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A.

GRAMMAR  
OF THE  
ENGLISH LANGUAGE:

FOR THE USE OF  
SCHOOLS AND ACADEMIES.  
WITH COPIOUS PARSING EXERCISES.

BY  
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## PREFACE.

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THE preparation of an English Grammar at once practical and philosophical, satisfactory to the acute scholar and yet not above the capacity of the learner, is a task of no ordinary magnitude, and in no branch of school literature have so many failures been made. More than five hundred works of English Grammar have been published in this country, the great majority of which have never found their way beyond the publishers' shelves. "He who makes a new grammar," says Goold Brown, "does nothing for the advancement of learning, unless his performance excel all earlier ones designed for the same purpose; and nothing for his own honor, unless such excellence result from the exercise of his own ingenuity and taste."

But at the very threshold of his undertaking the author whose scholarly pride and self-respect lift him above the mere compiler, is met by a huge obstacle in the fact that comparatively little is known of our language in its formative period; and as he advances in its study he finds everywhere evidence of the violent changes which it has undergone. The Latin element pressed back the Celtic; then the Saxon overwhelmed the Latin, and was in turn submerged by the Norman-French, itself a strongly Latinized dialect. Out of all these elements, whose mingling together is veiled in the obscurity of the Dark Ages, the English language has

grown, strong as the old oaks of the English forests, and no less rough and gnarled than they,—by far the most difficult language with which the author of this treatise is acquainted, and one which has baffled the acumen of some of the profoundest scholars of this country.

Aside, however, from the inherent difficulty of the subject, he who writes in the light of modern philology, and in accordance with the established doctrines of comparative grammar, must unavoidably diverge, in many particulars, from the beaten track, and thus incur the charge of useless innovation; while worthy teachers not a few, missing such old landmarks as the "*Indefinite Pronoun*" and the "*Potential Mood*," will promptly reject the book, with a disgust akin to that of a venerable farmer known many years ago to the author, who indignantly returned an almanac purchased at a country store, because it did not "*speak of rain in crop-time*;" verily believing that there would be no showers, and consequently no corn, unless the usual "Look for rain" appeared in his almanac.

In the preparation of the accompanying work, the author has not attempted to make an *easy book*, but has endeavored to simplify, as far as possible, a difficult subject, by referring the phenomena of the language to a few leading principles, and in all cases avoiding "a distinction without a difference." In constructing definitions and rules, he has studied brevity and perspicuity, preferring plain English to words of foreign origin; and as far as possible the rules and definitions are identical with those in the Latin Grammar, that pupils who pass to the latter may have *nothing to unlearn*. In discussing the parts of speech, he has sought to keep abreast of the progress of philological research, and to follow the analogy of those languages whose forms are

fuller and more easily determined than those of our own tongue; but abstruse discussions have been avoided as far as practicable, as it has not been his aim to produce a learned book, even if he felt competent to do so. While he has consulted the works of numerous preceding writers on the English language, and takes pleasure in acknowledging the valuable assistance received from the able and scholarly productions of Mulligan, Latham, Richardson, Goold Brown, and Butler, his ideas of Etymology and Syntax have been mainly derived from the German grammars of the Latin and Greek languages.

With much distrust of his own ability to achieve success in an undertaking in which so many have failed, the author sends forth the following pages, in the hope that he has accomplished *some good*, both for teachers and learners.

BINGHAM SCHOOL, MEBANEVILLE, N. C.,  
March 13, 1867.

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## ENGLISH GRAMMAR.

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- § 1. 1. **Grammar** is the science of language.
2. **Science** is knowledge reduced to a system.
3. **Spoken language** consists of *words* combined by certain laws to express our ideas.
4. **Written language** consists of certain *signs* which represent *spoken words*.
5. A **spoken word** is a sound or a combination of sounds used as a sign of some idea.
6. A **written word** is a letter or a combination of letters used as a sign of the spoken word.
7. A **letter** is a mark used to represent a sound of the human voice.
8. **English Grammar** is the science of the English language, or the language spoken by the people of England and the nations derived from them. It treats of the words of the language, and the laws by which they are combined into sentences. It is divided into *Etymology* and *Syntax*: the former treating of the words of the language; the latter, of the laws by which they are combined into sentences.
9. **Prosody** is the science of versification, and belongs rather to poetry than to grammar.

NOTE.—Grammar is usually divided into four parts; but as *Orthography* is a part of *Etymology*, and *Prosody* does not properly belong to grammar, we make but two divisions,—*Etymology* and *Syntax*.

## ETYMOLOGY.

§ 2. 1. **Etymology** treats—first, of the letters which make up words, and their pronunciation; secondly, of the changes which words undergo; and thirdly, of their derivation.

2. That part of Etymology which treats of letters and the proper way of spelling words, is usually called **Orthography**.

## ORTHOGRAPHY.

§ 3. 1. A **letter** is a mark used to represent a sound of the human voice.

2. The term *letter* is often applied to the sound itself, as well as to the mark which represents it.

3. The letters of a language, taken as a whole, are called its **alphabet**; from the first two letters of the Greek alphabet, *alpha*, *beta*.

4. There are twenty-six letters in the English alphabet.

5. Letters are divided into *vowels* and *consonants*.

## § 4. VOWELS, DIPHTHONGS, ETC.

1. A **vowel** represents a sound which is made without the aid of any other sound.

2. The vowels *a*, *I*, and *O* are also words.

3. The vowels are *a*, *e*, *i*, *o*, *u*, *w* when equivalent to *u* (as in *now*, *view*), and *y* when it has the sound of *i* (as in *try*, *lazy*).

4. A **diphthong** is the union of two vowel sounds in immediate succession in one syllable: as, *ou* in *house*; *ow* in *now*; *oy* in *boy*; *oi* in *boil*.

5. A **digraph** is the union of two vowels in one syllable, one sound absorbing the other: as, *ea* in *beat*, *oa* in *boat*.

6. A digraph is often formed by annexing silent *e* to the end of a word: as in *hate*, *mete*.

7. A **trigraph** is the union of three vowels in immediate succession in the same syllable, one or more of the sounds being absorbed: as, *eau* in *beauty* (here the sound of *a* disappears); *iew* in *view*.

## § 5. CONSONANTS.

1. A **consonant** represents a sound which never stands alone, but is always made in conjunction with another sound.

2. A consonant may be sounded in conjunction with a vowel, as *b* and *t* in *bat*; or with another consonant, as *d* in *end*, *t* in *past*.

3. The consonants are *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *x*, *z*, *w* and *y* when immediately followed by a vowel sound in the same syllable, as in *woe*, *young*.

4. *H* is merely a breathing.

5. The consonants are divided into **mutes** (which have no sound by themselves) and **semivowels** (which have an imperfect sound).

*Remark 1.*—In the utterance of the mutes, the breath is entirely arrested by the tongue or lips, and the sound exploded upon the opening of the organs; while in the utterance of the semivowels, the breath is permitted to escape, either through the mouth (as in *l*, *s*, *f*, &c.) or through the nose (as in *m* and *n*).

6. The mutes are *b*, *p*, *d*, *t*, *k*, *q*, *c* hard, and *g* hard.

*Remark 2.*—*C* hard has the sound of *k*, as in *coat*; *g* is hard in *gate*. *C* soft has the sound of *s*, as in *city*, *centre*; *g* soft has the sound of *j*, as in *George*, *large*.

7. The semivowels are *f*, *h*, *j*, *l*, *m*, *n*, *r*, *s*, *v*, *z*, *c* soft, and *g* soft.

8. *X* is a double consonant, equal to *cs* or *ks*.

## § 6. SYLLABLES.

1. Words are divided into *syllables*.
2. A **syllable** is a letter, or a combination of letters, uttered by a single impulse of the voice.
3. A word of one syllable is called a **monosyllable**; a word of two syllables is called a **dissyllable**; a word of more than two, a **polysyllable**.
4. The last syllable of a word is called the **ultimate**; the next to the last is called the **penult**; and the third from the last, the **antepenult**.

## RULES OF SPELLING.

§ 7. RULE I.—Monosyllables ending in *f*, *l*, or *s*, preceded by a single vowel, double the final consonant: as, *puff*, *pull*, *puss*.

EXCEPTIONS.—*Of*, *if*, *as*, *is*, *has*, *was*, *yes*, *his*, *this*, *thus*, *gas*, *us*, *pus*.

RULE II.—Monosyllables ending in any other consonant than *f*, *l*, or *s*, do not double the final letter.

EXCEPTIONS.—*Add*, *odd*, *ebb*, *inn*, *err*, *purr*, *butt*, *buzz*, *egg*.

RULE III.—Monosyllables, and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double that consonant when an ending beginning with a vowel is added: as, *blot*, *blott-ing*; *shut*, *shutt-ing*, *shutt-er*; *confer*, *conferr-ing*; *allot*, *allott-ing*.

Observe that the final consonant is not doubled unless these four conditions are fulfilled:—

- (1.) It must be a single consonant.
- (2.) It must end an accented syllable.
- (3.) It must have a single vowel before it.
- (4.) It must have a vowel after it.

Thus, in *re-lax'*, *re-lax'-ing*, *x* is not doubled, because it is a *double* consonant, though the three other conditions are fulfilled. In *of'-fer*, *of'-fering*, *r* is not doubled, though it is a single consonant with a single vowel before it and a vowel after it, because it does not end an accented syllable. In *boil*, *boil'-ing*, *re-coil'*, *re-coil'-ing*, *l* is not doubled, be-

cause it has a diphthong before it. In *pre-fer'*, *pre-fer'-ment*, *r* is not doubled, because it does not have a vowel after it; *ment* begins with a consonant.

Remark 1.—The final consonant is doubled in such cases to preserve the short sound of the vowel: thus, *blot-ing* would be pronounced *bloat-ing*; *shut-ing* would be pronounced *shoot-ing*.

Remark 2.—If the derivative removes the accent to another syllable, the final consonant will not be doubled: as, *reference*, from *refer*.

Remark 3.—The final consonant is usually doubled in derivatives of the words *bias*, *worship*, *kidnap*, *travel*, &c.: as, *biassing*, *worshipper*, *kidnapper*, *traveller*.

RULE IV.—Final *e* is omitted before endings beginning with a vowel: as, *love*, *loving*, *lovable*; *save*, *saving*; *force*, *forcible*.

EXCEPTIONS.—Final *e* is retained before *able* in words ending in *ce* and *ge*, to preserve the soft sound of *c* and *g*: as, *change*, *changeable*; it is also retained in verbs in *ee* and *oe*: as, in *seeing*, *hoeing*; and in *singeing*, the participle of *singe*, to distinguish it from *singing*; also in *dyeing*, to distinguish it from *dying*.

RULE V.—Final *e* is retained before endings beginning with a consonant: as, *love*, *lovely*; *hate*, *hateful*.

EXCEPTIONS.—Final *e* is dropped in *duly*, *truly*, *awful*, *wholly*, *judgment*, *abridgment*. *Argument* is the stem of the Latin *argumentum* transferred to English.

RULE VI.—Words ending in *y* preceded by a consonant change *y* into *i* when an ending is added: as, *happy*, *happier*, *happiest*; but *gay*, *gayer*, *gayest*.

EXCEPTIONS.—*Y* is retained before *ing*, to prevent the doubling of *i*, and *ie* is changed into *y* before *ing*; for the same reason: as, *fly*, *flying*; *die*, *dying*.

RULE VII.—Words ending in *ll* drop one *l* when *less* or *ly* is added: as, *chill*, *chilly*; *full*, *fully*.

RULE VIII.—Words ending in *ll*, if they are not verbs or nouns, drop one *l* in composition: as, *all*, *always*; *till*, *until*; *full*, *hopeful*; but *recall*, *sandhill*, *waterfall*, &c.

## EXERCISE.

§ 8. Correct errors in the following, and give rules:—

This miller iss att hiss mil al day. Geese his. Cann you ad andd subtract? What iss the rule for subtracttion? Cann you boill thiss eg? Doess Tomm spel wel? You have droped your penn on my paper and bloted it. The begar is dieing. What is the difference between boiling and broilling? Beginer. Proceeeding. Defendding. Presentted. A forceible expression. The changeing seasons. A changable person is called fickel. John is singing his hairr in the candle. A convinceing arguement. Loveing whatt is lovly iss certainly nott blameable. The merrryest of the merry, and the gaiest of the gay. My mother has been dying for tenn years, and is in perfect health. A usefull person is allways wellcome. A waterfal is somtimes caled a cataract. The merrryest are not allways the happyest. He makes ceasless efforts for his own advancement. I sincerely hope thatt you will be successfull.

## CAPITALS.

§ 9. The following words should begin with capitals:—

1. The first word of a distinct sentence.
2. Proper names, and common nouns personified: as, *Julius Cæsar*; *George Washington*; *Nature and Nature's God*. *O Liberty! what crimes have been perpetrated in thy name!*
3. Titles of honor and of office, and names of religious or political bodies, parties, &c.: as, *General Washington*; *the Baptist Church*; *the Chicago Convention*; *the Democratic Party*; *the Republicans*.
4. National names: as, *English*, *Russian*.
5. The names and appellations of the Deity: as, *the Most High*, *the Supreme Being*.
6. The first word of every line of poetry.

7. The first word of every direct quotation: as, *The Scripture saith, "All flesh is grass."*

8. The principal words in the titles of all books: as, *Arnold's Introduction to Latin Prose Composition*.

9. The pronoun *I*, and the interjection *O*.

## DIVISION OF WORDS.

§ 10. 1. Words are divided according to their formation into—

(a.) **Primitive**; *i.e.* not derived from other words: as, *man*, *king*.

(b.) **Derivative**; *i.e.* derived from other words: as, *manly*, *kingdom*.

(c.) **Simple**; *i.e.* not made up of other words: as, *man*, *king*.

(d.) **Compound**; *i.e.* made up of other words: as, *man-kind*, *kingcraft*.

2. Words are divided according to their meaning into eight classes, called *parts of speech*,—viz.: the NOUN, the ADJECTIVE, the PRONOUN, the VERB, the ADVERB, the PREPOSITION, the CONJUNCTION, and the INTERJECTION.

## NOUNS.

§ 11. 1. A **noun** is the name of a *thing*: as, *man*, *city*.

2. A *thing* is whatever one can think of.

3. A **common noun** is the name of any one of a class of things: as, *man*, *city*.

4. A **proper noun** is the name of an *individual thing*: as, *Napoleon*, *Paris*.

5. Proper names become common when they are applied to several individuals of a class: as, *the twelve Cæsars*; or when they are applied to persons possessing the qualities of an individual: thus, we call a patriot a *Washington*; a traitor, a *Judas*.

6. A **collective noun** is one which in the singular denotes more than one: as, *multitude, army*.

7. An **abstract noun** is the name of a quality, an action, a being, or a mode of action or being: as, *goodness, running, weariness*.

*Remark 1.*—Abstract nouns are so called, because the quality is considered by the mind apart from the thing in which it exists.

*Remark 2.*—Abstract nouns have no plural, but they may be used as common nouns, and then may have a plural: thus, we say, "Industry and temperance are *virtues*; idleness and drunkenness are *vices*."

8. A **material noun** is the name of a substance or material: as, *iron, wheat, snow, fire*.

9. The names of grains, metals, &c. are material nouns.

*Remark 3.*—Material nouns have no plural unless used as common nouns: thus, in the expression, "We have had five *snows* this winter," we mean five *falls of snow*.—"He was put in *irons*," *i.e.* in *iron fetters*.

#### EXERCISE.

Name the nouns in the following sentences, state to what class they belong, and why:—

Washington is the capital of the United States. America was discovered by Columbus, but took its name from Amerigo Vespucci. We call a patriot a Washington, because George Washington was the greatest of patriots. We call a traitor a Judas, because Judas betrayed his Master. Treachery and treason are odious things. Cowards fear and hate brave men. All men despise cowardice. Falsehood is a degrading vice: therefore never tell a lie. The first class will occupy the front seat. The ladies' sewing-society meets this evening. Honesty is the best policy. Wheat, oats, rye, and barley are all valuable grains. Guano is a powerful manure. Iron is more valuable to mankind than gold. A box of tobacco weighs about a hundred pounds. A bale of cotton will make many yards of calico. There is an old proverb that there will be as many snows in winter as there are fogs in August. War is a very costly and very foolish

amusement for nations. The boy that reads nothing but novels will never be a learned man.

§ 12. To nouns belong *gender, number, case, and person*.

#### GENDER.

§ 13. 1. The word **gender** means kind, or class: as used by grammarians, it means the kind or class of nouns with reference to the sex of the thing which the noun denotes.

2. Thus, with reference to the sex of things, their names are divided into four genders or classes,—*viz.*: **masculine, feminine, neuter, and common**.

3. Names of male beings are of the *masculine* gender.

4. Names of female beings are of the *feminine* gender.

5. Names of things that are neither male nor female are of the *neuter* gender.

6. Neuter means *neither*. *Neuter* nouns are neither masculine nor feminine.

7. Names that may be applied to either males or females are said to be of the *common* gender; *i.e.* the name is common to both classes of things.

*Observe* that *living beings* have *sex*; their names are divided into two *genders* or classes, the masculine and the feminine; while names of things that have *no sex* form a third class; and names applied either to males or females form a fourth class.

*Remark 1.*—When the sex of a living thing is unimportant and cannot be distinguished, it is often disregarded, and the neuter pronoun *IT* is used in referring to it: as, "The *bird* has lost *its* mate."—"The *child* has hurt *its* foot."—"The *colt* broke *its* neck."

*Remark 2.*—On the other hand, sex is often attributed to things without life, and they are then said to be *personified*, or treated as persons: as, "The *sun* is rising in *his* strength."—"The *moon* is shedding *her* silvery light."

*Remark 3.*—When so used, those inanimate things which are distinguished for masculine qualities, such as strength, energy, boldness, &c., are generally regarded as males, and their names are said to be masculine; while those distinguished for female qualities, such as grace,

beauty, gentleness, &c., are regarded as females, and their names are said to be feminine.

*Remark 4.*—Collective nouns, when used as such, are neuter: as, "The *army* destroyed every thing in *its* course."

*Remark 5.*—When the individuals that make up the collection are referred to, the collective takes its gender according to the sex of those individuals: as, "The rabble clapped *their* chapped hands." (Here *their* is masculine, because *the rabble* consisted of *men*.)

8. Some living beings have names applicable either to the male or the female, and, in addition to these, separate names for the individual of each sex: thus, a *child* may be either male or female; a male child is a *boy* or *son*, and a female child is a *girl* or *daughter*: such are the following:—

<i>Common Gender.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Monarch,	king,	queen.
Person,	man,	woman.
Child,	{ son,	{ daughter,
	{ boy,	{ girl.
Parent,	father,	mother.
Deer (of different kinds),	{ buck,	{ doe.
	{ stag,	{ hind.
	{ hart,	{ roe.
Sheep,	ram,	ewe.
Hog,	boar,	sow.
Fish,	milter,	spawn.
Bird or fowl,	cock,	hen.

9. Other living beings have names of the common gender only, while the male and the female are designated by compound words: thus, a *sparrow* may be either male or female; a male sparrow is called a *cock-sparrow*; a female sparrow, a *hen-sparrow*.

<i>Common Gender.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Relative,	male relative,	female relative.
Servant,	man-servant,	maid-servant.
Sparrow,	cock-sparrow,	hen-sparrow.
Goat,	he-goat,	she-goat.
Turkey,	turkey-cock,	turkey-hen.

10. Other living beings have no names of the common

gender, but only the masculine and feminine terms. When the whole class is to be designated,—

(a.) We may use *one term* (the masculine or the feminine) to include both sexes: as, "*Horses* are useful animals." — "*Ducks* are domestic fowls."

(b.) Or we may use *both terms*: as, "*Husbands* and *wives* should never quarrel."

(c.) Or we may use *neither*, but employ a circumlocution: as, "*Married people* should never quarrel."

Such are—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid.	Horse,	mare.
Beau,	belle.	Husband,	wife.
Bridegroom,	bride.	Lad,	lass.
Brother,	sister.	Lord,	lady.
Bull,	cow.	Nephew,	niece.
Bullock,	heifer.	Sir,	madam.
Drake,	duck.	Son,	daughter.
Friar ( <i>or</i> monk),	nun.	Uncle,	aunt.
Gander,	goose.	Wizard,	witch.

11. To this class belong the following, in which the feminine is formed by adding an ending to the masculine. The ending *ess* is English; the rest belong to foreign languages.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbott,	abbess.	Embassador,	embassadress. }
Actor,	actress.	Ambassador,	ambassadress. }
Adulterer,	adulteress.	Enchanter,	enchantress.
Arbiter,	arbitress.	Giant,	giantess.
Baron,	baroness.	God,	goddess.
Benefactor,	benefactress.	Governor,	governess.
Caterer,	cateress.	Heir,	heiress.
Chanter,	chantress.	Host,	hostess.
Conductor,	conductress.	Hunter,	huntress.
Count,	countess.	Instructor,	instructress.
Dauphin,	dauphiness.	Jew,	Jewess.
Deacon,	deaconess.	Lion,	lioness.
Duke,	duchess.	Marquis,	marchioness.
Elector,	electress.	Master,	mistress.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Mayor,	mayoress.	Tutor,	tutress or tutress.
Patron,	patroness.	Viscount,	viscountess.
Peer,	peeress.	Sultan,	sultanness or sultana.
Poet,	poetess.	Czar,	czarina.
Priest,	priestess.	Don,	donna.
Prince,	princess.	Infant,	infanta.
Prior,	prioress.	Signor,	signora.
Prophet,	prophetess.	Administrator,	administratrix.
Protector,	protectress.	Executor,	executrix.
Shepherd,	shepherdess.	Testator,	testatrix.
Songster,	songstress.	Hero,	heroine.
Sorcerer,	sorceress.	Landgrave,	landgravine.
Tiger,	tigress.	Margrave,	margravine.
Traitor,	traitoress.		

## EXERCISE.

Name the nouns in the following sentences, tell their class and gender, and why:—

John Morton drives a pair of goats to a little wagon. A testator is a man who makes a will. The sovereign of Turkey is called the Sultan, and the Emperor of Russia is called the Czar. I have caught a sparrow on my window: what do you say, boys? Shall I let him go, or not? The cock-sparrow is larger than the hen. The Greeks and Romans worshipped more than five thousand gods and goddesses. Beauty is said to be only skin-deep; but it has great power. Laziness never made any man rich or wise. Mind your own business: keep your shop, and your shop will keep you. Benjamin Franklin says that a fat kitchen makes a lean will. Even a fool, when he holdeth his peace, is accounted wise. The sluggard will not plough by reason of the cold. The maids of merry England,—how beautiful are they! The sun gives his light and warmth to all sorts of men alike. Death is stronger than the strongest of men: he cuts down the beggar and the king, the idiot and the sage.

Give the feminine of the following:—

Bachelor, he-goat, king, lad, uncle, brother, friar, hero, man-servant, duke, abbot, executor.

## NUMBER.

- § 14. 1. **Number** is that variation of form which shows whether one thing is meant, or more than one.
2. There are two numbers,—the *singular* and the *plural*.
3. The **singular** is that form which denotes one thing: as, *star, horse*.
4. The **plural** is that form which denotes more than one: as, *stars, horses*.

## § 15. FORMATION OF THE PLURAL.

**RULE I.**—The plural is formed in English by adding *s* to the singular: as, *boy, boys; slate, slates*.

**RULE II.**—But if the singular ends in a sound which cannot unite with *s*, *es* is added: as, *church, churches; wish, wishes; box, boxes; hiss, hisses*.

**RULE III.**—Nouns ending in *o* preceded by a consonant add *es*: as, *negro, negroes*.

**EXCEPTIONS.**—Two has *twos*, *o* having the sound *oo*; also the following foreign words add *s*:—*canto, duodecimo, grotto, junto, memento, octavo, portico, quarto, solo*.

**Remark 1.**—Nouns ending in *o* preceded by a vowel add *s*: as, *folio, folios*.

**RULE IV.**—Nouns ending in *y* preceded by a consonant change *y* into *i*, and add *es*: as, *lady, ladies*. These originally ended in *ie* or *ye*,—*ladie, or ladye*.

**RULE V.**—Nouns ending in *y* preceded by a vowel, and proper names in *y*, do not change *y*: as, the *Henrys, valleys, days*.

**RULE VI.**—Nouns ending in *f* or *fe* change *f* or *fe* into *ve*, and add *s*: as, *calf, calves; knife, knives*.

**EXCEPTIONS.**—Nouns ending in *ff*, with *gulf, roof, mischief, hoof, grief, dwarf, turf, proof, brief, strife, chief, fife, and safe*, add *s*. *Staff* makes *staves*; but the compounds are regular: as, *flagstaff, flagstaves*.

**RULE VII.**—A few nouns form the plural by adding

en. They are *ox*, *oxen*; *brother*, *brethren* (for *brotheren*); *child*, *children* (for *childeren*); *cow*, *kine* (for *cowen*); *sow*, *swine* (for *sowen*).

*Remark 2.*—*Child* forms its plural by adding *en* to the old form *childer*.

RULE VIII.—The plural of mere characters is formed by adding an apostrophe and an *s*: as, "Dot your *i*'s and cross your *t*'s."—"Five *5*'s, three *6*'s."

RULE IX.—Some nouns form the plural by changing a vowel. This is called the *strong* plural, because it requires no additional letter or syllable in its formation. Such are *man*, *men*; *woman*, *women*; *die*, *dice*; *foot*, *feet*; *goose*, *geese*; *louse*, *lice*; *mouse*, *mice*; *penny*, *pence*; *tooth*, *teeth*.

*Remark 3.*—Some nouns are alike in both numbers: as, *deer*, *sheep*, *vermin*.

*Remark 4.*—*Horse* and *foot* are plural when they denote bodies of men; *sail* is plural when it means a collection of ships; *yoke* is plural when it means a *pair*; *shot*, *shell*, *grape*, *canister*, are plural when they denote a quantity of these missiles. As, "Five hundred *horse* and a thousand *foot*."—"The fleet consists of a hundred *sail*."—"Five hundred *yoke* of oxen."—"The enemy threw *shot* and *shell* into our works."—"A storm of *grape* and *canister*."

*Remark 5.*—Some nouns have different plurals according to the different meanings of the singular: as, *brother*, *brothers* (of the same family), *brethren* (of the same church or society); *die*, *dies* (for coining), *dice* (for gaming); *penny*, *pennies* (of the number of coins), *pence* (of the value); *genius*, *geniuses* (men of genius), *genii* (spirits); *index*, *indexes* (tables of contents), *indices* (signs in mathematics).

*Remark 6.*—Compounds, for the most part, form their plural regularly: as, *handful*, *handfuls*; *spoonful*, *spoonfuls*; *outpouring*, *outpourings*; *schoolboy*, *schoolboys*. But sometimes the noun of the compound is pluralized, even when it stands at the beginning of the word: as, *court-martial*, *courts-martial*; *knight-errant*, *knights-errant*; *commander-in-chief*, *commanders-in-chief*. Here the *leading element* is pluralized. *Man-servant* and *woman-servant* pluralize both elements: as, *men-servants*, *women-servants*.

*Remark 7.*—The titles *Mr.* (abbreviated from *mister*, originally *maister*) and *Miss* (abbreviated from *mistress*, originally *masteress* or *maistress*) are used either as adjectives or nouns.

*Remark 8.*—When used as nouns, the titles *Mr.* and *Miss* are pluralized: as, "*Messrs.* Jones & Thompson," *i.e.* the *Masters* Jones and Thompson.—" *Messrs.* John and William Jones."—"The *Misses* Brown," *i.e.* the *Brown young ladies*, or *girls*.—"The two *Misses* Brown." (In these examples *Brown* is an adjective.) When they are used as adjectives, the name is pluralized: as, "*The Mr. Thompsons*;" the two *Mr. Browns*;" the *Miss Scotts*;" the five *Miss Mortons*."

*Remark 9.*—*Messrs.* is an abbreviation for the French *Messieurs*. The title *mistress* is never pluralized.

*Remark 10.*—Abstract and substantial nouns, from the nature of their meaning, are never plural; but they may be used as common nouns, and then have a plural: as, "Industry and temperance are *virtues*;" laziness and drunkenness are *vices*."—"The *grasses*;" *i.e.* the various kinds of grass.—"He was put *in irons*;" *i.e.* in *fetters* of iron.

*Remark 11.*—Some nouns have no singular: as, *annals*, *antipodes*, *archives*, *bitters*, *dregs*, *goods*, *riches*, *wages*, *tidings*, *thanks*, *literati*, *minutiae*, *vertebrata*, &c.; and the names of things consisting of two parts: as, *tongs*, *bellows*, *scissors*, *pincers*, *shears*, *snuffers*, *breeches*, &c.

*Remark 12.*—Some words, though plural in form, are singular in meaning: as, *news*, *molasses*, *measles*, &c.; and names of sciences,—*mathematics*, *metaphysics*, *ethics*, &c. These latter were originally plural; to avoid harshness of sound, it is better to put *the science of* before them: as, *the science of mathematics*.

§ 16. Many words introduced from foreign languages retain the foreign plural.

1. The following have the foreign plural only:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumnus,	alumni.	Effluvium,	effluvia.
Amanuensis,	amanuenses.	Ellipsis,	ellipses.
Analysis,	analyses.	Emphasis,	emphases.
Antithesis,	antitheses.	Ephemeris,	ephemerides.
Apparatus,	apparatus.	Erratum,	errata.
Arcanum,	arcana.	Focus,	foci.
Axis,	axes.	Genus,	genera.
Basis,	bases.	Hiatus,	hiatus.
Beau,	beaux.	Hypothesis,	hypotheses.
Chrysalis,	chrysalides.	Ignis-fatuus,	ignes-fatui.
Cicerone,	ciceroni.	Lamina,	laminae.
Crisis,	crises.	Larva,	larvæ.
Datum,	data.	Magus,	magi.
Desideratum,	desiderata.	Metamorphosis,	metamorphoses.
Dieresis,	diereses.	Miasma,	miasmata.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Monsieur,	messieurs.	Speculum,	specula.
Nebula,	nebulae.	Stimulus,	stimuli.
Oasis,	oases.	Stratum,	strata.
Parenthesis,	parentheses.	Thesis,	theses.
Phenomenon,	phenomena.	Vertex,	vertices.
Radius,	radii.	Virtuoso,	virtuosi.
Scoria,	scoriae.	Vortex,	vortices.
Series,	series.		

2. The following have both the English and the foreign plural:—

<i>Singular.</i>	<i>English plural.</i>	<i>Foreign plural.</i>
Apex,	apexes,	apices.
Appendix,	appendixes,	appendices.
Automaton,	automatons,	automata.
Bandit,	bandits,	banditti.
Calx,	calxes,	calces.
Cherub,	cherubs,	cherubim.
Criterion,	criteria,	criteria.
Dogma,	dogmas,	dogmata.
Encomium,	encomiums,	encomia.
Formula,	formulas,	formulae.
Fungus,	funguses,	fungi.
Gymnasium,	gymnasiums,	gymnasia.
Medium,	mediums,	media.
Memorandum,	memorandums,	memoranda.
Momentum,	momentums,	momenta.
Scholium,	scholiums,	scholia.
Seraph,	seraphs,	seraphim.
Stamen,	stamens,	stamina.

#### EXERCISE.

In what number is each of the nouns in the following?—

If two shoes make a pair, how many shoes are there in ten pairs? The hounds have caught the fox; but the race has worried the whole pack very much. A bandit is a robber: there are many companies of banditti in Spain and Italy, who live by plunder. Seraphim and cherubim are angels. Scott and Byron were men of genius. We read of genii in the Arabian Nights. Oases are fertile spots in the desert. A vortex is a whirlpool; and what is a whirlpool? My cup has dregs in

it. Mr. Moore keeps a large stock of goods. The Browns and Scotts are nearly related. If a man has five *pennies*, he has five *pence*; but if he has five *pence*, does he always have five *pennies*? If a man has five *yoke* of oxen, how many *yokes* ought he to have? John took two shot; James took two shots: did each take the same thing? What is the difference between five hundred *horse* and five hundred *horses*?

Form the plural of the following nouns, and give the rule:—

Beau, medium, church, box, baby, valley, play, wolf, turf, thief, chief, wife, fife, Henry, lady, potato, tomato, crisis, stamen, child, ox, die, penny.

#### CASE.

§ 17. 1. **Case** is the variation of form which shows the relation of the noun to other words.

NOTE.—The word case (Latin *casus*) means a *falling*, and was used by the old grammarians with the idea that the other cases *fall off* from the nominative (whence they were called *oblique cases*), while the nominative was incorrectly styled the *casus rectus*, or upright case. In this view of the subject, the naming of the various cases was called *declension*. The above definition of case strictly applies at present only to the pronouns, as the ancient endings of the language have, for the most part, disappeared, and the relations of the noun to other words are mostly expressed by prepositions.

2. English nouns have five cases, viz.:—

(1.) The **nominative**, which answers the question *Who?* or *What?* and gives the simple name of the thing spoken of: as, "*John runs.*" (*Who runs? John.*)

(2.) The **genitive**, or **possessive**, which expresses *possession*, *origin*, or *design*: as, "*John's hat.*"—"The *sun's rays*" (that is, rays *proceeding from* the sun).—"Ladies' slippers" (that is, slippers *designed for* ladies).

(3.) The **indirect objective**, or **dative**, which expresses that *to* or *for* which, or *with reference to* which, any thing is, or is done: as, "*He gave me a book*" (that is, he gave a book *to me*).—"He bought *me* a horse" (that is, he bought a horse *for me*).

(4.) The **accusative**, or **direct objective**, which is the object of a transitive verb or of a preposition: as, "John struck *James*."—"Peter went *to Raleigh*."

(5.) The **vocative**, which is used when a person is addressed: as, "Come here, *Thomas*."

3. The *nominative* is usually the subject of the proposition, and may be known by putting the question *Who?* or *What?* with the predicate: as, "*Snow* melts." (*What* melts? *Snow*.)—"John runs." (*Who* runs? John.)

4. But it may also limit or explain the subject, denoting the same person or thing, and is then said to be *in apposition* with it: as, "I, *Darius*, make a decree" (here *Darius* is in apposition with *I*); or it may form part of the predicate, denoting the same person or thing as the subject, and is then called *predicate nominative*: as, "Messiah is *King*" (here *king* is predicate nominative).

5. The *genitive*, or *possessive*, is formed—

(a.) In the singular, by adding an apostrophe and an *s* ('s) to the nominative: as, "John's hat."—"A boy's shoes."—"Collins's Odes."

(b.) In the plural, by adding the apostrophe (') only if the plural ends in *s*, and the apostrophe and the *s* ('s) if the plural does not end in *s*: as, "Boys' shoes," "girls' dresses," "men's boots," "children's clothes."

6. Some nouns end in a sound which does not unite with *s*, and the apostrophe alone is added in the genitive singular: as, "Goodness' sake," "conscience' sake," &c.; but wherever the *s* is sounded it should be written: as, "The witness's oath."

7. Most abstract and material nouns are not used in the genitive, but *of* with the accusative is used instead. Thus, we say, "The value *of* wheat," not *wheat's value*; "the inconvenience *of* lameness," not *lameness's inconvenience*.

8. In compound words or expressions, the genitive-end-

ing is added to the last word: as, "My father-in-law's horse."—"John the *Baptist's* head."—"President *Jackson's* Cabinet."

9. The *indirect objective*, or *dative*, forms the *indirect object* of a verb, and may be known by its making sense with the preposition *to* or *for*; and any noun or pronoun with which *to* or *for* may be supplied is in the dative: as, "He gave *me* a book;" *i.e.* he gave a book *to me*.—"He bought *me* a horse;" *i.e.* he bought a horse *for me*.

10. The *accusative*, or *direct objective*, usually forms the *direct object* of a transitive verb or a preposition, and may be known by putting the question *Whom?* or *What?* with the verb: as, "John caught *a hare*." (*What* did he catch? *A hare*.)—"James struck *William*." (*Whom* did he strike? *William*.)

11. The *vocative* is not strictly a case, as it has no grammatical connection whatever with the rest of the sentence, but only serves to point out the person to whom the discourse is directed.

#### PERSON.

§ 18. 1. **Person** means the character which a noun or a pronoun has, according as it represents the *speaker*, the person *spoken to*, or the thing *spoken of*.

2. A noun or a pronoun representing the *speaker* is of the *first person*: as, "*I, Darius, make a decree*." Here *I* and *Darius* are of the first person.

3. A noun or a pronoun representing the person *spoken to* is of the second person: as, "*Do you hear me, Robert?*" Here *you* and *Robert* are of the second person.

4. A noun or a pronoun representing the thing *spoken of* is of the third person: as, "*John runs*."—"Water freezes." Here *John* and *water* are of the third person.

## DECLENSION.

§ 19. **Declension** is the regular arrangement of a noun according to its numbers and cases.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Nom.	Boy,	boys,	Man,	men,
Gen. or poss.	boy's,	boys',	man's,	men's,
Dat. or ind. obj.	boy,	boys,	man,	men,
Acc. or dir. obj.	boy,	boys,	man,	men,
Voc.	boy;	boys.	man;	men.
Nom.	Lady,	ladies,	Woman,	women,
Gen. or poss.	lady's,	ladies',	woman's,	women's,
Dat. or ind. obj.	lady,	ladies,	woman,	women,
Acc. or dir. obj.	lady,	ladies,	woman,	women,
Voc.	lady;	ladies.	woman;	women.

## EXERCISE.

## § 20. SUBJECT AND PREDICATE. VERBS,—TRANSITIVE AND INTRANSITIVE.

1. A **proposition** is a thought expressed in words: as, "Snow melts."

2. Every proposition consists of—

(a.) A **predicate**; *i.e.* that which is declared.

(b.) A **subject**; *i.e.* that of which the declaration is made, or that which answers the question *Who?* or *What?* with the predicate. In the proposition "snow melts," the predicate is "melts," because *melts* is what is declared or asserted about *snow*; the subject is "snow," because it is the thing about which the assertion is made. (What melts? Snow.)

3. The predicate consists of a verb alone (as "melts," in the above example), or of the verb *to be*, with a noun, an adjective, or a participle: as, "Snow is cold." (What is asserted about snow? It is cold.)

4. The subject consists of a noun, or of some word or phrase used as a noun, and may be known by asking the question *Who?* or *What?* with the predicate: as, "John runs." (Who runs? John.)—"To play is pleasant." (What is pleasant? To play).

5. The subject and the predicate may stand alone, or each may have other words limiting its meaning: as, "Boys run" (here the subject and the predicate stand alone).—"Some boys run fast" (here the subject is limited by *some*, and the predicate by *fast*).

6. A **verb** is a word that declares or affirms something.

7. A **transitive verb** is one that requires an object to complete the sense: as, "The poet praises the queen."

8. An **intransitive verb** is one which does not require an object to complete the sense: as, "The eagle flies."

9. **Rule of Syntax.**—The subject of a finite verb is in the nominative: as, "John runs." (Here *John* is nominative.)

10. **Rule of Syntax.**—A noun in the genitive (or possessive) limits the meaning of another noun denoting a different thing: as, "A dove's feather."

*Remark 1.*—The word *feather*, alone, may be applied to any feather of any sort; but when the genitive *dove's* is added, the application of the word *feather* is limited or confined to one particular sort,—a *dove's* feather, and no other sort. Observe, also, that the "dove" and the "feather" are different things: a dove is not a feather, and a feather is not a dove.

11. **Rule of Syntax.**—The direct object of a transitive verb is in the accusative: as, "John obeys his mother because he loves her." (Here *mother* and *her* are accusatives.)

12. The **direct object** is the thing upon which the action of the verb is directly exerted; the **indirect object** is the thing to which the action of the verb is directed without necessarily reaching it, or the thing upon which the action of the verb is indirectly exerted: as, "John sent me a

letter." Here the sending is *directly* exerted upon the letter (What did John send? *A letter*), and *indirectly* exerted upon *me*, because John sent the letter *to me*, though I may never have received it.

13. To *analyze* a proposition is to separate it into its parts and show their relation to one another.

14. To *analyze* or *parse* a word is to tell its properties and its relation to other words.

MODEL.—"John took William's hat."

The subject of this proposition is *John*, because it is the thing about which the *taking* is declared. The predicate is *took*, because it is the thing declared about *John*.

The subject has no word limiting its meaning; the predicate is limited by *hat*, the direct object.

*John* is a proper noun, masculine, third person. Nom. *John*; Gen. *John's* (apostrophe and *s*); Dat. *John*; Acc. *John*; Voc. *John*; found in the nominative singular, subject of *took*. Rule, "The subject of a finite verb is in the nominative." It is a noun, because it is the name of a thing; *proper*, because it is the name of an individual thing; *masculine*, because it is the name of a male being; *third person*, because it represents the thing spoken of; *singular*, because it denotes one thing. (It will be found best to omit this explanation as soon as the pupil comprehends it thoroughly.\*)

*William's* is a proper noun, masculine, third person (decline it); found in the genitive singular, limiting *hat*. Rule, "A noun in the genitive (or possessive) limits the meaning of another noun denoting a different thing." (State why a noun, why proper, why masculine, &c.)

*It* is a common noun, neuter, third person (decline it); found in the accusative singular, direct object of *took*. Rule, "The direct object of a transitive verb is in the accusative." (State why a noun, why common, why neuter gender, why third person, &c.)

(The analysis of the Verb is omitted for the present.)

\* The author gives this model of analysis because it is the one which he has used in the school-room for years. Other teachers will, of course, use any different arrangement which, for similar reasons, may suit their taste better than this one. The author thinks this one preferable, because it leaves nothing to be *unlearned*. When a boy has become somewhat expert in parsing, it is unnecessary for him to consume time in telling why a word is a noun, why masculine, &c.; though it is very important at first to make him understand these things thoroughly.

### Examples for Analysis.

Thomas lost John's ball. James's horse stumbles. Water runs. Animals drink water. Grass grows. John Thompson burns wood. James Thompson burns coal. Men admire beauty. Misers love money. Horses eat grain. Horses eat grass. Peter measures William's corn. Boys love sport. Americans love liberty. Frost injures plants. Water freezes. Drunkenness destroys health. Birds make nests. Dot your i's and cross your t's. Children love candy. Labor strengthens body and mind. Perseverance overcomes difficulties. Robert found a turkey-hen's nest. Fishes swim. Darius made a decree. Laziness produces poverty; poverty begets filth; filth creates pestilence.

### EXERCISE.

#### § 21. PREPOSITIONS.

1. Commit to memory the following prepositions:—

SIMPLE.—*At, after, by, down, for, from, in, of, off, on, over, since, through, till, to, under, up, with.*

COMPOUND.—*Aboard, about, above, across, against, along, amid or amidst, among or amongst, around, athwart, before, behind, below, beneath, beside or besides, between or betwixt, beyond, into, throughout, toward or towards, underneath, until, unto, upon, within, without.*

2. A preposition with its object forms an *adjunct*, which limits a noun, an adjective, or a verb.

3. *Rule of Syntax*.—The object of a preposition is in the accusative: as, "*At home*."

4. *Rule of Syntax*.—An adjunct limits a noun, an adjective, or a verb.

### Examples for Analysis.

MODEL.—"General Washington lived in Virginia."

*Virginia* is a proper noun, neuter, third person, &c.; found in the accusative case, object of the preposition *in*. Rule, "The object of a preposition is in the accusative." The words "*in Virginia*" form an adjunct