A COMPLETE GRADED COURSE
IN
ENGLISH GRAMMAR AND COMPOSITION

BY
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D. APPLETON AND COMPANY
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iv

PREFACE.

From the beginning to page 60, the gradual development of the sentence, and the nature and office of the different parts of speech, are the leading features. Not till pupils become familiar with the relations that the words in a sentence bear to each other, are they prepared to learn the proper forms that words should assume to suit those relations; the learning of these forms should therefore be deferred until this point has been reached.

The book is sufficiently elementary in the beginning to be put into the hands of pupils in the lowest grammar grades, and sufficiently advanced to cover all that is required of the highest grammar classes, thus compassing the entire range of the usual two-book course. It is intended to be taught in the order in which it is arranged; but those who may prefer to teach the attribute complement, or the conjugation of the verb, before its introduction in the regular course, will find little inconvenience in doing so.

Instead of examples of false syntax for correction, exercises are given for filling out sentences by supplying the correct forms of words in blank spaces, which, perhaps, is a better way of accomplishing the same object. But for the convenience of such teachers as deem the correction of false syntax profitable, carefully selected examples are given in the appendix.

The aim of the book is to make the study of English grammar more interesting, and thus to render the progress of the pupil in it more rapid, and his mastery of it more complete.

As to the merits of the book, and the wisdom of the plan, the author leaves his co-workers to judge for themselves.

B. Y. CONKLIN.

Brooklyn, N. Y., November, 1888.
HINTS TO TEACHERS

The teacher should see to it that the lesson is kept to the point.

Before starting the lesson, the teacher should make sure that the pupils have had time to read the book and to think about the topic.

The teacher should remind pupils of the importance of correct language and correct usage.

The teacher should always aim to teach by example.

The teacher should be patient and understanding, and should not be afraid to correct mistakes.

The teacher should encourage pupils to think for themselves and to write their own compositions.

The teacher should always make sure that pupils are following the lesson and are understanding the points being made.

The teacher should always be ready to help pupils who are having difficulty with the lesson.

The teacher should always be careful not to be too strict or too lenient.

The teacher should always aim to make the lesson interesting and enjoyable.

The teacher should always aim to make the lesson relevant to the pupils' lives.

The teacher should always aim to make the lesson as easy as possible for the pupils to understand.

The teacher should always aim to make the lesson as challenging as possible for the pupils.

The teacher should always aim to make the lesson as helpful as possible for the pupils.

The teacher should always aim to make the lesson as interesting as possible for the pupils.

The teacher should always aim to make the lesson as enjoyable as possible for the pupils.

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PREFACE.

This book is designed to be a practical working manual for the assistance of the teacher as well as the pupil. The author has sought to present the subject in an easy, natural, and progressive way, and, as far as possible, to avoid repetition; yet, by a judicious selection of graded sentences and carefully arranged questions for review, to keep before the mind of the learner what he has already learned.

Indeed, in their gradation, the sentences themselves are a concrete presentation of the whole subject. The questions at the end-of-the-lessons are so framed as to require the pupil, after studying the text carefully, to formulate his own answers. This fact will often make it necessary for the teacher to examine a lesson with the class before assigning it to be learned.

The theory of the book is the gradual development of the sentence; the method, inductive. Beginning with the simplest form of the sentence, as "Birds fly," only one new element is added in any single lesson; so that a thorough mastery of each lesson ought to result.

The author has endeavored to avoid an excess of language-work on the one hand, and too much formal parsing and analysis on the other. Analysis and synthesis are carried along together, in due proportion and relation. By this method of treatment, the pupil acquires not only a knowledge of the structure of the sentence, but also the power to use language.

1. Things are called objects. We learn about such things, or objects, in various ways: 
   - We learn about some things by seeing them; as, a man, a tree.
   - We learn about some things by hearing them; as, music, noise.
   - We learn about some things by feeling them; as, velvet, iron.
   - We learn about some things by tasting them; as, an orange, vinegar.
   - We learn about some things by smelling them; as, a rose, cologne.

Questions.—We learn about some of these objects in more than one way. In how many ways do we learn about an orange? A man? A clock?

2. The sense of seeing, the sense of hearing, the sense of feeling, the sense of tasting, and the sense of smelling, are called the five senses.

Directions.—Name the five senses.

3. There are some things, however, that we do not perceive* through these five senses; as, anger, joy, wisdom, memory.

   Anger is something; something means some thing; therefore, anger is an object. Memory, joy, and wisdom, are objects also.

   * Teachers should explain words that are not familiar to the pupil.
INTRODUCTORY LESSONS.

4. We learn about such things as memory, joy, sorrow, etc., by thinking about them.

Direction.—Mention other things about which we learn by thinking.


II.—NAMES.

5. When I say knife, or write knife, the word that I speak or write is not the object itself; it is only the name of the object.

Questions.—What are the words pencil, desk, boy, book? Is the boy sitting beside you a name, or an object? If I call him a boy, or James, what are the words boy and James?

6. Every thing that we can perceive by the senses, or that we can think about, has or may have a name.


Direction.—Write three names of trees, in a column on your slate.

Write three names of persons in the same way.

Write three names of different natural divisions of the earth's surface.

Also three names of each of the following things: Cities; rivers; things made of paper; of leather; of iron; of glass; of wood; things found in a store; things that we learn about by seeing; by hearing; by feeling; by tasting; by smelling; by thinking.

Questions for Review.—1. How do we learn about objects? 2. How many senses have we? Name them. 3. Is the pen you write with a name or an object? 4. What is the word pen? 5. What is an object? 6. What do we learn about an orange by the sense of seeing? 7. What do we learn about it by the sense of feeling? 8. What do we learn about music by the sense of hearing? 9. How do we learn about hardness? 10. Can we see goodness, or only the result of goodness? 11. How do we learn about light? 12. How do we learn about heat? 13. Can we see pride, or only the result of pride?

INTRODUCTORY LESSONS.

III.—NOUNS.

7. Words that are names of objects, we may call name-words. In grammar they are called nouns, because the word noun means name.

8. Definition.—A noun is a word used as a name.

9. Objects may be separated into classes; as, persons, animals, places, and things.

A noun may be the name of a person: as, boy, son, Giorgio, fuller.

A noun may be the name of an animal: as, dog, fox, hare, eel, plant.

A noun may be the name of a place: as, city, Italy, sea, hill.

A noun may be the name of a thing: as, cup, tree, foot, glass, truth.

10. A noun is the name of any person, animal, place, or thing.

Direction.—Write three names that are names of persons; three each of animals, places, things found in the kitchen, things found in the earth, and things used by carpenters.

Questions.—Is your hat a noun or an object? What is the word hat? Is the word horse a noun? Is the word orange an object or the name of an object? Is your brother a noun?

11. Definition.—A noun that names only a single object is called a singular noun, or a noun in the singular number; as, boy, girl, hat, chair.

12. Definition.—A noun that names more than one object of the same kind is called a plural noun, or a noun in the plural number; as, boys, girls, hats, chairs.

INTRODUCTORY LESSONS.

IV.—SENTENCES.

Questions.—The names of a number of objects have been written and mentioned. Do any of these objects act, or do anything? 1. Do horses? Do people? Do birds?

Direction.—Think about these three objects—birds, frogs, dogs—and tell what they do.

Exercise.—John, state your thought about what birds do. "Birds sing."

James, was that your thought about birds? "No, sir. Birds fly."

William, state your thought about what frogs do. "Frogs jump."

Charles, state your thought about what dogs do. "Dogs bark."

Each boy has stated or expressed his thought; in other words, each has made a statement; each has asserted a fact.

How did you state or express your thoughts? "We expressed our thoughts in words."

Is there any other way of expressing our thoughts? "We can express thoughts by motions or signs."

How do we generally express our thoughts?

13. The statement, "Birds sing," is called a sentence; so are the statements, "Frogs jump," and "Dogs bark."

14. Sentences are either spoken or written.

15. Definition.—A sentence is a combination of words so arranged as to make complete sense.

Questions.—1. In how many ways may we express our thoughts? 2. What name is given to the statement, "Wolves howl?" 3. Why? 3. What is a sentence? 4. Make two sentences stating how horses travel; one, stating what kind of noise monkeys make; one, stating what kind of noise pigs make.

V.—VERBS.

1. The dog barks.

Explanation.—In this sentence, dog is the name of the object that does something, and the word barks shows what the dog does.

1. The bird sings.

2. The duck swims.

3. The horse runs.

Questions.—1. What does the word sings show in sentence 1? 2. What does the word swims show in sentence 2? 3. What does the word runs show in sentence 3?

Direction.—Select, in the eight following sentences, the name of that which does something, and also the word which tells what it does.

MODEL.

"The soldier fights" is a sentence, because it is an arrangement of words making complete sense. Soldier is the name of the person that does something; and fights tells what the soldier does.

1. The soldier fights.

2. The horse trots.

3. Grass grows.

4. The snake crawls.

5. Fire burns.

6. The bird flies.

7. The rat gnaws.

8. The diamond sparkles.

Explanation.—In the sentence, "The soldier fights," the word fights expresses an action. Words that are used to express action may be called action-words; in grammar they are called verbs.

16. In each of these eight sentences a statement or assertion is made, and the verb is the word that makes the assertion.

17. Definition.—The word used to assert something of some person or thing is called a verb.

18. Every sentence must contain a verb. A verb is sometimes composed of more than one word; as, "Dogs will bark."

Direction.—Select the verb in each of these eight sentences, tell why it is a verb, and also what person or thing the assertion is made about.

VI.—COMPOSITION LESSON.

Direction.—Form sentences by writing a verb in the blank space after each noun, so that it will make sense. Beginning each sent.ice with a capital letter, end it with a period.

1. Ducks ———— 6. Flowers ———— 11. Apples ————


19. Rule.—Every sentence must begin with a capital letter.
INTRODUCTORY LESSONS.

Direction.—Form sentences by writing a noun in the blank space before each verb, being careful to attend to capitals and punctuation:

1. ride. 5. drink. 9. melts.
2. grow. 6. fight. 10. smile.
3. sail. 7. run. 11. creep.
4. plow. 8. study. 12. steal.

Direction.—After writing these sentences correctly, select the nouns and verbs, and tell why they are nouns or verbs.

MODEL.

"Ladies ride" is a sentence, because it is a combination of words making complete sense. "Ladies" is a noun, because it is a name. "Ride" is a verb, because it expresses action.

Note.—Sentences should express what is true or reasonable.

Questions.—Do these words as they are here arranged make complete sentences? Are they proper sentences? Why not?

Directions.—Select such nouns and verbs as will, when combined, make complete sense.


VII.—DECLARATIVE SENTENCE.

Remark.—This lesson, and the three that immediately follow, are given here to aid pupils in reading, in writing short compositions, and also to train the way for the analysis of sentences. The sentences given, however, should not be used for analysis, as they are unuitable for that purpose for beginners.

20. A sentence may be a statement, a question, a command, or an exclamation.


Explanation.—Sentence 1, "Henry jumped," is a statement; it states or declares a fact, and is therefore a declarative sentence. So is sentence 2.

21. Definition.—A declarative sentence declares or asserts a fact.

22. Some sentences do not declare facts, as will be seen by observing the following:

1. Henry jumped. A statement or assertion, declarative sentence.
3. Do not jump, Henry. A command or entreaty—imperative sentence.

Names of persons, like Henry, John, Mary, are called proper nouns, and must always begin with a capital letter. Other nouns, like boy, girl, man, desk, are common nouns, and must not begin with a capital letter unless they begin a sentence.


23. Rule.—Every declarative sentence must end with a period.

Direction.—Form declarative sentences by writing a verb in each of the blank spaces below, observing the rule for punctuation:

1. Parrots —— 4. Snow —— 7. Spiders ——

Direction.—Fill out the following sentences by using proper nouns in 1, 3, and 5, and common nouns in the others:

1. The dog bit —— 4. The dog swam across the ——
2 —— eat hay. 5. The man called ——
3. The hunter shot a —— 6. The boys went to ——

VIII.—INTERROGATIVE SENTENCE.

1. Did Henry jump?

Questions.—When I say, "Did Henry jump?" do I state a fact? Do I ask a question?
COMPOSITION.


XII.—COMPOSITION LESSON.

31. Arrangement.—Margin, of about an inch and a half at the top of the page.

Heading, in the middle of the page (from left to right). Heading, must begin with a capital letter, end with a period. Principal words in the subject must begin with a capital letter.

Margin, of about three quarters of an inch on the left of the page.

Paragraph line, half an inch to the right of the marginal line.

32. Punctuation.—Words spoken or written by another person, when introduced into one's own composition, must be inclosed in quotation marks (" ").

A hyphen (-) must join the last syllable of an unfinished word, at the end of the line, to the rest of the word.

A new paragraph may be made when there is a change from any particular part of the subject, about which we are writing, to something different.

33. Rule.—The first word of a full quotation must begin with a capital letter.

Directions.—Copy the following composition, observing carefully the arrangement, capitals, and punctuation:

THE PERFUME OF FLOWERS.

Some flowers have no odor whatever. By odor we mean any smell, whether agreeable or offensive. The elegant japonicas of various colors, and the beautiful cactus, in all its varieties, have little or no odor.

There are some flowers that give out an odor that is not fragrant. A fragrant flower is one that emits an agreeable smell. The dahlia emits an odor that is not fragrant. Perfume is only another name for fragrance.

Every fragrant flower is a perfume-factory. Sometimes a large number of these factories of one kind grow together, and then the air is filled with the perfume that they make.

The fragrance from the flowers of the grape-vine is very delicious. It is of this that Solomon speaks when he says, "The vines with the tender grape give a goodly smell." And yet the flowers are so small and so near the color of the stem and leaves that you would not notice them unless you looked particularly for them.

Directions.—For a subsequent lesson, write this on the blackboard in solid form, leaving out periods and quotation marks, and require pupils to replace them properly, and to break the composition into paragraphs. Or, the paragraph may be dictated to the class.


* "The Perfume of Flowers" is the Heading.

† When only a part of a sentence is quoted, the first word should not begin with a capital letter; as, Mary said the words, "a fragrant flower," in the wrong sense.
ANALYSIS OF SENTENCES.

Direction.—Write two sentences containing descriptive adjectives, and three containing limiting adjectives.


Direction.—Draw a part of speech diagram (see page 13), and write all the words in these twelve sentences in their proper columns.

XVIII.—ANALYSIS.

62. Analysis, in grammar, is the separating of a sentence into its elements.

Direction.—Analyze the following sentences according to the model here given:

Remark.—The analysis of sentences is greatly helpful to the learner, in enabling him to punctuate properly. It will also aid him in reading, for we should read by phrases and clauses.

1. All good boys study.

63. Model.—"All good boys study" is a declarative sentence; declarative, because it asserts a fact. The modified subject is, all good boys; the simple predicate is the verb study. The simple subject boys is modified by the adjectives all and good.

Sentences for Analysis.

1. The weary little child slept. 6. Four men rode.
2. Profane men swear. 7. Several men walked.
4. Some insects sting. 9. Most animals swim.
5. The old locomotive whistled. 10. The light snow drifted.


COMPOSITION.


XIX.—COMPOSITION WRITING.

64. To Teachers.—We learn to use language by attempting to use it. Although composition writing should go hand in hand with instruction in grammar, yet the former must be largely separate from the latter until sufficient progress shall have been made by the pupil to enable him to understand how to correct the errors pointed out by the teacher.

The object, in composition writing, should be to develop the perception, the memory, and the imagination, as well as to teach the child to use language. Indeed, to aid the child in acquiring ideas is fully as important as to teach him the use of words.

In carrying out this object, the child should be directed to observe carefully the things with which he comes in contact in his daily life; such as flowers, fruits, trees, architecture, scenery, pictures, etc., so that he may be able to describe them at least with tolerable accuracy. In the description of things, the imagination is cultivated rather than the perception; besides, pictures give an erroneous idea of size, and no idea of weight and sound. Pictures, therefore, should not be used as subjects for compositions to the exclusion of others, nor too often in alternation with them. The memory should be brought into exercise by the narration of events, and, indeed, the teacher should use every means available to bring all the powers of the mind into active exercise.

As pictures can be easily obtained, none are here given. The directions, and the material for description and narration in the composition exercises, should not be considered exhaustive, but rather as suggestive; nor are they necessarily to be taken exactly in the order given.

Special Directions.—In the above grammar lessons, compositions should seldom be given for the purpose of exercise and never unless the subject has been worked up according to directions given farther on. It is very important that compositions should be carefully corrected (or errors indicated), that they should be returned to pupils for revision, again examined by the teacher to see if pupils have made the proper changes, and then carefully re-written. It is not the number of compositions, but the care with which they are written and re-written that will insure success.
65. **General Direction.**—Before trying to describe an object, the different points for description should be selected in some regular order. These points may be brought out by asking questions about the object to be described. Ask questions about different points suggested by examining the object, or, if unobtainable, by talking about it, getting as great a variety of answers as possible, and giving all necessary help in forming answers; then make an orderly arrangement of these points to be described.

**Direction.**—Taking "oranges" for description, ask the following questions, and then examine with the class the points of attention of the answers; require they are arranged, and then make an orderly arrangement of the points to be described.


**Topical Outline.**

<table>
<thead>
<tr>
<th>What they are.</th>
<th>Size.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate where raised.</td>
<td>Shape.</td>
</tr>
<tr>
<td>Where obtained.</td>
<td>Color.</td>
</tr>
</tbody>
</table>

**General appearance.**

- Peel: rough, oily.
- Pulp: soft, juicy, sweet.

**Parts.**

- Seeds: numerous, in center.
- Cells: tough, contain seeds.

**Use:** Food, uncooked.

**Description of oranges.**

**Direction.**—For the next lesson, write the outline on the blackboard, and, after asking the questions given above, require the class to produce a composition which need not be an exact reproduction of the model in this lesson.

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**ORANGES.**

Oranges are a kind of fruit raised in a warm climate in different countries. We obtain oranges from the southern parts of Europe and of the United States, and also from the West Indies.

In size, oranges average a little larger than apples. They are nearly round, and when ripe are of a deep yellow color.

The outside of an orange is called the rind, or peel. The inside consists of the pulp and seeds; and the seeds are inclosed in a tough substance called cells.

Oranges are used for food, and are generally very sweet and juicy. Sometimes, however, they are quite sour to the taste, especially when eaten before they are fully ripe.

**CHERRIES.**


**Topical Outline.**

<table>
<thead>
<tr>
<th>What they are.</th>
<th>Size: hazel-nut.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How they grow.</td>
<td>General appearance.</td>
</tr>
<tr>
<td>Shape: nearly round.</td>
<td>Shape: nearly round.</td>
</tr>
</tbody>
</table>

**Description of cherries.**

- Kinds: Wild, cultivated.
- Skin: thin, tender.
- Parts: Pulp: soft, juicy, sweet, bitter.
- Seed: single stones.

**Use:** Food, when ripe, cooked or uncooked.

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**XXI—ADJECTIVES.—ARTICLES.**

63. The little words the, an, and a are really adjectives, because they are used with nouns, to limit them; most grammarians, however, give them another name—articles.
23. Definition.—A sentence is a combination of words so arranged as to make complete sense.

But words are not strung together at random to express a thought. Only ideas that are related to each other can be put together, and words must be properly arranged to express these ideas.

Direction.—Arrange the words in the first eight of the following sentences so that they will make complete sense, and, in the ninth and tenth, use subjects that will be properly related to the ideas expressed by the verbs:

1. Blow the severely often winds cold.
2. Quickly some always move people.
3. Often suddenly die men intemperate.
4. The away fleecy floated white rapidly clouds.
5. People quietly seldom nervous sit.
6. Ugly barked large a furiously dog.
7. The quickly boy naughty ran little away.
8. Rapidly little flew the away bird beautiful.
9. The mud smiled pleasantly.
10. The dog laughed heartily.


2. The splendid flower, called the night-blooming cereus, opens only once it lets its beauty be seen but for a few hours, and then it fades and dies it is a very rare flower, and few people ever have an opportunity of seeing it those who have seen it watch for its opening with great eagerness this flower generally opens very late in the evening and is closed again in a few hours.

3. Some people do not observe the habits of flowers how many people know that the blossom of the dandelion closes at night and opens again in the morning the gaudy tulip has the same habit as the dandelion most flowers, however, never close their petals after they have once blossomed. The chrysanthemum blooms late in autumn there are many new and beautiful varieties of this flower, which has now become very popular at the yearly exhibition, the chrysanthemum can be seen in large numbers and in great variety the study of flowers is very interesting.

Direction.—For another lesson, copy the first paragraph on the blackboard in solid form, omitting periods and capitals only, and require pupils to copy and supply all omissions. Select other exercises of the same kind from the reading-lessons. Do not be afraid of too much practice of this kind.
COMPOSITION.

Sentences for Analysis.

1. The policeman ran rapidly, but the thief finally escaped.
2. The gentle wind blew softly, and the boat sailed slowly along.
3. The sun shone brightly, and the clouds floated slowly away.
4. The stars twinkle, but the planets shine steadily.
5. Men live, and men die, but God lives forever.

Explanations: Sentence 5 is a compound sentence consisting of three members. The first and second members are connected by the conjunction and; the second and third members, by the conjunction but.

Direction.—Dictate these five sentences for a lesson in punctuation; also, write three compound sentences containing only the elements already learned.

XXXI.—SYNTHESIS.

103. Direction.—Combine the following statements as in the preceding composition lesson:
1. I see a man.
   He is on a bridge.
   The bridge is over a brook.
2. We gathered some berries.
   They were in a field.
   The field was across the river.

Model.—We gathered some berries in the field across the river.

3. Birds are found in South America.
   There are many kinds of them.
   It was a robin's nest.
   It was full of eggs.
   It was in an apple-tree.
4. The boys ran.
   They ran around the corner.
   It was for good scholarship.
   She received it yesterday.
   It was beautiful.
5. We found a nest.
   It was a robin's nest.
   It was full of eggs.
   It was in an apple-tree.
   Mary received a prize.

Direction.—For the first lesson in the following exercise, examine the questions with the class, giving all necessary information; compare the questions with the topical outline, and this with the written composition on the next page; then write the questions on the blackboard, and require pupils, with books closed, to form a topical outline. For a second lesson, write the questions on the blackboard, and require pupils to form an outline on their slates; then to examine the exercise, and, from their own outline, or from that in the book, to write a composition.

XXXII.—COMPOSITION LESSON.

CUCUMBERS.


Topical Outline.

<table>
<thead>
<tr>
<th>Cucumbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size: two to ten inches long.</td>
</tr>
<tr>
<td>Appearance: Shape: round like a banana.</td>
</tr>
<tr>
<td>Color: green, cream; orange when ripe.</td>
</tr>
<tr>
<td>Skin: rough, spines.</td>
</tr>
<tr>
<td>Parts: Pulp: crisp near the skin; soft in center.</td>
</tr>
<tr>
<td>Seeds: form part of pulpy center.</td>
</tr>
<tr>
<td>Use: Food, green and raw, as a salad.</td>
</tr>
</tbody>
</table>

Cucumbers are a kind of vegetable or fruit that grows in the garden, on running vines, like the melon. The little cucumber first appears, bearing on its end a little bud, which soon bursts into a blossom. Blossoms without cucumbers also appear, but these wither and drop off soon after their pollen has fertilized the other flowers. This peculiarity is also true of melons, pumpkins, and squashes. The blossoms of the different kinds of fruit that grow on trees, appear before the fruit.

Cucumbers vary in size from two inches to ten; five being about the average length of most kinds. They are, in form, something like the banana. They are generally of a dark green color, but some are nearly the color of cream. When fully ripe, they are of a dark orange color, and are then unfit for food.

The skin is rough, little elevations ending in sharp, black spines, being scattered quite thickly over the surface, except at the stem end. The pulp, in the center, is soft and full of seeds.

The only part of the cucumber fit to be eaten is the seedy pulp, the hard crisp part near the skin being more or less indigestible.
TRANSMITTED VERBS.

WATERMELONS.

Questions.— 1. When and where do they grow? 2. From what place is the early supply derived? 3. What different shapes have you noticed of all melons of the same color? 4. Are the pulp and seeds of the same color in all? 5. In what part of the pulp do the seeds grow? 6. Do the seeds of the nutmeg melon occupy a similar position? Are melons eaten raw or cooked? What is the taste, or flavor?

Topical Outline.

<table>
<thead>
<tr>
<th>Heads</th>
<th>Where produced.—Shape.—Rind.—Pulp.—Seeds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produced</td>
<td>Temperate climates, on vines.</td>
</tr>
<tr>
<td>Shape</td>
<td>Oval, short or longer, round.</td>
</tr>
<tr>
<td>Rind</td>
<td>Dark green, light green, striped, thick or thin.</td>
</tr>
<tr>
<td>Pulp</td>
<td>Pale red, deep red, yellow, soft, sweet, very juicy.</td>
</tr>
<tr>
<td>Seeds</td>
<td>Black, brown, white, tipped with black, surround the core.</td>
</tr>
</tbody>
</table>

XXXIII.—TRANSMISIVE VERBS.—OBJECT COMPLEMENT.

Remark.—We have learned that there must be a subject and a verb in every simple sentence; that the verb alone sometimes expresses all we wish to say about the subject; and adverbs are sometimes used with the verb to express the whole thought about the subject. We shall now learn that it often becomes necessary to use a noun with the predicate-verb to make the sense complete.

105. When we say, "Wolves howl," the sense is complete—no question is suggested by the sentence. But when we say—

1. Wolves catch ——.
2. Honest men dislike ——.

the sense is plainly incomplete in each case, and the questions arise, "catch what?" "dislike what or whom?" If we add a noun to each to fill out or complete the meaning of the verb, the sentences will stand thus:

1. Wolves catch lambs.
2. Honest men dislike rogues.

Explanation.—The noun lambs completes the meaning of the predicate-verb catch by representing the receiver of the action.

106. A verb that requires the addition of a noun to represent the receiver of an action is called a transitive verb, and the added noun is called the object of the verb. The added noun is also called the object complement, because whatever completes may be called a complement.

The word transitive [L. trans-It-us] means passing over; and in the sentence, "Wolves catch lambs," the action expressed by the verb catch passes over from the subject wolves to the object lambs. The object lambs receives the action; that is, the object is acted upon.

In the sentences "Wolves howl" and "Children sleep," the verbs howl and sleep do not require the addition of an object to complete the sense. Such verbs are called intransitive verbs. [Intransitive = not transitive.] Sleep in this sentence denotes state or condition.


XXXIV.—TRANSMITTED VERBS.

107. Definition.—A transitive verb is one that expresses an act done by one person or thing to another.

108. Definition.—An intransitive verb is one that denotes state or condition, or expresses an action not requiring an object to complete its meaning.

109. When the action expressed by a verb is confined to the subject, the verb is intransitive.

110. A transitive verb expresses an action that goes beyond the subject [the actor], and affects some other person or thing called the object; that is, the use of a transitive verb brings into the sentence the names of two different persons or things—one, the name of the actor, and the other, the name of the recipient of the action.

111. Definition.—The object complement of a verb is that part of the predicate of a sentence which represents the receiver of the action.

* Transitive verbs are sometimes called complete verbs. Those intransitive verbs that express action, are sometimes called complete verbs [see 106 and 108].
COMPOSITION.

XLV.—COMPOSITION LESSON.

137. Direction.—Dictate the following sentences, and require pupils to be particular in the use of capital letters, and to give the reason for the correct use of each. Justify the use of abbreviation and quotation marks:

1. A tall young man shot a beautiful bird.
2. A snake frightened John fearfully.
4. The sun dried the green grass.
5. That ugly dog bit Susan severely.
6. The elephant ate some peanuts.
7. Five little girls met Robert yesterday.
8. John's teacher said, "Never be unemployed."
9. Mary whipped Rover dreadfully.
10. The teacher reproved Jos. Sanford.
11. Will the steamer soon reach Albany?
12. Some Americans visited Italy.
13. The Portuguese discovered the Azores.
15. The girls exclaimed, "What a beautiful sunset!"
16. Thackeray says, "A good woman is the loveliest flower that blooms under heaven."

Direction.—After these sentences have been written, use the first seven as a lesson in analysis.

Note.—In sentence 13, "Portuguese" is the name of one particular race of people, and "Azores" is the name of one particular group of islands; they are therefore proper nouns.


Direction.—Copy the following original composition, correcting the spelling, and the wrong use of capital letters and of periods, etc., and give the reason for each correction:

Their are a great many animals throughout the world of various sizes and colors: the most powerful are the Elephant, Rhinoceros, Lion and Tiger. Belonging to the temperate zone, the natives of the temperate and most useful to man, are the Horse, Ox, Sheep and goat. The largest marine animals are the Whale and Walrus, belonging mostly to the Frigid Zone. There are a great many smaller animals not mentioned.

ARRANGEMENT OF ADVERBS.

XLVI.—ARRANGEMENT OF ADVERBS.

138. Place adverbs where they will most clearly modify the word intended to be modified, having regard also to the sound. An adverb should seldom stand between a verb and its object.

Direction.—Improve the following sentences by changing the position of the adverbs in italics:

1. I understand your statement fully.
2. Industrious people rapidly acquire wealth sometimes.
3. The prisoner watched the judge's face anxiously.
4. It makes such mistakes generally.
5. That careless boy makes always mistakes.
6. Beautiful leaves covered entirely the ground.
7. A strong wind swept away the troublesome mosquitoes.

Remark.—Away (as in 7) may stand between a verb and its object.

139. An adverb sometimes introduces a sentence:

1. Slowly the sun melted the frozen snow.
2. Bravely the little lad faced the angry storm.

COMPOSITION LESSON.

Direction.—Fill out the following unfinished sentences by using the words here given—as many words in each as there are dashes:

Always, make, cultivate, haste, citizens, beautiful; farmers, some, obey, vegetables, bitter, other, gold, coal.

1. Florists — flowers.
2. — mines produce —.
3. — mines produce —.
4. Many — raise early —.
5. Good — the laws.
6. — words often make — enemies.

Review Questions.—1. What other name is sometimes given to transitive verbs? 2. What name is given to the noun used to complete the meaning of a transitive verb? 3. Which is the most important word in the predicate? 4. Which is next in importance? 5. What position should an adverb seldom occupy in a sentence? 6. Where should an adverb be placed in a sentence? 7. Mention the different positions that an adverb may occupy.
XLVII.—LETTER WRITING.

(DATE OR HEADING.)

Fabian House, N. H.,
July 24, 1888.

My dear Mother,

Father and I have had a very pleasant time since we left home. We arrived at the Fabian House yesterday. The scenery along the route to this place was so delightful that we did not even think of being tired.

This morning we had a ride up Mt. Washington on the mountain railway. The engine and cars are queer-looking things, and they seem to crawl up instead of running a common train.

The top of this mountain is all rocks piled on rocks, except just a little space where the Tip Top House stands. From the piazza one can see, on a clear day, most of New Hampshire and even into Maine on one side, and into Vermont on the other; and there are ever so many lakes scattered all over as far as one can see.

I will write again after I have been to other places and have seen something more that will interest you.

(SUBSCRIPTION.)

Your affectionate son,

William Herbert.

Directions for Letter Writing.—A page of a written letter should have only two margins—one of an inch and a half at the top of the sheet, and the other three quarters of an inch at the left of the body of the letter.

The address, also each paragraph, should begin on a line half an inch to the right of the letter-margin.

A short letter of less than a page should have as much blank space above the heading as below the subscription.

All numbers in a letter or in an ordinary composition should be expressed in writing, excepting those indicating the time of day [9 o'clock], or the day of the month and the year [June 10, 1887].

A comma should separate the parts of the date, or heading; the address from the body of the letter; the parts of the subscription; also the parts of the superscription on the envelope.


Explanation.—At the end of the second line in the body of the letter there is placed a little mark (—) called a hyphen; also at the end of the seventh line.

140. Rule.—A hyphen is placed at the end of a line to connect a syllable of a word written partly on that line, with a syllable on the next.

Explanation.—There is an omission of the word like in the seventh line, and a mark (\_) called a caret is placed below the line under the space where the omission occurs.

141. Rule.—In writing, when a word is omitted, a caret is used to denote the omission, and the omitted word is written between the lines above the mark.

Questions.—1. When should a hyphen be used? 2. Where is the omitted word to be placed? 3. Where is the hyphen placed?

Direction.—After making corrections a few times, teachers should simply indicate, by certain marks, the errors made in writing letters and ordinary compositions. Pupils should be required to re-write their compositions, correcting the errors from the indications.

(SUBSCRIPTION.)

Mrs. Nelson J. Smith,
124 Franklin St.,
New York.
NUMBER FORMS.

**Remark.**—In giving reasons, any short form may be used. The following is suggested: *Hand adds 5 according to the general rule. Dish ends in *sh*; therefore *es* is added.


196. Special Rule 2.—Nouns ending in *e*, not preceded by a vowel, form their plurals by adding *es* to the singular; as, *negro, negroes*.

When the *e* is preceded by a vowel, only *s* is added.

**Direction.**—Write, or spell orally, the plural of the following nouns, noticing that in eight of them the final *e* is preceded by a vowel:

| Hero, mosquito, cameo, cargo, bamboo, echo, calico, embryo, embargo, grotto, cuckoo, folio, innuendo, portfolio, motto, trio, mulatto, tornado, seraglio, potato, volcano. |

**Exceptions.**—The following nouns are exceptions to this rule:

| Albino, canto, domino, fresco, halo, junto, lasso, memento, octavo, piano, portico, proviso, quartu, salvo, sirocco, solo, stiletto, tyro, zero. |

197. Special Rule 3.—Nouns ending in *y*, not preceded by a vowel, form their plurals by adding *es*, the *y* being changed into *i*; as, *city, cities*.

When the *y* is preceded by a vowel, only *s* is added, and the *y* is not changed; as, *toy, toys*.

**Direction.**—Write, or spell orally, the plural of the following nouns, and give reasons:

| Fancy, daisy, lady, jockey, candy, journey, berry, lily, joy, way, hobby, donkey, victory, turkey, bounty, country. |

198. Special Rule 4.—The following nouns ending in *f* or *fe* form their plurals by adding *es*, *f* or *fe* being changed into *v*; as,

| Leaf, leaves; lie, lives; wife, wives; knife, knives; thief, thieves; beef, beeves; calf, calves; half, halves; elf, elves; self, selves; shelf, shelves; wolf, wolves; staff, slaves (or slaves); wharf, wharves (or wharves). |

**COMPOSITION.**

Other nouns ending in *f* or *fe* follow the general rule in forming their plurals.


LVIL. COMPOSITION LESSON.

199. Until the learner has acquired considerable knowledge of principles, the correction of compositions must be more or less arbitrary. But pupils may now learn to understand the proper use of *is* and *are*, *was* and *were*, *has* and *have*, with subjects having a singular or a plural meaning, by observing carefully the statements in the next two paragraphs.

200. When we make a statement about one person or thing, requiring any of the verbs mentioned above, *am, is, was, or has* [singular forms] should be used; i. e., a singular subject requires a singular verb.

201. When we make a statement about more than one person or thing, *are, were, or have* [plural forms] should be used; i. e., a plural subject requires a plural verb.

**Direction.**—Fill each blank space in the following exercise with *am, is, are, was, were, has, or have*, and give the reason for each choice of a word:

1. This orange — ripe and juicy.
2. These birds — good singers.
4. The girls — been at school to-day.
5. He and my cousin — returned from the park.
6. There — a peach and a pear in the basket.
7. The stars — shining bright this evening.
8. John and William — the lunch-basket.
9. There — four of us in the party yesterday.
10. — father and mother gone to New York?
11. I — very sick this morning.

**Direction.**—Combine each of the following sets of statements into a single sentence, changing the form of the verb to conform to the directions given above:
LVIII.—IRREGULAR PLURALS.

202. Irregular Plurals.—A few nouns form their plural number irregularly, some by a change in one or more vowels, and others by adding en, either with or without other changes in the word; as,

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>man,</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
</tbody>
</table>

203. Plural of Letters and Figures.—The plural number of letters and figures is formed by adding the apostrophe and s; as, Dot your i's and cross your t's and add the s's correctly. But a noun representing a written number, forms its plural in the regular way; as, Count by twos, fives, and tens.

Direction.—Write the plurals of the following nouns, and give reasons:

Boat, pulley, baby, lily, street, grief, fife, cherry, church, journey, cameo, cliff, octavo, box, cargo, potato, monkey, calf, zero, loaf, money, jockey, hoof, ox, mouse, wife, handkerchief, 7, 9, 5, 0, d.

Review Questions.—1. What is meant by number, in grammar? 2. How many numbers are there? 3. What is the singular number? 4. What is the plural? 5. What is the general rule for forming the plural of nouns? 6. How many special rules are given? 7. What is added to form the plural under the special rules? 8. To which of the special rules are there quite a large number of exceptions? 9. Why does daisy add s to form the plural, while turkey adds only s? 10. When the final letter of a word is not preceded by a vowel, what is it preceded by? 11. Name the vowels. 12. What kind of plurals are men and oxen called?

LIX.—OTHER FACTS ABOUT NUMBER.

Remark.—This and the two following lessons may be deferred until verb-forms have been learned, especially the last parts of lessons sixty and sixty-one.

204. Always Plural.—Some nouns that are the names of things consisting of a number of parts, or forming a pair, are always plural in form, and generally in meaning:

Scissors, tongs, shears, pincers, manners, billiards, snuffers, bellows, ashes, clothes, trousers, thanks, riches, tides, vespers, eaves, goods, vitals, entrails, dregs, victuals, annals, assets, nuptials, measles, mumps, hysterics, compasses.

205. Plural in Form, Singular in Meaning.—Other nouns are always plural in form, but are generally singular in meaning:

Amends, news, odds, gallows, pains (care), tidings, politics, ethics, physics, optics, mathematics, series, means.

206. No Plural Form.—Some nouns have only one form for both numbers:

Sheep, deer, swine, grouse, heathen, vermin, moose, trout, salmon, mackerel, herring, cannon.

207. Always Singular.—Some nouns are always singular both in form and meaning:

Courage, rhetoric, architecture, furniture, cider, milk, pitch, rye, wheat, lead, flax, pride, patience, music, gold.

208. The Plural of Compounds.—Most compound nouns form their plurals by adding s to the principal part of the word:
COLLECTIVE NOUNS.

220. A **collective noun** names a collection of living beings; as, **jury, society, herd, swarm.**

The name of a collection of objects without life is not a collective noun; as, pile, heap, mass, clothing, baggage, furniture, hosier, finery, machinery. These are merely common nouns.

221. A collective noun is neuter when reference is made to the individuals of the collection as *one whole; as,*

This teacher has a large class; I must divide it.

But when the individuals of the collection are referred to separately, the noun takes the gender of the individuals composing the collection.

**Direction.**—Observe carefully the following sentences and determine whether, in the use of each collective noun, reference is made to the collection as *one whole,* or whether the individuals of the collection are referred to separately:

1. Every *congregation* likes its own minister best.
2. The congregation used their hymn-books.
3. The sewing society elected its officers yesterday.
4. The army followed their leader.
5. The army fought bravely, but its commander fell.

**Explanation.**—In the preceding sentences, *congregation* (in 1) is neuter, and is properly represented by the neuter pronoun *it.* In 2, *congregation* and *their* may be called *either masculine or feminine,* as both sexes may be considered to compose the collection. In 3, *society* and *its* are both considered neuter, and (in 4) *army* and *their* are both *masculine.***

222. When a collective noun in the singular form is taken in a plural sense, it is sometimes called a *noun of multitude;* as, "The congregation used their hymn-books."

223. Most collective nouns have a regular plural form; as, *committees, armies, classes, families, congregations.* These plural forms are in the neuter gender.


COMPOSITION.

224. **Direction.**—Ask four questions about the first verse, three questions about the second, and four about the third. Finish the following incomplete topical outline, and write a prose composition, giving the sense contained in the poem.

**Topical Outline.**

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>General appearance.</td>
</tr>
<tr>
<td>Near surroundings.</td>
</tr>
<tr>
<td>Distant surroundings.</td>
</tr>
</tbody>
</table>

**Description of "The House in the Meadow."**

It stands in a sunny meadow,
   The house, so mossy and brown,
With its cumbrous old stone chimneys,
   And the gray roof sloping down.
The trees throw their green arms around it—
   The trees a century old—
   And the winds go chanting through them,
   And the sunbeams drop their gold.
The cowslips spring in the marshes,
   The roses bloom on the hill,
   And beside the brook in the pasture
   The hens go feeding at will.

—Louise Chandler Moulton.
RELATION FORMS OF NOUNS.

Sentences for Analysis.
1. The nightingale sang her sweetest song.
2. The small but courageous band finally drove back the enemy.
3. Rainy weather and muddy roads prevented further progress.
4. The feathery snowflakes soon covered the valleys and hills.
5. The merry party entered the garden and gathered fruits and flowers.
6. She copied the paragraph quickly and very neatly.
7. A large black Newfoundland dog saved a drowning child.
8. This little twig bore that large red apple.

LXIV.—RELATION FORMS OF NOUNS.

225. We have learned that nouns change their form to indicate gender and number. We have also learned that a noun may hold the relation of subject or object of a verb. We shall now learn that a noun often holds another relation in a sentence, and that this relation causes the noun to change its form:

1. Dishonest men often cheat honest men.
2. This man falsely accused an innocent man.
3. That man's horse travels very fast.
4. The children's father arrived yesterday.
5. That boy's mother treats him very kindly.
6. The boys' mother treats them very kindly.
7. A wicked boy stole Charles's bat.

Explanation.—The plural noun men (in sentence 1) is of the same form both as subject and object. Man (in 2), as subject and object, is of the same form; but man (in 3) is used to denote ownership, or possession, and its form is changed by adding the apostrophe and s (') to indicate the possession. Children (in 4) and boy (in 5) add 's for the same reason. The plural noun boys ends in s when ownership is not denoted; therefore, in 6, boys' has only the apostrophe added, to indicate possession. In 7, the singular proper noun Charles, ending in s, adds 's. In "Socrates's death," the second s need not be sounded, if the ear be offended.

226. Rule.—Any noun not ending in s must add the apostrophe and s (') to denote possession.

*S The horse can not be the "man's horse" unless he owns or possesses the animal; therefore "man's" denotes possession. Man's limits (modifies) horse like an adjective.

227. Rule.—A plural noun already ending in s must add only the apostrophe (') to denote possession.

228. Rule.—Singular proper nouns ending in s, take the full possessive sign ["s"] to denote possession.

Questions.—1. Why does man's (in 3) have a form different from man in 2? 2. Why does children's (in 4) take the apostrophe and s 3. Why does boys' (in 6) take only the apostrophe 4. Why does Charles's (in 7) take the full possessive sign 5. Has boy's (in 5) the full sign 6. What are the rules for the sign of possession 7. Give the possessive plural of girl and of woman 8. Why are the plural possessive forms of these two nouns different 9. Spell the possessive form of George, girls, aunt, cousins, uncle 10. Is "the Adams's reception" correct? 11. Write the seven sentences in this lesson correctly.

LXV.—RELATION FORMS OF NOUNS.

229. A noun has two forms in each number to distinguish its relation to other words in a sentence—the name form, used as subject or object, and the form to denote possession.

The name form of a noun (the form used simply as the name of anything apart from a sentence) is its subject form. In English, the object complement has not a form of its own, but takes the subject form.

<table>
<thead>
<tr>
<th>SING.</th>
<th>SING.</th>
<th>PLURAL</th>
<th>SING.</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>men</td>
<td>Boy</td>
<td>boys</td>
<td>Cousin</td>
</tr>
</tbody>
</table>

Possessive forms: Man's, men's. Boy's, boys'. Cousin's, cousins'.


Questions.—1. Why is the apostrophe placed before the s in men's to mark the possessive form? 2. Why is the apostrophe in boys' placed after the s to mark the plural possessive? 3. In what respect does the object form differ from the subject form of a noun?

Direction.—Write the following nouns in a column, and their plurals in a corresponding column on the right; then add the correct possessive sign to each word: cousin, father, lady, man, brother, gentleman, servant, woman, fly, foe, child, baby, ox, ship, pupil, teacher, Wednesday.

Direction.—Write correctly from dictation the following pairs of sentences, the noun being singular in the first, and plural in the second.
96

RELATIVE PRONOUNS.

280. Indefinite It.—It often denotes simply a state or condition of things; as, “It rains”; “It snows”; “It thunders.” Used in this way it has no antecedent, and is said to be used indefinitely.

281. Compound Personal Pronouns.—The compound personal pronouns myself, thyself, himself, herself, and itself, and their plurals ourselves, yourselves, themselves, are formed by adding self to my, thy, him, her, and it for the singular, and selves to our, your, and them for the plural. These compound personal pronouns may be used either as subjects or objects, but never to denote possession.

Questions.—1. When are mine, thine, etc., used? 2. To what do some authors consider them equivalent? 3. What would you consider ours equivalent to in “This world of ours”? 4. What name is given to these pronouns in this lesson? 5. Considering them absolute possessive pronouns, parse all those found in [387]. 6. What name is given to it in “It rains”? 7. Show how the singular compound personal pronouns (mentioned above) are formed; also the plural compounds.

LXXXI.—RELATIVE PRONOUNS.

Note to Teachers.—No use of this lesson should be made here other than to aid pupils in the correct use of relative pronouns in speaking, and in writing compositions. The pronouns should not be parsed, nor should the sentences be analyzed:

1. I know the man who built this boat.
2. I have a horse which can trot very fast.
3. William returned the book that he borrowed.

Explanation.—In sentence 1, who is used instead of the noun man. In 2, which is used instead of the noun horse. In 3, that is used instead of the noun book. Therefore who, which, and that are pronouns.

282. The pronouns who, which, and that are called relative pronouns.

283. Who is used when the antecedent is the name of a person; as,

1. The man who just passed us built our house.
2. We have a workman who understands his business.

294. Which is used when the antecedent is either the name of an animal or of a thing; as,

1. The buffalo, which once roamed the prairies, has become very scarce.
2. The figs which we ate came in a very neat box.

295. That may be used in the place of either who or which; i.e., the relative that may be used instead of the name of a person, of an animal, or of a thing; as,

1. The man that rescued the child received a reward.
2. The dog that bit my brother died yesterday.
3. The storm that came so suddenly did much damage.

Direction.—Point out the relative pronoun and its antecedent in each of the preceding sentences.

Questions.—1. In speaking or writing, what nouns must the relative pronoun who represent? 2. What nouns must which represent? 3. What nouns may that represent? 4. Would it be correct to say, “The horse who ran away was soon caught?”

LXXXII.—SYNTHESIS.—NARRATIVE.

296. Direction.—Combine the following statements into a connected narrative. This may be practiced in parts, orally, and then written as a composition:

I was boarding at a mountain resort. I arose one morning. It was at seven o'clock. The morning was cool. It was pleasant. I prepared for breakfast. I ate my breakfast. I then started on a tramp. I went with my friend. We rowed across the lake. We landed on the opposite side. We determined to climb a mountain. This mountain was at a distance. The path ascended gradually to the foot of the mountain. The path lay beside a mossy brook. It was a beautiful brook. Fern-moss covered its sides. Fern-moss covered the rocks beside the path. We traveled nearly a mile. We then came to a spring of water. We stopped at the spring to eat our lunch. We were very thirsty. The water was
very cold. The water was very refreshing. We resumed our journey. We soon reached the foot of the mountain. We ascended to the top. The view was grand, beautiful, indescribable. Mountain piled on mountain in one direction. Valley and hill spread out in another. We returned by the same path. The mossy brook was still very beautiful. It was very beautiful when we went. Our tramp was a delightful one.

LXXXIII.-VERBS.-TENSE.

297. Most verbs express action. All actions take place at some time. Time is naturally separated into three great divisions—present time, past time, and future time.

Direction.—Notice carefully the time expressed by the verb in each of the following sentences:

1. This boy writes carefully.
2. That boy wrote carefully.
3. I will write carefully.
4. You shall write carefully.

298. Each of these four sentences contains a different form of the verb write.

The form writes, in 1, shows that the boy is now performing the act; therefore writes denotes present time.

The form wrote, in 2, shows that the act is finished; therefore wrote denotes past time.

The forms will write and shall write, in 3 and 4, show that the acts are yet to be performed; therefore these two verbs express future time.

299. In 3, the verb will is used with write to help express future time, and the two verbs combined in this way form one verb. In 4, the verb shall is used for the same purpose.

300. Shall and will used in this way are called auxiliary verbs, because auxiliary means helping.

301. Of these two verbs will write and shall write, write is the principal part in each, shall and will being auxiliaries.

302. In grammar, the time of an action or event is called tense. Tense means time.

VERBS.-TENSE.

303. Tense is the grammatical form of a verb which distinguishes the time of an action or event.

304. The present tense expresses the action as now taking place.

305. The past tense expresses the action as finished and past.

306. The future tense expresses the action as yet to be performed.


Direction.—Mention the tense of the verb in each of the following sentences. Also analyze and parse:

1. The army hastily cleared their leader.
2. The merry girls gathered some pretty wild flowers.
3. The policeman soon dispersed the noisy crowd.
4. That lazy boy works very slowly.
5. The young man soon squandered his father's property.
6. Twenty-four girls know this lesson perfectly.
7. Those girls shall go first.
8. The boys will know their lessons to-morrow.
9. The west wind blew gently.
10. The rain will cease soon.
11. This extremely hot weather will produce much sickness.

Direction.—Give the tense of each verb in these eleven sentences, and mention the principal part and the auxiliary of each verb in the future tense, according to the following model:
COMPOUND SUBJECT.

But when the individuals of the collection are in the mind of the speaker or writer, such a noun is plural in meaning and requires a plural verb; as,

2. The choir [as individuals] respect their leader.

335. When a collective noun, used as a subject, is preceded by this, that, each, every, or no, reference is made to the collection as one body.

Direction.—Decide which of the two verb forms, in brackets, in the following sentences is the correct one, and give the reason for your decision:

1. Patience and diligence [remove or removes] mountains.
2. My poverty, but not my will [consent or consents].
3. That able scholar and critic [have or has] a valuable library.
4. Each man, each woman, each child [know or knows] the hour.
5. Thy goodness [soothes or soothe] thy tenderness, and love.
6. All work, and no play [make or makes] Jack a dull boy.
7. The crime, not the scaffold, [make or makes] the shame.
8. Each village and hamlet [has or have] their petty chief.
9. The father, as well as the son [enjoy or enjoys] the sport.
10. Every congregation [like or likes] their own minister best.
11. The Senate [have or has] only one session to-day.

XCII.—COMPOSITION LESSON.

336. Direction.—Copy the first paragraph and place periods and interrogation points where they belong. The remaining paragraphs should be used by giving at least one each week for punctuation.

Exercises in Punctuation.

1. If the man should leap to the pavement below he would be instantly killed he could not go back already the smoke and heat and fire were close upon him despair was in his face what could he do the firemen quickly brought ladders but they were too short the longest of them would not reach half the distance it seemed as if nothing could save him he was finally rescued by the efforts of a colored boy do you not think this boy was brave.
2. In the early days of Massachusetts, when a man bought a coat, he perhaps exchanged a bear-skin for it if he wished for a barrel of molasses he might purchase it with a pile of pine boards musket-bullets were used instead of farthings the Indians had a sort of money called wampum which was made of clam-shells this strange sort of specie was taken in payment of debts by the settlers bank-notes had never been heard of.
3. There once lived in France an old tinker he used to travel about the country, mending clocks and umbrellas this he had done for many years, and people used to expect him when his regular time came round at last the old man became too old to work, and finally died leaving his cane and bundle to his proud nephew, who would not accept the legacy when he afterward learned that the hollow cane contained bank-notes to the value of several thousands of dollars he repented of his folly, but it was too late.

XCIII.—NATURAL ORDER OF WORDS.

337. Most of the sentences used so far have been declarative. The natural order of the parts of a declarative sentence is: first, the subject, then the predicate verb followed by its complement. An adjective precedes its noun. An adverb stands before or after the verb, according to the sense or sound; and when it follows a transitive verb it generally follows the object also.

1. Cortes conquered Mexico.
2. Some flowers bloom early.
3. Industrious people generally succeed.
4. Thrifty trees produce fruit abundantly.

338. Position of Adjectives.—Adjectives naturally precede their nouns, yet they often follow them, especially in poetry; as,

1. Tobacco makes boys sick.
2. Mary found the fawn asleep.
3. Hard work makes people weary.
4. Attention held them mute.
5. The silent grove, the solemn shade, Proclaim the power divine.

339. Position of Adverbs.—An adverb generally either precedes or follows the verb according to the sound; but for the sake of emphasis it is often placed at the beginning of a sentence. It is frequently placed between an auxiliary and the principal part of a verb; as,
**Review by Sentences.**

6. The early bird catches the worm. [Object complement.]
7. That ugly little dog bit James severely. [Proper noun.]
8. The boblincoln lives a merry life. [Object of kindred meaning.]
9. The fisherman rowed rapidly the boat. [Wrong position of adverbs.]
10. I caught a fine trout yesterday. [General use of pronouns.]
11. Charles and Henry rowed the boat. [Condensed compound.]
12. The farmer fed the cows and horses. [Objects connected.]
13. The captain lost a large and valuable cargo. [Adj. con.]
14. The man worked faithfully and well. [Adverbs connected.]
15. William harnessed and drove the team. [Verbs connected.]
16. The ice-house stands alone. [Compound word.]
17. The moon takes up her wondrous tale. [Gender, personification, person, number, case.]
18. She soiled her new dress and her mother scolded her. [Personal pronoun.]
19. The atmosphere surrounds the earth. [Tense, present.]
20. Benjamin Franklin learned a trade. [Tense, past.]
21. The carpenter will finish the house soon. [Tense, future.]
22. These boys swim nicely. That boy swims nicely. [Number of verbs.]
23. Oxen chew [not chews] the cud. [Agreement of verb with subject.]
24. No home have I. [Natural and rhetorical order of words.]
25. Opium makes people dull. [Position of adjectives.]
26. Will you pass the bread? [Interrogative sentence.]
27. Which road shall we take? [Interrogative adjective.]
28. When did you arrive? [Interrogative adverb.]

**Direction.**—These sentences, illustrating the progress of the learner, should be given as review lessons in analysis and parsing to test his knowledge, before taking up prepositions and prepositional phrases.

**XCVII.—Synthesis.**

352. **Direction.**—Combine the following into a connected description, using as connectives therefore in the section marked 1; and in part 2; so and that in part 3, striking out words in italics; which and and in part 4; as and as in the third and fourth lines of part 5; through which in 6; but in 7 and 8; any connective may be repeated and unnecessary words may be omitted, etc.

**The Elephant.**

1. The elephant is a large animal.
   He is a clumsy animal.
   He makes a very awkward appearance in traveling.
2. His neck is short and thick.
   He has a large head.
   He has a heavy head.
   He has a large, heavy body.
   He has stout legs.
3. His head and body are very heavy.
   On this account they require a short neck and stout legs to support them.
4. He has not a nose.
   He has a long, muscular arm instead.
   His arm is called a trunk.
   He uses this trunk like an arm and hand.
   He uses it for passing all kinds of food into his mouth.
   He uses it for other purposes.
5. At the end of the trunk is a curious lip-shaped muscle.
   This muscle is called a finger.
   With this finger he can pick up very small objects.
   He can pick up even a pin.
6. The nostrils are near this finger.
   He breathes through these nostrils.
7. He has long, heavy tusks.
   They are of solid ivory.
   He has them in a wild state.
   They are sawed off.
   This is done when he is captured.
8. The elephant is a docile animal.
   He is very much so.
   He sometimes becomes unmanageable.
   He becomes so when he is enraged.

**Remark.**—In the composition lessons already given, various methods of supplying material for thought have been suggested. More material of the same kind or of something different, that pupils can comprehend, should be furnished.
COMPOSITION.

Model for Analysis.

1. "A long train of cars passed slowly over a very high bridge."

385. This is a simple declarative sentence. The entire subject is "A long train of cars." The entire predicate is "passed slowly over a very high bridge." The simple subject train is modified by the adjectives a and long, and also by the prepositional phrase "of cars." The predicate-verb passed is modified by the adverb slowly, and also by the prepositional phrase "over a very high bridge." In the phrase "of cars" the principal word is the object cars. In the phrase "over a very high bridge," the principal word is the object bridge, which is modified by the adjectives a and high, and high is, itself, modified by the adverb very.


CIL—COMPOSITION LESSON.—SYNTHESIS.

386. Direction.—Combine the following statements into a simple sentence containing one subject, one verb, one object complement, and prepositional phrases:

The captain stranded his vessel.
He did so by his own carelessness.
He stranded her on a sand-bar.
It was in broad daylight.
It was in sight of the harbor.

Combined.

The captain, by his own carelessness, stranded his vessel on a sand-bar, in broad daylight, in sight of the harbor.

Direction.—Combine the following statements into a simple sentence containing one subject, one verb, one object complement, and prepositional phrases:

ANALYSIS.—DIAGRAMMING.

The Rev. A. G. Spinner addressed a large audience. He did so yesterday. He is a resident of this city. He addressed the audience at Ocean Grove. The address was on the moral phase of the temperance question. Also on the religious and social phases of the question.

Direction.—Combine the following statements into a compound sentence, the first member containing five subjects and one verb, and the second containing one subject, one verb with an object, avoiding repetition.

The green ferns bloomed.
The green grasses bloomed.
The golden buttercup bloomed.
Tiny pearl-flowers bloomed.
Blue violets bloomed.
They bloomed beside the little stream.
The glad sunshine threw its mantle of blessing over one and all.

Direction.—Combine these statements into a simple sentence containing one subject, two verbs, each having one object, and arrange the phrases properly:

An unknown man fired a revolver.
He fired it at a telegraph operator.
This was done yesterday.
It happened in Atlanta.
Atlanta is in Georgia.
He slightly wounded the operator.

CII—MODELS FOR WRITTEN ANALYSIS.

387. 1. The flowers in the garden scatter their fragrance on the balmy air.

<table>
<thead>
<tr>
<th>Class</th>
<th>Simple declarative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified subject</td>
<td>The flowers in the garden.</td>
</tr>
<tr>
<td>Predicate</td>
<td>Scatter their fragrance on the balmy air.</td>
</tr>
<tr>
<td>Simple subject</td>
<td>Flowers, mod. by adj. the, and the adj. phrase in the garden.</td>
</tr>
<tr>
<td>Predicate-verb</td>
<td>Scatter, mod. by the adverbial phrase on the balmy air.</td>
</tr>
<tr>
<td>Object</td>
<td>Fragrance, mod. by the poss. pronoun their.</td>
</tr>
</tbody>
</table>
RULES OF SYNTAX.

CCV.—RULES OF SYNTAX.

775. Rule 1. A noun or pronoun used as the subject of a finite verb must be in the nominative case.

Rule 2. A noun or pronoun used as the complement of an intransitive or of a passive verb must be in the same case as the subject to which it refers. See [501].

Note.—When the attribute complement of an infinitive means the same as a preceding noun or pronoun in the objective case, the complement must be in the objective case; as, "They took me to be him."

Rule 3. A noun or pronoun used independently or absolutely must be in the nominative case.

Rule 4. A noun or pronoun used as the object of a transitive verb, of a verbal, or of a preposition, must be in the objective case.

Rule 5. A noun or pronoun used in apposition must be in the same case as the noun or pronoun which it explains.

Rule 6. A noun or pronoun used to limit another noun by denoting possession, origin, or fitness, must be in the possessive case.

Rule 7. A pronoun must represent its antecedent in gender, person, and number.

Rule 8. An adjective is used to modify a noun or a pronoun.

Note.—An adjective is sometimes used indefinitely, or absolutely, as the complement of an infinitive in a subject phrase.

Rule 9. A verb must agree with its subject in person and number.

Rule 10. An adverb is used to modify a verb, a verbal, an adjective, or another adverb.

Rule 11. A conjunction is used to connect words, phrases, clauses, or members.

Note.—A conjunction is sometimes used simply as an introductory word. It may connect a word element to a like phrase element.

Rule 12. A preposition is used to introduce a phrase and to join it to the word which the phrase modifies.

Rule 13. A verbal is used as a substantive, or as a modifying element.

Rule 14. An interjection is used independently.

SUBJECTS FOR COMPOSITION.

778. Poetry.

The importance of truffles.

The boat-race.

Advantages of order.

Base-ball.

A day's fishing.

Shall I study for a profession?

The power of habit.

How I got left.

Self-denial.

The power of fashion.

American humor.

Seeing the manager.

Boys I don't like.

The self-made man.

Our Saturdays.

The Pratt Institute.

Real heroes.

My forgetfulness.

Gains in literary work.

Why I don't carry an umbrella.

Some old fashions.

Variety of flowers.

The ideal country.

Importance of mathematics.

The work of the blind.

What I know of maple sugar.

Voices in our ears.

The art of writing.

Things that cost nothing.

Scotland in the 17th century.

The study of nature.

Making the best of things.

A day in the woods.

Deserve success if you would have it.

What I know of the signal service.
SUBJECTS FOR COMPOSITION.

Subjects for Short Exercises.

1. Write a ten-word telegraph message.
2. Write a message of ten words making three statements.
3. Write a circular advertising your business. (Choose that of a grocer, dry-goods merchant, clothier, hatter, or coal-dealer.)
4. Write an advertisement for a house you have to rent, to occupy one inch, single column.
5. Write five local news items for your paper, each to occupy not more than five printed lines.
6. Write a notice, for publication, of your church festival.
7. Write an application for a position as clerk in a dry-goods house.
8. Write a business card suitable for a general merchant just beginning business in your village.
9. Write a courteous circular letter to your customers, requesting them to pay up.
10. Write a description, for publication, of some accident to which you were an eye-witness.
11. Write an invitation to Mr. and Mrs. Chas. J. Martin to dine with you, and also a proper acceptance of such invitation.
12. Write a notice, for publication, of a change in location of your business.

Note.—In these subjects for compositions, the capitals for particular words are omitted; they must be supplied by pupils according to the rule under [774 (7)].

APPENDIX.

CCVII.—DIRECTIONS FOR DIAGRAMMING.

777. If possible, use paper sufficiently wide to contain the whole sentence on one line. When more than one line is needed, place a whole phrase, clause, or member on a second line. Mark a—

Subject word, 1; subject phrase or clause, 1
Predicate-verb, 2; infinitive or participle = verbal.
Object comp. (word), o. c. ; object phrase or clause, o. c.
Attribute comp. (word), a. c. ; attribute phrase or clause, a. c.
Object in a phrase, a. ; attribute in a phrase, a.
Appositive word, adj. ; adverbial objective, ad. o.
Independent word, ind. ; independent phrase or clause, ind.
Introductory adv. or conj., int.
Adjective or adv. clause, ; also a dependent phrase in a complex phrase, or whenever necessary to make the relation clear.
Join modifying to principal elements by straight lines. (See next page.)
Join as one two or more adjectives or adverbs standing together and modifying the same word.
Underline the connective between members with one line, and between clauses, phrases, and words with two lines.
Indicate an omission of a preposition or of the sign of the infinitive by the caret ('); the omission of subject, verb, object, or attribute by a mark over the caret, t. t. etc.
After a little practice, an article standing next to its noun need not be joined to it, especially in phrases.
Inverted sentences may be transposed when written for diagramming (see diagram 84).

Construction of brackets. 


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APPENDIX.

(9) After side-heads; as,

Poetic License.—For the purpose of accommodating words to the measure of a line of poetry, they are changed in various ways [see page 290, and side-heads all through this book].

805. Marks of parenthesis are used—
(1) To inclose something incidental or explanatory, which may be omitted without injuring the sense; as,

1. Know then this truth (enough for man to know).
2. It behooves me to say that these three (who, by the way, are all dead) possessed great ability.

806. Brackets are used—
(1) To inclose words used for the purpose of giving an explanation, correcting a mistake, or supplying an omission; as,

1. Yours [the British] is a nation of unbounded resources.
2. Do you know if [whether] he is at home?
3. He is not so tall as his brother [is tall].

807. The index [*] is used to point out a passage to which special attention is directed.

808. Marks of reference are used to direct attention to notes in the margin, or at the bottom of the page; as,

(1) The asterisk [*]; the dagger [†]; the double dagger [‡]; the section [$]; the parallel [||].
### INDEX

**Bad construction improved**, 654, 720.

**Be** (verb), 505–508, 511, 761; conjunction, 757.

**Besides** and **beside**, 405.

**Between or among**, 119, note, 415.

**Brackets**, 806.

**But**, conjunction, 418, 613; adjective or adverb, 612; preposition, 418, 612.

**But if?, 707.**

**But that**, 707.

**But what** should not be used for **but that**, page 281 f. n.

**Capital letters**, 19, 23, 100, 131, 512; page 11 f. n.


**CareT**, 141.

**Clauses**, Adverbial, 639; condensed, 665, 702; clauses of comparison, 718; conditional clauses, 718. Adjective (relative) clauses, 668, 699; position, 696; restrictive, 630–644; office, 697; condensed, 700. Substantive, 711.

**Clearness**, 731.


**Comparison**, adjectives, 553; adverbs, 560.

**Complements**, object, 106; attribute, 498–495.

**Complex sentences**, 659–714; classification, 714.

**Compounds**, words, 156; sentences, 97, 100; classification, 715; contracted, 147–152.


**Composition writing**, arrangement, 31; directions, 64, 65; topical outlines, 65, 73, 104, 224.

**Conditional clauses**, 758–760.

**Conjunctions**, 96, 99; primary use, 153; elements they connect, 437; co-ordinate, 704–706; subordinate, 707; correlative, 708.

**Conjunctive adverbs**, 660, 704.

**Conjunctive pronouns**, 666.


**Conjugation**, 730–757.

**Copula**, page 168 f. n., 511.

**Dagger**, 807.

**Dative object**, 378 f. n.

**Declension**, definition, 259; personal pronouns, 261; relative pronouns, 673.

**Dash**, 804.

**Defective verbs**, 581.

**Defective infinitives and infinitive phrases**, 621–635; used as adjectives or adverbs, page 196 exp., 623, 624; used substantively, 628; tense, page 293; elliptical infinitives, 620–623; have indirect subjects, page 196 exp., 712 exp.; used as predicative in a dependent clause, 714; uses, 787–789; parsing, 625, 629.

**Elliptical phrases**, prepositional, 378–379; infinitive phrases, 630, 631.

**Elliptical clauses**, 718.

**Ellision**, 763.

**Else**, 581; some one else's book, 489 rem.

**Enough**, 581, 604.

**English grammar**, definition, 34, 779.

**Etymology**, 86, 162.

**Examples in False Syntax**, 784.

**Explanatory or, 484 note.**

**Expletive**, page 201 f. n.

**False syntax**, 778.

**Facitive object**, 481 note.

**Further**, 561.

**Figures of rhetoric**, 785.

**Finite verb**, page 196 exp.

**From after different**, 412.

**Gender**, 162–182; definition, 169; forms, 171–173.

**Get**, 425.

**Grammatical subject**, 59 f. n.

**Had rather, had better**, 397.

**Hyperbole**, 704.

**Hyphen**, 31, 140.

**Ideas**, 4–14; related ideas, 83, 100.

**Indicative mode**, 733–744, 758.

**Indoctrine**, 897; idiomatic phrases, 898, 899, 603.

**If** instead of **whether**, page 231 f. n.

**Imperative mode**, 755.

**Indirect object**, 378.

**Indefinite if**, 290.

**Independent element**, 526–543.

**Infinitives and infinitive phrases**, 621–635; used as adjectives or adverbs, page 196 exp., 623, 624; used substantively, 628; tense, page 293; elliptical infinitives, 620–623; have indirect subjects, page 196 exp., 712 exp.; used as predicative in a dependent clause, 714; uses, 787–789; parsing, 625, 629.

**Interjections**, 534–543; parsing, 543, in model for analysis.

**Intermediate expressions**, 431.

**Interradative adjectives and adverbs**, 349, 350.

**Interradative pronouns**, 604.

**Intransitive verbs**, 108, 110.


**Is gone, are come**, 523.

**Irregular verbs**, 461, 465; list, 704.

**Irony**, 795.

**Introductory if**, 602; introductory **there**, 503.

**Letter-writing**, page 52.

**Like and lay, how to use**, 491.

**Logical subject**, 59 f. n.

**Many a**, 583.

**Means**, singular or plural, 217, sentences 3 and 4.

**Members**, 88.

**Merely**, 589.

**Metaphors**, 768; mixed, 789.

**Metonymy**, 792.

**Modal adverbs**, 593.

**Mode**, 730, 731.

**Modified subject**, 59.

**More than**, 603.

**Misused words**, 424–427.

**Names**, 6, 6.

**Name-form of nouns**, 229, 251.

**Near, nigh**, 381.

**Nearly**, 589.

**Negative adverbs**, 91, 593.

**No, none**, 685.
INDEX.

Not only, 529.
Nominative case, 229, 248, 254, 527, 723.
Nouns, 7-12; proper and common, 123-131; abstract, 215; inflection, 123-213; collective, 218-223; relation forms, 223-246; used independently, 523-531; used absolutely, 702; parsing, 284.
Number, 198-213; proper nouns, 211, 212; letters and figures, 203.
Objects (things), 1-9.
Object complement, 100; object phrase, 288; object phrase clause, 486; object of a participle, 639, 640; object phrase, 638, 646; object clause, 687, 711.
Obscurity, 785.
Of late, 603.
Of old, 604.
Older, elder, 559, 560.
One, other, 557.
Only, 581, 583.
Opposites, 381.
Or connects nouns in apposition, 484.
Order, natural, 587, 593; rhetorical, 440-446, 456.
Orthography, 33.
Paragraph, 351.
Paraphrase, 351.
Parenthesis, 351.
Parsing, def., 248; written-models, 245, 258; remarks, 251; oral models for nouns, personal pronouns, adjectives, adverbs, and conjunctions, 282-286; verbs, 254; prepositions, 375; noun in apposition, 481; attribute complement, 504; passive verb, 520; active verb, 525; interjections, 541, 543, in model for analysis, 545; intransitive verb, 523, 629; participles, 645; conjunctive adverb, 644; relative pronoun, 692, 695, 699; verbs, 749; analytical parsing, 343-347.
Part of speech, 40; def., 41.
Participle, 641-646, 638-659, page 253; adjective use, 641; substantive use, 640; def., 449, 652; modified by a possessive, 657; kinds, 651, 755; have indirect subjects, 637 exp.; parsing, 645.
Passive voice, 518-524.
Person, 185.
Personification, 175-182.
Phrase, def., 305; subject, object, attribute, 628.
Phrase, prepositional, 369; office, 363; position, 364; arrangement, 363, 373, 747; object omitted, 362; compound, 363; complex, 381-389.
Phrase, infinitive, 623.
Phrase, participial, 640.
Phrase, idiomatic, 389, 399, 603.
Phrase-adjective, 504.
Phrase-adverb, 602.
Phrase-adverbial, 602.
Phrase-preposition, 403, 404.
Pleonasms, 390, 703.
Poetry, 728.
Poetic license, 783.
Potential mode, 745-749.
Predicate, def., 44; simple, 47; modified, or entire, 77, 78; principal part, 112.
Predicate-verb, 78.
Prepositions, 333-335; def., 381; office, 302; list, 362; omitted, 376, 379, used as adverbs, 382; proper use, 405-418; unnecessary use, 420; improper omission, 421; used as adjectives, 423; parsing, 375.
Prouns, 145; antecedent, 145; kinds, 235, 259, 547, 658-659; singular and plural number, 146; agreement with antecedent, 175, 270-278, 691.
Prouns, personal, 232; def., 233; relation forms, 237-247; double possessives, 287-289; compound, 281; parsing, 283.
Prouns, interrogative, 694.
Prouns, relative, 292-293; 666-693; parsing, 692, 695.
Proper nouns, 22, 123-131.
Proper use, 641; substantive, 511.
Punctuation, period, 23, 28, 133; interjection point, 36; exclamation point, 51, 533, 536; quotation marks, 51, 270; semicolon, 721-723; colon, 726; comma, 284; semicolon, 287; colon, 289; exclamation point, 26; exclamation complement, 407; def., 15, 21; used in relative clause, 628; modified by a possessive, 657; kinds, 651, 755; have indirect subjects, 637 exp.; parsing, 645.
Rhetorical figures, 175-182, 765-769.
Rhetorical faults, 779-783.
Rhetorical order, 340-342, 406, 661 note.
Rules for capitals, 774.
Rules for semicolon, 791-793.
Rules for colon, 726.
Rules for construction, case, 250; agreement of pronoun with antecedent, 271-273, 661; agreement of verb with its subject, 323, 327-333; object of a preposition, 367; noun in apposition, 480; attribute complement, 501, 775.
Rhyme, 785.
Senses, the five, 2, 3.
Series of words, 443-444.
Sentences, 13; def., 13, 20, 52; declarative, 21; interrogative, 25, 112, 340; imperative, 25, 118; exclamatory, 30; simple, 95; principal parts, 112; compound, 97; contracted compounds, 147-152; classification, 715; complex, 658-660; classification, 714.
Shall and will, uses, 411 f. n., 770-772.
Should and would, 773.
Should, 787.
Sil, sed, how to use, 491.
So, 617, adverb or adjective.
Subject, def., 43; simple, 47; modified, 59; grammatical, 59 f. n.; logical, 59 f. n.
Subject-phrasal, 428, 464.
Subject-clause, 697, 711.
Subjects for composition, 776.
Such, 676.
Substantives, 627.
Substantive phrases, 628, 648.
Substantive clauses, 697.
Subjunctive mode, 750–754, 759, 760.
Syntax, 33.
Synechocoe, 793.
Sympathy, 762.
Taxonomy, 1450–252 (19).
Than after different, 412; should follow else, other, and otherwise, page 281 f. n.
That, uses, 549, 574, 710; plural, 574.
The, 66, 67; an adverb, 452.
There, introductory, 598.
Tenses, 297–310, 723, 739–744.
Transposed order, 349–352, 495, 651, 660, 671.
Unthought-of, unheard-of, etc., 422.
Unlike, 380, 437.
Variety of expression, contracted sentences, 147–150, 424–436, 790, 792; arrangement of phrases, 569, 573; rhetorical order, 340–344, 499, 601; changing a direct to an indirect quotation, 579, 589; changing declarative to interrogative sentences, 248; changing complex to simple sentences, 702; compound to complex sentences, 717; active voice to the passive voice, 519; clauses to phrases, 702; recasting sentences, page 288. See also 119, 155, 685.

Varying parts of speech, 609–619.

Verbs appear, feel, look, smell, taste, become, 509, 565, 510.
Verbals, 626, page 203 f. n., 756.
Verse, 757.
Versification, 789–803.
Voice, def., 517; active voice, 517; passive voice, 517.
Will, 741 f. n., 770–772.
Would and should, 773.
Worth, 688.
What, 877 f. n.
Whether, page 881 f. n.
Yet, 618.

THE END.