

The army was badly cut up, but made good their retreat.

The president or secretary will favor us with their presence.

The committee were unanimous in its action.

Neither of us is willing to give up our claim.

Every flower and every animal shows the wisdom of him who made it.

Envy and hate manifested itself in his countenance.

Let every governor and legislature do as it thinks best.

John or James will favor us with their company.

Their should be *his* to agree in number with the antecedents *John*, or *James*.

The House of Representatives were called to order.

The number of inhabitants in the United States now amount to over forty millions.

Neither Mary nor Sarah were there.

If he was to be elected, he would disgrace the party.

There was no bench, nor no seat of any kind that was not crowded with people.

He could not deny but what he borrowed the money—*(deny that)*.

I have the same opinion of the matter with my friend—*(as)*.

Why do you not study like I do—*(as)*.

The book is not as accurate as I wished it to be—*(so accurate)*.

William's and Mary's reign.

Men, women, and children's shoes.

While still the busy world is treading o'er

The paths they trod five thousand years before.

These clothes does not fit me.

'The girls' writing is neater than the boys.

The woman learned my brother to knit.

Who do you think I met yesterday.

They are all remarkable studios.

I have been studying since I come to school.

James or John seen him coming this way.

Let us lie our books on the table, and they will lay there till we return.

Many people never learn to speak correct.

Keep what I have told you a secret between you and I.

Neither the crew nor the passengers was saved.

The Board of Education published their proceedings.

I saw the three first examples that were given.

Him and me saw the boat when it capsized.

The whole human race suffers for the sins of their ancestors.

The men of property are those who we generally find most negligent of their political duties.

Was you there when John come.

There are not many children in our country whose education have been entirely neglected.

There was more than one of them that I seen playing.

I done my work quick, and he done his.

John, James and I was in the field when the horses run away.

They were the men who was making a disturbance.

The government will chang their policy.