

AN  
ANALYTICAL AND PRACTICAL  
GRAMMAR

OF THE  
ENGLISH LANGUAGE.

BY REV. PETER BULLION, D. D.

REVISED BY  
Rev. B. CRAVEN, D. D.

RALEIGH :  
PUBLISHED BY THE N. C. CHRISTIAN ADVOCATE  
PUBLISHING COMPANY.  
1864.

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BRITAIN

This very popular work has been revised and published in two  
 as far as possible, the great demand for this book has been  
 from Berlin has been obtained nearly all at once, and it is a  
 popular favorite in the German language. The English edition  
 was written by a well known expert on the subject of German  
 as applied to our language, and is one of the best guides and  
 writers in the German language. In substance and of better  
 also accounts could be desired. The English was in a  
 manner, and had great skill in presenting his language in the  
 teacher. This book not only contains the English and German  
 is a guide and a very useful, that the student will find it  
 to complete the course.

Many practical lessons are given of the German language and  
 improvement. These books have been used in the German  
 Part I. on Geography, is a very good example of the German  
 text; it more properly belongs to the German and Italian  
 already studied or used in connection with the German. Various  
 other lessons, which have been written, were long ago written and  
 chapter on Pronunciation has been written, and which has been  
 being; and very little attention, but it is better or worse  
 and it is proved that it is not, as you presented, will not be in  
 studied by every teacher. History, Composition and the German  
 it has been removed, as being out of place in an English  
 text, and such suggestions throw out the body of the text as  
 will effect more than was intended by those who first  
 exercises have been added at the end of the book, and the  
 subject that the book is now published will be successful in the  
 public, and continue to be useful, as the case of all such  
 last. This edition can be used either in the German or English  
 with these books, by the best teacher, and is the best.

Harrison, April 25 1854

1854



# GRAMMAR.

1. GRAMMAR is both a SCIENCE and an ART.

2. As a SCIENCE, it investigates the principles of language in general: as an ART, it teaches the right method of applying these principles to a particular language, so as thereby to express our thoughts in a correct and proper manner, according to established usage.

## ENGLISH GRAMMAR.

3. ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.

4. Language is either spoken or written.

5. The elements of spoken language, are vocal and articulate sounds.

6. The elements of written language, are characters or letters which represent these sounds.

7. Letters are formed into syllables and words, words into sentences; and by these, properly uttered or written, men communicate their thoughts to each other.

8. GRAMMAR is divided into four parts; namely, *Orthography*, which treats of letters; *Etymology*, of words; *Syntax*, of sentences; and *Prosody*, of elocution and versification.

## PART I.

## ORTHOGRAPHY

ORTHOGRAPHY teaches the nature and powers of Letters, and the correct method of spelling words.

A LETTER is a character representing a particular sound of the human voice.

There are *twenty-six* letters in the English Alphabet.

Letters are either Vowels or Consonants.

A Vowel is a letter which represents a simple *inarticulate* sound; and in a word or syllable may be sounded alone. They are *a, e, i, o, u*, and *w* and *y* not beginning a syllable.

A Consonant is a letter which represents an *articulate* sound; and in a word or syllable is never sounded alone, but always in connection with a vowel. They are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and *w* and *y* beginning a syllable.

A Diphthong is the union of two vowels in one sound. They are of two kinds, proper and improper.

A Proper Diphthong is one in which both the vowels are sounded, as *ou* in *out*; *oi* in *oil*; *ow* in *cow*.

An Improper Diphthong or digraph is one in which only one of the vowels is sounded, as *ou* in *court*; *oa* in *boat*.

A Triphthong is the union of three vowels in one sound as *eau* in *beauty*.

## THE POWERS OF LETTERS.

In analyzing words into their elementary sounds, it is necessary to distinguish between the *name* of a letter and its *power*.

The *name* of a letter is that by which it is usually called; as *A, be, se, de, &c.*

The *power* of a letter is the effect which it has, either by itself or combined with other letters, in forming a word or syllable.

## SPELLING.

SPELLING is the art of expressing a word by its proper letters, and rightly dividing it into syllables.

The Orthography of the English language is so anomalous, and in many cases arbitrary, that proficiency in it can be acquired only by practice and the use of the Spelling book or Dictionary.—The following rules are of a general character, though even to these there may be a few exceptions.

## RULES FOR SPELLING WORDS.

RULE 1. Monosyllables and words accented on the last syllable, ending with a single consonant preceded by a short vowel, double that consonant before an additional syllable beginning with a vowel; as, *rob, rubber; admit, admittance, admitted*. Except *x* and *k*, which are never doubled.

But when a diphthong precedes, or the accent is not on the last syllable, the consonant is not doubled, as *boil, boiling, boiler; visit, visited*.

RULE 2. Words ending with *ll* generally drop one *l* before the terminations *ness, less, ly, and full*; as, *fallenness, skillless, fully, skilful*.

RULE 3. Words ending in *y* preceded by a consonant, change *y* into *i* before an additional letter or syllable, as, *spy, spies; happy, happier, happiest; carry, carrier, carried; fancy, fanciful*.

EXCEPTION 1. But *y* is not changed before *ing*; as, *deny, denying*.

EXCEPTION 2. words ending in *y* preceded by a vowel, retain the *y* unchanged; as, *boy, boys, boyish, boyhood*.

EXCEPTIONS. Lay, pay, say, make, laid, paid, said.

Other rules for spelling are encumbered with so many exceptions as to render them nearly useless. They are therefore omitted.

## PART II.

## ETYMOLOGY.

10. ETYMOLOGY treats of the different sorts of words, their various modifications, and their derivations.

## WORDS.

11. A WORD is an articulate sound used by common consent as the sign of an idea.

12. Words, in respect to their *Formation*, are either *Primitive* or *Derivative*, *Simple* or *Compound*.

13. A *Primitive* word is one that is not derived from any other word in the language; as, *boy, just, father*.

14. A *Derivative* word is one that is derived from some other word; as, *boyish, justice, fatherly*.

15. A *Simple* word is one that is not combined with any other word; as, *man, house, city*.

16. A *Compound* word is one that is made up of two or more simple words; as, *manhood, horseman*.

17. Words, in respect of *Form*, are either *Declinable* or *Indeclinable*.

18. A *Declinable* word is one which undergoes certain changes of *form* or *termination*, to express the different relations of gender, number, case, person, &c., usually termed in Grammar *ACCIDENTS*; as, *man, men; love, loves, loved*.

19. In the changes which they undergo, *Nouns* and *Pronouns* are said to be *declined*, *Verbs*, to be *inflected*.

20. An *Indeclinable* word is one which undergoes no change of *form*; as, *good, some, perhaps*.

21. In respect of *Signification* and *Use*, words are divided into different classes, called *Parts of Speech*.

22. PARSING is the art of resolving a sentence into its elements or parts of speech; stating the accidents or grammatical properties of each word, and pointing out its relation to other words with which it is connected.

23. Parsing is distinguished into *Etymological* and *Syntactical*.

24. A word is parsed *Etymologically* by stating the class of words to which it belongs, with its *accidents* or grammatical properties.

25. A word is parsed *Syntactically* by stating, in addition, the relation in which it stands to other words, and the rules according to which they are combined, in phrases and sentences.

26. These two, though related, are perfectly distinct, and should not be mixed up in the early part of the student's course, by anticipating at the outset what he can be supposed to know, only at a more advanced stage. Such a course may *seem* to be more intellectual, but its tendency is only to perplex and darken the subject. Let the student learn one thing at a time, each thing thoroughly in its proper order, and continue to combine things learned, as far as it can be done without anticipating what is future. In this way the process will be simple and easy; every step will be taken in the light, and when completed, the result will be satisfactory. Besides, the student must be able to parse etymologically with great ease and promptness, before he can with any advantage begin the study of syntax. This promptness he will acquire in a very short time, and almost without effort, if the class is properly drilled on the exercises furnished at every step in the following pages.

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#### QUESTIONS.

What is Grammar? What does it do as a Science? What does it do as an Art? What is English Grammar? Into how many parts is Grammar divided? Of what does each part treat? Of what does Etymology treat? What is a word? How many kinds of words in respect of formation? What is Parsing? How many kinds of parsing? Repeat the substance of the 26th section.

## PARTS OF SPEECH.

28. THE PARTS OF SPEECH in English are nine: viz. *Noun, Article, Adjective, Pronoun, Verb, Adverb, Preposition, Interjection, and Conjunction.*

29. Of these, the *Noun, Pronoun, and Verb*, are declined; the rest are indeclinable.

## NOUNS.

30. A NOUN is the *name* of any person, place, or thing; as, *John, London, book.* Hence,

The names of *persons, places, or things*, are Nouns.

31. Nouns are of two kinds, *Proper* and *Common.*

32. A *Proper Noun* is the name applied to an individual only; as, *John, London, America, the Ohio.*

33. A *Common Noun* is a name applied to all things of the same sort; as, *man, chair, table, book.*

## OBSERVATIONS ON NOUNS.

34. When a proper noun is used to denote a whole class, it becomes common, and generally has an article before it; as, "The twelve *Cæsars*," "He is the *Cicero* of his age," "A *Daniel* come to judgment."

35. Common nouns become proper when personified, and also when used as proper names; as, *Hail, Liberty! The Park.*

36. Under common nouns are usually ranked—

1. *Collective nouns*, or nouns of multitude, which signify many in the singular number; as, *army, people.*

2. *Abstract nouns*, or names of qualities; as, *piety, wickedness.*

3. *Verbal nouns*, or the names of actions; &c., as, *reading, writing, sleeping.*

4. *Diminutive nouns*, or nouns derived from other nouns, and denoting a small one of the kind; as, *stream, streamlet; leaf, leaflet; hill, hillock, &c.*

37. To the class of nouns belongs everything, whether word, letter, mark, or character, of which we can think, speak, or write, regarded merely as an object of thought, even when, as sometimes happens, we do not give it a name. Thus when we say, "Good" is an adjective, *a* is a vowel, *b* is a consonant, *A* is a capital, 4 is an even number,  $\frac{1}{2}$  is a fraction, ? is a mark of interrogation—*Good*, *a*, *b*, *A*, 4,  $\frac{1}{2}$ , ?, are all to be regarded as nouns.

38. REMARK—A noun is also called a *substantive*. But this term for convenience is here used in a more comprehensive sense, to mean *nouns*, *personal pronouns*, or *phrases* used as nouns, and usually called "substantive phrases." Thus in such a rule as this, "An adjective agrees with a substantive," &c., the word substantive may mean either a noun, or pronoun, or substantive phrase.

EXERCISES.

1. In the following list distinguish proper nouns from common, and give a reason for the distinction:—

Albany, city, tree, nation, France, Phillip, dog, horse, house, garden, Dublin, Edinburgh, London, river, Hudson, Ohio, Thames, countries, America, England, Ireland, Spain, sun.

2. In the following sentences point out the nouns. Say why they are nouns; tell whether they are proper or common, and why. Thus: "Table" a noun, because the name of a thing; common, because applied to all things of the same sort.

The table and chairs in this room belong to John; the book-case, writing-desk, and books, to his brother. Time and tide wait for no man.

3. Write a short true sentence with each of the following words:

Man, pen, Confederacy, tree, June, fish, religion, heaven, riches, rain.

QUESTIONS.

How many parts of speech? Name them. Name those that are declinable. Name the indeclinable. What is a noun? How many kinds of nouns? What is a proper noun? What is a common noun? When does a proper noun become common? What is a collective noun? An abstract noun? A verbal noun? A diminutive noun? What other things may be regarded as nouns?

## ACCIDENTS OF THE NOUN.

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

NOTE.—These properties belong also to personal and relative pronouns.

## PERSON.

40. PERSON, in Grammar, is the distinction of nouns, as used in discourse, to denote the speaker, the person or thing spoken to, or the person or thing spoken of.—Hence,

41. There are three persons, called *First, Second and Third.*

42. A noun is in the *first* person, when it denotes the speaker; as, “I, *Paul*, have written it.”

43. A noun is in the *second* person, when it denotes the person or thing addressed; as. “Thou, *God*, seest me.”—“Hail, *Liberty!*”

44. A noun is in the *third* person, when it denotes the person or thing spoken of; as, “*Washington* was brave,”—“*Truth* is mighty.”

45. REMARK.—The third person is used sometimes for the *first*; as, “Thy *servant* became surety for the lad to my father.” Gen. xliv. 32 Sometimes, particularly in the language of supplication, for the *second*; as, “O let not the Lord be angry.” Gen. xviii. 30. “Will the Lord bless us!”

## OBSERVATIONS ON PERSON.

46. The first and the second person can belong only to nouns denoting persons, or things personified; because persons only can speak or be spoken to. The *third* person may belong to all nouns.

47. A noun can be the subject of a verb only in the third person. A noun in the *first* or *second* person is never used as the subject of a verb, but only in apposition with the first or second personal pronoun, for the sake of explanation or empha-



sis ; and sometimes in the second person, without the pronoun, as the object addressed.

QUESTIONS.

What is person ? How many persons ? What does each person denote ? How can you ascertain the person of a noun ? Is the third person ever used for the first ? When can nouns be in the first or second persons ? When a noun is the subject of a verb, in what person must it be ?

GENDER.

48. GENDER is the distinction of nouns with regard to sex.

49. There are three genders, *Masculine*, *Feminine*, and *Neuter*.

50. Nouns denoting males are *Masculine* ; as, *man*, *boy*.

51. Nouns denoting females are *Feminine* ; as, *woman*, *girl*.

52. Nouns denoting neither males nor females, i. e., things without sex, are *Neuter* ; as, *house*, *book*, *tree*.

53. Nouns which denote either males or females, such as *parent*, *neighbor*, *friend*, &c., are sometimes, for the sake of convenience, said to be of the *Common Gender*, i. e., either masculine or feminine.

54. *There are three ways of distinguishing the sexes.*

1. By different words ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Batchelor	maid	Horse	mare
Beau	belle	Husband	wife
Boy	girl	King	queen
Brother	sister	Lord	lady
Buck	doe	Man	woman

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bull	cow	Master	mistress
Drake	duck	Nephew	niece
Earl	countess	Ram, buck	ewe
Father	mother	Son	daughter
Friar	nun	Stag	hind
Gander	goose	Uncle	aunt
Hart	roe	Wizard	witch

2. By a difference of termination ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot	abbess	Landgrave	landgravine
Actor	actress	Lion	lioness
Administrator	administratrix	Marquis	marchioness
Adulterer	adulteress	Mayor	mayoress
Ambassador	ambadress	Patron	p <sup>r</sup> otress
Arbiter	arbitress	Peer	peeress
Author	authoress	Poet	poetess
Baron	baroness	Priest	priestess
Bridegroom	bride	Prince	princess
Benefactor	benefactress	Prior	prioress
Count	countess	Prophet	prophetess
Deacon	deaconess	Protector	protectress
Duke	duchess	Shepherd	shepherdess
Elector	electress	Songster	songstress
Emperor	empress	Sorcerer	sorcerer
Enchanter	enchantress	Sultan	{ sultana, or sul tanness
Executor	executrix	Tiger	tigress
Governor	governess	Traitor	traitress
Heir	heiress	Tutor	tutoress
Hero	heroine	Viscount	viscountess
Hunter	huntress	Votary	votress
Host	hostess	Widower	widow
Jew	jewess		

3. By prefixing a distinguishing word ; as,

	<i>Masculine.</i>	<i>Feminine.</i>
Sparrow.	A <i>cock</i> sparrow.	A <i>hen</i> sparrow.
Goat.	A <i>he</i> goat.	A <i>she</i> goat.
Servant.	A <i>man</i> servant.	A <i>maid</i> servant.
Child.	A <i>male</i> child.	A <i>female</i> child.
Descendants.	<i>Male</i> descendants.	<i>Female</i> descendants

## OBSERVATIONS ON GENDER.

55. Many masculine nouns have no corresponding feminine; as, *baker, brewer, &c.*: and some feminine nouns have no corresponding masculine; as, *laundress, seamstress, &c.*

56. Some nouns naturally neuter, are often, by a figure of speech, converted into the masculine or feminine; as, when we say of the sun, "*He* is setting;" of the moon, "*She* is eclipsed;" or of a ship, "*She* sails."

57. In speaking of animals whose sex is not known to us, or not regarded, we assign the masculine gender to those distinguished for boldness, fidelity, generosity, size, strength, &c., as the dog, the horse, the elephant. On the other hand, we assign the feminine gender to animals characterized by weakness and timidity; as, the hare, the cat.

58. In speaking of animals, particularly those of inferior size, we frequently consider them without sex, or of the neuter gender. Thus, of an infant, we say, "*It* is a lovely creature"

59. When the male and female is expressed by distinct terms; as, *shepherd, shepherdess*, the masculine term has sometimes also a general meaning, expressing both male and female, and is always to be used when the office, profession, occupation, &c., and not the sex of the individual, is chiefly to be expressed. The feminine term is used only when the discrimination of sex is necessary. Thus, when it is said, "the Poets of this country are distinguished for correctness of taste," the term "Poet" clearly includes both *male* and *female* writers of poetry. But, "the best Poetess of the age," would be said when speaking only of females.

60. Collective nouns, when the reference is to the aggregate as to one whole, or when they are in the plural number, are to be considered as neuter; but when the reference is to the objects composing the collection as individuals, they take the gender of the individuals referred to.

## EXERCISES.

1. *What is the feminine of*—Father, prince, king, master, actor, friar, priest, heir, hero, Jew, host, hunter, sultan, executor, horse?

2. *What is the masculine of*—Lady, woman, girl, niece, nun, aunt, sister, mother, shepherdess, songstress, widow?

3. Tell of what gender the following nouns are, and why :

Man, horse, tree, field, father, house, mother, queen, count, lady, king, prince, castle, tower, river, stone, hen, goose.

4. Write a sentence on each of the preceding words.

---

#### QUESTIONS.

What is Gender? How many genders? What does each denote? What is meant by common gender? How many, and what are the different ways of distinguishing the sex?—Mention some masculine nouns that have no feminine. What gender is assigned to animals of inferior size? What general meaning do masculine terms sometimes have? When are collective nouns regarded as neuter?

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#### NUMBER.

61. NUMBER is that property of a noun by which it expresses one, or more than one.

62. Nouns have two numbers, the *Singular* and the *Plural*. The singular denotes *one*; as, *book, tree*: the plural, *more than one*; as, *books, trees*.

#### GENERAL RULE.

63. The plural is commonly formed by adding *s* to the singular; as, *book, books*.

#### SPECIAL RULES.

64. RULE 1.—Nouns ending in *s, sh, ch, soft, z, x, or o*, form the plural by adding *es*; as, *Miss, Misses; brush, brushes; match, matches; topaz, topazes; fox, foxes; hero, heroes*.

65. *Exceptions*.—Nouns in *eo, io, and yo*, have *s* only; *cameo, cameos; folio, folios; embryo, embryos*. So, also, *canto, cantos*. Jun to, tyro, grotto, portico, solo, halo, quarto, formerly had

only *s* in the plural; but now more commonly take *es* under the Rule; as, *junto, juntoes, &c.* Nouns in *ch* sounding like *k*, add *s* only, as, *monarch, monarchs.*

66. Whenever *s* or *es* will not coalesce with the final syllable, it adds a syllable to the word; as, *age, pl. ages; box, boxes.*—But where *s* or *es* will coalesce, it does not add a syllable: as *book, books; cargo, cargoes.* The *s* will make an additional syllable only after *e* final, preceded by *g*, or an *s*-sound: as, *cage, cages; race, races; rose, roses.* *Es* will coalesce, and does not add a syllable only after *o*; as, *echo, echoes.*

67. RULE 2.—Nouns in *y* after a consonant, change *y* into *ies* in the plural; as, *lady, ladies.* But,

Nouns in *y* after a vowel, and all proper nouns in *y* follow the general rule (63); as, *day, days; the Pompeys, the Tullys, &c.*

68. RULE 3.—Nouns in *f* or *fe*, change *f* or *fe* into *ves* in the plural; as, *loaf, loaves; life, lives.*

69. *Exceptions.*—Dwarf, scarf, reef; brief, chief, grief, kerchief, handkerchief, mischief; gulf, turf, surf, safe, fife, strife; proof, hoof, reproof, follow the general rule. Also nouns in *ff*, have their plural in *s*; as, *muff, muffs*; except *staff*, plural *staves*; but its compounds are regular; as, *flagstaff, flagstuffs*; *wharf* has either *wharfs* or *wharves*.

EXERCISES.

1. Give the the plural of the following nouns, and the rule for forming it; thus, *Fox, foxes.* Rule—Nouns in *s, sh, ch, soft, z, x, or o*, form the plural by adding *es*. Or, more briefly; nouns ending in *o* form the plural by adding *es*.

Fox, book, leaf, candle, box, coach, duty, knife, echo, loss, cargo, wife, story, church, stone, house, glory, hope, flower, city, difficulty, distress, wolf.

Day, chimney, journey, valley, army, vale, monarch, tyro, grotto, nuncio, gulf, handkerchief, hoof, staff, muff, reef, safe, wharf, fife.

2. *Of what number is*—Book, trees globes, planets, glass, state, foxes, house, hill, river, scenes, stars, berries; peach?

### NOUNS IRREGULAR IN THE PLURAL.

70. Some nouns are irregular in the formation of their plural; such as—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	men	Tooth	teeth
Woman	women	Goose	geese
Child	children	Mouse	mice
Foot	feet	Louse	lice
Ox	oxen	Cow	kine

but now regular, cows.

71. Some nouns have both a regular and an irregular form of the plural; but different significations; as—

<i>Singular.</i>		<i>Plural.</i>
Brother	(one of the same family)	brothers
Brother	(one of the same society)	brethren
Die	(in stamp for coining)	dies
Die	(a small cube for gaming)	dice
Genius	(men of genius)	geniuses
Genius	(a kind of spirit)	genii
Index	(a table of reference)	indexes
Index	(a sign in algebra)	indices
Pea	(as a distinct seed)	peas
Pea	(as a species of grain)	pease
Sow	(an individual animal)	sows
Sow or swine	(the species)	swine
Penny	(a coin — —)	pennies
Penny	(a sum or value)	pence

72. Note.—Though *pence* is plural, yet such expressions as *fourpence*, *sixpence*, &c., as the name of a sum, or of a coin representing that sum is often regarded as singular, and capable of a plural.

73. Compounds ending in *ful* or *full*, and generally those which have the important word last, form the plural regularly; as, *spoon-ful*, *cup-ful*, *coach-ful*, *handful*, *mouse-trap*, *ox-cart*, *camera-obscura*, &c; plural, *spoon-fuls*, *cup-fuls*, *coach-fuls*, &c.

74. Compounds in which the principal word stands first, pluralize the first word; as—

*Singular.*

*Plural.*

Commander-in-chief

Commanders-in-chief

Aid-de-camp

aids-de-camp

Knight-errant

knights-errant

Court-martial

courts-martial

Cousin-german

cousins-german

Father-in-law, &c.

fathers-in-law, &c.

*Man-servant* changes both; as *men-servants*. So also, *women-servants*, *knights-templars*.

75. The compounds of *man* form the plural as the simple word; as, *fisherman*, *fishermen*. But nouns accidentally ending in *man*, and not compounds of *man*, form the plural by the general rule; as, *Turcoman*, *Mussulman*, *talisman*; plural, *Turcomans*, *Mussulmans*, &c.

76. Proper names, when pluralized, and other parts of speech used as nouns, or mere names, form the plural like nouns of similar ending, as, the *Aristotles*, the *Solons*, the *Mariuses*, the *Pompeys*, the *Ciceros*; the *eyes* and *noes*; the *ins* and *outs*; by *sixes* and *sevens*, by *fifties*; three *fourths*, two *halves*; "His *ands* and his *ors*;" "One of the *buts* is superfluous."

77. EXCEPTION.—Such words ending in *y* after a consonant, follow the general rule, and not the special rule; as, the *Livys* the *Tullys*, the *Henrys*—"The *whys* and the *bys*."

78. Letters, marks, and numerical figures, are made plural by adding *'s*; as, "Dot your *i's* and cross your *t's*."—"Your *s's* are not well made."—"The *\*s* and *†s* are not in line."—"Four *0's* = eight *3's*"—*9's* give place to *0's*."

79. Words adopted without change from foreign languages, generally retain their original plural. As a general rule, nouns in *um* or *ion*, have *a* in the plural. Latin nouns in *is*, in the

plural change is into *es*; Greek nouns in *is*, change *is* into *ides*. Latin nouns in *a*, change *a* into *æ*; but Greek nouns change *a* into *ata* in the plural. The following are the most common, some of which, however, from common use, have become so much a part of the language as to have also the regular *English* form of the plural. In the following table these are indicated by the letter R.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumnus	alumni	Chrysalis	chrysalides
Alumna	alumnæ	Crisis	crises
Amanuensis	amanuenses	Criterion	criteria
Analysis	analyses	Datum	data
Animalculum	animalcula, R.	Desideratum	desiderata
Antithesis	antitheses	Diæresis	diæreses
Apex	apices, R.	Effluvium	effluvia
Appendix	appendices, R.	Ellipsis	ellipses
Arcanum	arcana	Emphasis	emphases
Automaton	automata, R.	Eneomium	eneomia, R.
Axis	axes	Ephemeris	ephemerides
Bandit	banditti	Erratum	errata
Basis	bases	Focus	foci
Beau	beaux, R.	Formula	formulæ, R.
Calx	calces, R.	Fungus	fungi, funguses
Cherub	cherubim, R.	Genius	genii
Genus	genera	Nebula	nebulae
Gymnasium	gymnasia, R.	Oasis	oases
Hypothesis	hypotheses	Parenthesis	parentheses
Ignis fatuus	ignis fatui	Phenomenon	phenomena
Index (a point r)	indexes	Radius	radii
Index (in algeb)	indices	Scholium	scholia, R.
Lamina	laminae	Seraph	seraphim, R.
Larva	larvæ	Speculum	specula
Magus	magi	Stamen	stamina, R.
Medium	media, R.	Stimulus	stimuli
Memorandum	memoranda	Stratum	strata
Metamorphosis	metamorphoses	Thesis	theses
Miasma	miasmata	Vertebra	vertebrae
Momentum	momenta, R.	Vertex	vertices, R.
Monsieur	messieurs	Virtuoso	virtuosos
Mr. (master)	messrs (masters)	Vortex	vortices, R.



## OBSERVATIONS ON NUMBER.

80. Some nouns are used *in the singular only*. Such are the names of *metals, virtues, vices, arts, sciences, abstract qualities, and things, weighed, or measured*; as *gold, meekness, piety, idleness, intemperance, sculpture, geometry, wisdom, flour, milk, &c.* Except when different sorts of things are expressed: as, *wines, teas, sugars, liquors, &c.*

81. Some nouns are used *in the plural only*; as, *annals, antipodes, archives, assets, ashes, billiards, bitters, breeches, clothes, calends, colors, (military banners), dregs, goods, hysterics, ices, intestines, literati, lees, letters (literature), minutiae, manners, morals, nones, orgies, pleiads or pleiades, shambles, tidings, thanks, vespers, vitals, victuals.* And things consisting of two parts; as, *bellows, drawers, hose, nippers, pliers, pliers, snuffers, scissors, shears, tongs, &c.*

A few words usually plural, viz: *limbs, embers, entrails, lungs*, have sometimes a singular, denoting a part or portion of that expressed by the plural; as, *bowel, lung, &c.*

82. Some nouns are alike in both numbers; as, *deer, sheep, swine, vermin, salmon, perch; apparatus, hiatus, series, congeries, species, superficies; head* (in the sense of an individual), *cattle*; also *fish*, and sometimes *fowl*, denoting the class; but denoting individuals, they have the regular plural; as, *fishes, fowls.*

83. The words *brace, couple, pair, yoke, dozen, score, gross, hundred, thousand*, and some others, after adjectives of number, are either singular or plural; as, *a brace, a dozen, a hundred; two brace, three dozen, six hundred, &c.* But without an adjective of number, or in other constructions, and particularly after *in, by, &c.*, in a distributive sense, most of these words, in the plural, assume a plural form; as, "In *braces* and *dozens.*" "By *scores* and *hundreds.*" "Worth *thousands.*"

84. I. The following words, plural in form, are sometimes singular, but most commonly plural in signification; viz: *amends, means, riches, pains* (meaning laborious efforts), *odds, alms, wages*; and the names of certain sciences; as *mathemat-*

*ics, ethics, optics, acoustics, metaphysics, politics, pneumatics, hydrostatics, &c*

2. *Means* and *amends*, referring to one object, are singular : to more than one, plural. *Mean*, in the singular form, is now used to signify the middle between two extremes. *Alms* (*cel-messe* Anglo-Saxon) and *riches* (*richesse*, French) are really singular, though now used commonly in a plural sense. *News*, formerly singular or plural, is now mostly singular. *Molasses* and *measles*, though ending-like a plural, are singular, and are so used. *Oats* is generally plural; *gallows* is both singular and plural, though a distinct plural form, *gallowses*, is also in use.

85. The following are singular in form, but in construction various; thus, *foot* and *horse*, meaning bodies of troops, and *people*, meaning persons, are always construed as plural; *cannon*, *shot*, *sail*, *cavalry*, *infantry*, as singular or plural. *People*, when it signifies a community or body of persons, is a collective noun in the singular, and sometimes, though rarely, takes a plural form; as, "Many peoples and nations," Rev. x. 11.

#### THE PLURAL OF PROPER NAMES.

86. Proper names for the most part want the plural; but—

1. Proper names without a title are used in the plural, when they refer to a race or family; as, the "*Campbells*" "*the Stuarts*;" or to several persons of the same name.

3. Proper names with the title of *Mrs.* prefixed, or with any title, preceded by the numerals, *two*, *three*, &c., pluralize the name and not the title; as, "*The Mrs. Howards*;" "*the two Miss Mortons*;" "*the two Mr. Henrys*."

3. But when several persons of the same name are spoken of individually, and distinguished by a particular appellation, or when persons of different names are spoken of together, the title only, and not the name is made plural; as, "*Misses Julia and Mary Robinson*."

Thus far, usage and the rule are settled and uniform;—

4. But in other cases, usage is still unsettled. Some writers, perhaps the majority, pluralize the *title* and not the name; as, "The *Misses* Brown," "the *Messrs.* Harper." Others of equal authority, regarding the title as a sort of adjective, or the whole as a compound name, pluralize the *name* and not the title; as, "The *Miss Browns*;" "the *Mr. Harpers.*" This form is more common in conversation, and, being less stiff and formal, is more likely to prevail. A few improperly pluralize both name and title; as, "The *Misses Browns*;" "the *Messrs. Harpers.*"

5. Names, with other titles prefixed, follow the same analogy; as, "Lords Wellington and Lyndhurst;" "the lords bishops of Durham and St. David's;" "the generals Scott and Taylor."

EXERCISES.

Give the plural of—woman, penny, ox, foot, child, goose, die, son-in-law, erratum, radius, axis, index, cherub.

QUESTIONS.

What is number? How many numbers? How is the plural commonly formed? What nouns add *es*? When do *s* and *es* add a syllable to the word? How do nouns in *y* after a consonant form the plural? How do nouns ending in *y* after a vowel form the plural? How, nouns ending in *f* or *fe*? How do compounds of *man* form the plural? How do proper names form the plural? What is the rule for nouns adopted from foreign languages? What nouns are used only in the singular? What nouns are used only in the plural? What nouns are the same in both numbers? What nouns plural in form are singular in signification? Of what number are *means* and *amends*? When are proper names used in the plural? What is the rule for proper names with a title, as *Mrs* prefixed?

CASES OF NOUNS.

87. CASE is the state or condition of a noun with respect to the other words in a sentence.

88. Nouns in English have three cases, the *Nominative*, *Possessive*, and *Objective*.

89. The *Nominative* case is used—

1. When a noun is used simply as the name of an object.

2. When it is used as that of which something is affirmed; as, "John reads."

3. When it is used as a descriptive; as, "John is a good boy."

4. When it is used absolutely, or independent of any other word; "O. Absalom, my son!"

90. The *Possessive* case connects with the name of an object, the idea of *origin*, *possession*, or *fitness*; as, The *sun's* rays; *John's* book; a *boy's* cap; *men's* shoes.

91. The *Objective* case is used—

1. To denote the object of a transitive verb in the active voice; as, "James assists *Thomas*."

2. To denote the object of a relation expressed by a preposition; as, "They live in *London*."

3. To denote time, value, weight, or measure, without a governing word; as, "James is ten *years* old."

#### GENERAL RULES.

92. The *nominative* and the *objective* of nouns are alike.

93. The *possessive singular* is formed by adding an apostrophe and *s* to the *nominative*; as, *John's*.

94. When the *plural* ends in *s*, the *possessive* is formed by adding an apostrophe only; as, *ladies'*. But when the *plural* does not end in *s*, both the apostrophe and *s* are added; as, *men's*, *children's*.

#### DECLENSION OF NOUNS.

95. Nouns are thus declined—

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>
Nom.	Lady	ladies	Man	men	John
Poss.	Lady's	ladies'	Man's	men's	John's
Obj.	Lady	ladies	Man	men	John

96. Proper names for the most part want the plural.

97. When the nominative singular ends in *ss*, or in letters of a similar sound, the *s* after the apostrophe is sometimes omitted in order to avoid harshness, or, too close a succession of hissing sounds; as: "For goodness' sake," "for conscience' sake," "Davies' Surveying," "Moses' disciples," "Jesus' feet."

PARSING THE NOUN.

98. A noun is parsed etymologically, by stating its accidents, or grammatical properties, kind of noun, person, gender, number, and case.

99. NOTE.—The possessive is easily known by its form. As the nominative and objective of nouns are alike, in parsing nouns in the following lists, all nouns not in the possessive may be said to be in the nominative.

100. The student may parse the word *house* thus—

*House, Noun, Common, Neuter, Singular, Nominative.*

The teacher may then ask, as a sort of review, why do you call *house* a noun?—why, common?—why, neuter?—why singular?—why, the nominative?—requiring a distinct answer to each question. And lastly, he may require the pupil to state these reasons in order, without the questions; thus

*House*—a *Noun* because the name of a thing;

*Common*, because it belongs to all things of the sort;

*Neuter*, because without sex;

*Singular*, because it denotes one, plural, *houses*;

*Nominative*, because it is used *only* as a name—

By repeating this process a few times, all that belongs to the parsing of a noun will become so familiar, and so clearly understood, as to be always easy.

EXERCISES.

Father, brothers, mother's, boys, book, loaf, arms, wife, hats, sisters', bride's, bottles, brush, goose, eagles', wings

echo, ox's horn, mouse, kings, queens, bread, child's toy, grass, tooth, tongs, candle, chair, Jane's boots, Robert's shoe, horse, bridle.

#### QUESTIONS.

What is case? How many cases? When is the nominative used? What does the possessive case do? When is the objective used? What cases are alike? How is the possessive formed? Decline several nouns. How is the possessive formed when the noun ends in *s* or *ss*? How is a noun parsed?—What are the grammatical properties of a noun?

#### THE ARTICLE.

101. AN ARTICLE is a word put before a noun, to indicate the manner in which it is used.

102. There are two articles, *a* or *an* and *the*.

103. *A* or *an* is called the *indefinite* article, because it shows that its noun denotes a person or thing *indefinitely*, or without distinction; as, *A* man, i. e. *any* man, or *some* man; without stating which one.

104. *A* is used before a consonant; as, *a* book; also before a vowel, or diphthong, which combines with its sound the power of initial *y*, or *w*; as *a* unit, *a* use, *a* eulogy, *a* ewe, many *a* one.

105. *An* is used before a vowel or silent *h*; as, *an* age, *an* hour; also before words beginning with *h* sounded, when the accent is on the second syllable; as, *an* heroic action, *an* historical account;—because *h* in such words is but slightly sounded.

106. *A* or *an* is sometimes used in the sense of *one*, *each*, *every*; as, "Six cents *a* pound;" "two shillings *a* yard;" "one dollar *a* day;" "four hundred *a* year."

107. REMARK—In the expressions *a* hunting, *a* fishing, *a* building, and the like *a* is equivalent to *at*, *to*, *in*, *on*, and is not to be regarded, as an article, but as a preposition or prefix.

108. *The* is called the *definite* article, because it shows that its noun is used *definitely*, and refers to some particular person or thing; as, *the man*, i. e., some particular man ascertained or pointed out.

109 PARSING.—The article is parsed by stating whether it is *definite* or *indefinite*, and to what noun it belongs; thus, “*A* book.”—*A* is the indefinite article, and belongs to *book*.

EXERCISES.

Is it proper to say—*a* man, or an man? why?  
*a* apple, or an apple? why?  
*a* house, or an house? why?  
*a* hour, or an hour? why?  
*a* unicorn, or an unicorn? why?  
*a* ewe, or an ewe? why?

1. Prefix the indefinite article *a* or *an* correctly to the following words.

2. Tell which words are nouns, and why—parse them—decline them.

Chair, table, horse, cart, book, house, garden, bird, owl, egg, ear, eye, tree, cow, unit, use, old man, young man, word, hook, pot, bench, desk, room, oven, oak, eulogy, ewe, uncle, aunt;—open wagon, useful contrivance, round stone, old hat, new coat, ice-house, &c.

3. In the following, correct such as are wrong, and give a reason for the change;—parse the articles and nouns.

An cup, a door, a apple, a pear, a ounce, a pound, an hat, an wig, an eulogy, an youth, a honor, a heir, a crow, a ostrich, a pen—a ugly beast, a useful tree, an humming-bird.

QUESTIONS.

What is an Article? How many articles? When is *a* used? When is *an* used? In what sense are *a* and *an* sometimes used? How is an article parsed?

## THE ADJECTIVE.

110. AN ADJECTIVE is a word used to qualify a substantive; as, "A *good* boy;" "a *square* box;" "ten dollars;" "we found him *poor*."

111. A noun is *qualified* by an adjective, when the object named is thereby *described, limited, or distinguished* from other things of the same name. This is done two ways:—

1. Certain adjectives connect with their nouns some *quality* by which the objects named are described or distinguished from others of the same kind; as, "A *red* flag;" "an *amusing* story." Such are *common* and *participial* adjectives.

2. Others merely limit, without expressing any quality; as, "An *American* book;" "ten dollars;" "*last* week;" "*this* year;" "*every* day;" &c. Such are *circumstantial, numeral, and definitive* adjectives.

112. Adjectives, as predicates, may qualify an infinitive mood, or clause of a sentence used as a substantive; as, "*To play is pleasant*."—"*That the rich are happy is not always true*."

113. Several adjectives sometimes qualify the same noun; as, "A *smooth round* stone."

114. An adjective is sometimes used to qualify the meaning of another adjective, both forming a sort of compound adjective; as, "A *bright red* color;" "a *dark blue* coat;" "a *cast-iron* ball."

115. Nouns become adjectives when they are used before other nouns, to express a quality or property belonging to them; as, "A *gold* ring;" "a *silver* cup;" "*sea* water."

116. On the contrary, adjectives without a substantive are sometimes used as nouns; as, "God rewards the *good*, and punishes the *bad*."—"The *virtuous* are the most *happy*." Adjectives used in this way are usually preceded by *the*, and, when applied to persons, are for the most part considered plural.

## NUMERAL ADJECTIVES.

117. Adjectives expressing number are called *Numeral* adjectives. They are of two kinds, *Cardinal* and *Ordinal*.



118. The *Cardinal* numbers indicate *how many*; they are *one, two, three, four, &c.*

119. The *Ordinal* numbers indicate *which one of a number*; they are *first, second, third, &c.* In compound numbers, the last only has the ordinal form; as, *twenty-FIRST*; *two hundred and fifty-THIRD.*

120. Numeral adjectives, being also *names* of numbers are often used as nouns, and so have the inflection and construction of nouns: thus, by *twos*, by *tens*, by *fifties*. For *ten's* sake, for *twenty's* sake. *One* and *one* are *two*. *Two* is an even number.

NOTE—In some arithmetics the language employed in the operation of multiplying is such as, “Twice two *are* four, twice three *are* six”—is incorrect. It should be, “Twice two *is* four,” &c.; for the word *two* is used as a singular noun—the name of a number. The adverb “twice” is not in construction with it, and consequently does not make it plural. The meaning is, “The number taken twice is equal to four.” For the same reason we should say, “Three times *two* is six” because the meaning is, “*Two* taken three times is six” If we say, “Three times one *are* three,” we make “*times*” the subject of the verb, whereas the subject of the verb really is “*one*,” and “*times*” is in the objective of number.  $2:4::6:12$ , should be read, “As 2 *is* to 4, so *is* 6 to 12; not “As two *are* to four, so *are*,” &c.—But when numerals denoting more than one, are used as adjectives, with a substantive expressed or understood, they must have a plural construction.

121. Adjectives in English are indeclinable.

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## COMPARISON OF ADJECTIVES.

123. Most common and participle adjectives have three forms called degrees of comparison; namely, *Positive*, *Comparative*, and *Superlative*.

122. The *Positive* expresses a quality simply; as, “Gold is *heavy*.”

123. The *Comparative* expresses a quality in a higher degree in one object than in another, or in sev

eral taken taken together ; as, "Gold is *heavier* than silver." "He is *wiser* than his teachers."

125. The *Superlative* expresses a quality in one object in the highest degree compared with several others ; as "Gold is the *most precious* of the metals."

126. REMARK.—The superlative degree, when made by prefixing the adverb *most*, is often used to express a very high degree of the quality in an object, without directly comparing it with others ; as, "He is a *most distinguished* man." Thus used, it is called the superlative of *eminence*, and commonly has *a* or *an* before it, if the noun is singular ; or it is without an article, if the noun is plural. The same thing is expressed by prefixing the adverb *very*, *exceedingly*, &c. ; as, "a *very distinguished* man." The superlative of comparison commonly has *the* before it.

#### RULES FOR COMPARISON.

127. RULE 1. Adjectives of one syllable form the comparative by adding *er* to the positive, and the superlative by adding *est* ; as, *sweet*, *sweeter*, *sweetest*.

Words ending in *e* mute, drop *e* before *er* and *est* ; as, *large*, *larger*, *largest*.

•128. RULE 2. Adjectives of more than one syllable, are commonly compared by prefixing *more* and *most* to the positive ; as, *numerous*, *more numerous*, *most numerous*.

129. REMARK.—Though this rule indicates the prevailing usage, yet adjectives of two syllables are not unfrequently compared by *er* and *est* ; as, "Our *tenderest* cares ;" "The *commonest* materials." "Dissyllables in *le* and *y* are generally compared in this way ; as *able* *abler*, *ablest*. All adjectives in *y* after a consonant, change *y* into *i* before *er* and *est* ; as, *dry*, *drier*, *driest* ; *happy*, *happier*, *happiest* ; but *y* after a vowel is not changed ; as, *gay*, *gay*er, *gayest*.

130. A lower degree of quality in one object compared with another, and the lowest compared with several others, is expressed by prefixing *less* and *least* to the positive ; as, *sweet*, *less sweet*, *least sweet*. This, by way of distinction, is sometimes

called the comparison of diminution, or comparison descending.

131. The meaning of the positive is sometimes diminished without employing comparison, by annexing the syllable *ish*; as, *white*, *whitish*; *black*, *blackish*. These may be called diminutive adjectives. So also various shades, degrees, or modifications of quality are frequently expressed by connecting with the adjective such words as *rather*, *somewhat*, *slightly*, *a little*, *too*, *very*, *greatly*, &c., and in the comparative and superlative, by such words as *much*, *far*, *altogether*, *by far*, &c.

## IRREGULAR COMPARISON.

132. The following adjectives are compared irregularly, viz.:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad, evil, or ill	worse	worst
Little	less, sometimes lesser	least
Much or many	more	most
Late	later, irregular, latter	latest or last
Near	nearer	nearest or next
Far	farther	farthest
<i>Forth</i> (obsolete)	further	furthest
Fore	former	foremost or first
Old	older or elder	oldest or eldest

133. *Much* is applied to things weighed or measured, *many*, to things that are numbered; *more* and *most*, to both. *Farther* and *farthest* generally denote place or distance; as, "The *farther* they went, the *more* interesting was the scene," *further* and *furthest* refer to quantity or addition; as, "I have nothing *further* to say." *Older* and *oldest* are applied to persons or things, and refer to age or duration; as, "Homer is an *older* poet than Virgil;" "The pyramids are *older* than the pantheon." *Elder* and *eldest* (from the obsolete *eld*) are applied only to persons of the same family, and denote priority of birth; as, "An *elder* brother." *Later* and *latest* have respect to time; *latter* and *last*, to position or order.

134. Some superlatives are formed by annexing *most*, sometimes to the comparative, and sometimes to the word from which the

comparative is formed: as, *upper, uppermost* or *upmost*, from *up*; *nether, nethermost*; *inner, innermost*, or *inmost*, from *in*; *hinder, hindermost*, or *hindmost*, from *hind*; *outer, outermost*, or *utmost*, from *out*.

#### ADJECTIVES NOT COMPARED.

135. Adjectives whose signification does not admit of increase or diminution, can not properly be compared.

These are—

1. Numerals; as, *one, two, third, fourth, &c.*
2. Proper adjectives; as, *English, American, Roman.*
3. Adjectives that denote *figure, shape, or material*; as, *circular, square, wooden, &c.*
4. Such adjectives as denote *posture or position*; as, *perpendicular, horizontal.*
5. *Definitives*; as, *each, every, all, some, &c.*
6. Adjectives of an *absolute or superlative* signification; as, *true, perfect, universal, chief, extreme, infinite, complete.*

136. REMARK.—Of these last, however, comparative and superlative forms are sometimes used, either to give greater force to the expression, or when the words are used in a sense not strictly absolute or superlative. The following are examples:—

*Extreme*.—"The *extremest* of evils."—

*Chief*.—"Chiefest of the herdsmen."—*Bible*

*Perfect*.—"Having *more perfect* knowledge of that way," i. e. knowledge nearer to perfection.—*Bible*. "*Less perfect* imitation."—*Macaulay*.

*More complete, most complete, less complete*, are common.

PARSING.—In parsing an adjective fully: 1. State its class. 2. Compare, if admitting comparison, and if not compared, so state it. 3. Tell its degree of comparison, if compared. 4. The noun which it qualifies. Do this, always in the same order, and in the fewest words possible.

#### EXAMPLES.

"A wise son maketh a glad father."—"Wisdom is *more precious* than rubies."—"The sluggard is *wiser* in his own conceit, than seven

men that can render a reason.—“*Lying* lips are an abomination to the Lord.”—“*Blessed* are the *pure* in heart.”

*Wise* is a common adjective, compared by *er* and *est*, positive, and qualifies *son*.

*Glad* is a common adjective, compared by *er* and *est*, positive, and qualifies *father*.

*More precious* is a common adjective, compared by *more* and *most*, comparative, and qualifies *wisdom*.

*Wiser* is a common adjective, compared by *er* and *est*, comparative, and qualifies *sluggard*.

*Seven* is a numeral adjective, cardinal, not compared, and qualifies *men*.

*Blessed* is a participial adjective, compared by *more* and *most*, positive, and qualifies *men* understood.

*Pure* is a common adjective, compared by *er* and *est*, positive, and qualifies *men* understood.

EXERCISES.

1. COMPARE—Bright, diligent, thin, noble, bad, pretty, fearful, brave, warm, active, worthy, cold, large, industrious, affable, wise, obedient, gloomy, able, sad, little, strong, near, dutiful, serene, big, good, careless, hot, late, fruitful.

Add to each of these adjectives a noun which it can properly qualify, as, “A bright *day*,” “a diligent *student*,” &c.

2. *In what form are the following adjectives?*—Mild, est, better, high, more, uttermost, happiest, worthless, least, whiter, lowermost, worse, cruel, eldest, gentle, magnificent, best, many, less, gayest; peaceful, virtuous, sweetest, evil, inmost, happier, miserable, temperate, useful, honorable.

Compare each of these adjectives.

Add to each, a noun which it can properly qualify.

3. In the following phrases, tell which words are nouns, and which are adjectives. Parse each word carefully.

A good man ; a kind heart ; a clear sky ; the benevolent lady ; the highest hill ; a skillful artist ; an older

companion; man's chief concern; a lady's lap dog; most splendid talents; the liveliest disposition; a pleasant temper; the raging billows; temples magnificent; silent shades; excellent corn; a loftier tower; a happier disposition; the third day; a round ball; a square table; one good book is better than many bad books.

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### QUESTIONS.

What is an adjective? When is a noun said to be qualified by an adjective? What are participial adjectives? Can an adjective qualify anything but a noun? Can more than one adjective qualify a noun at the same time? When do nouns become adjectives? When do adjectives become nouns? What are numeral adjectives? How many kinds? Are adjectives declinable? How many degrees of comparison? What? What do they denote? How are the degrees formed? How is the positive diminished? In what degree are *superior, inferior* &c? How are *much* and *many* applied? How are *farther* and *further* applied? In what degree are *uppermost, inmost*, &c? What classes of adjectives cannot properly be compared? How is an adjective parsed?

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### PRONOUNS.

137. A PRONOUN is a word used instead of a noun; as, "*John* is a good boy; *he* is diligent in *his* studies."

138. The noun which the pronoun represents or designates, is called its *antecedent*, because, in the third person, it usually stands *before* the pronoun; and, in the first and second, the person intended is indicated by the pronoun itself.

139. Pronouns of the third person are used in writing and speaking, to prevent the frequent and awkward repetition of the noun. Thus, without the pronoun, the above example would read, "*John* is a good boy; *John* is diligent in *John's* studies."

140. A pronoun is sometimes used instead of another pronoun; as, "*You* and *I* must attend to our duty."

141. Pronouns may be divided into *Personal, Relative, Interrogative* and *Adjective*.

I. PERSONAL PRONOUNS.

142. *Personal Pronouns* are those which distinguish the *person* by their form. They are either *Simple* or *Compound*.

SIMPLE PERSONAL PRONOUNS.

143. The simple personal pronouns are *I, thou, he, she, it*; with their plurals, *we, you, they*.

144. Of these, *I* is of the first person, and denotes the *speaker*; *thou* is of the second, and denotes the *person addressed*; *he, she, it*, are of the third, and denote the *person or thing spoken of*.

145. The pronouns *I* and *thou* denote the *speaker*, and the *person addressed*, without previous mention, or even knowledge of their names, the persons intended being sufficiently indicated by their presence, or some other circumstance. The pronouns of the third person refer to some person or thing previously mentioned, or easily understood from the context, or from the nature of the sentence.

146. *He, she, and they*, are frequently used as general terms in the beginning of a sentence, equivalent to "the person," &c., without reference to a noun going before; as, "He [the person] that loveth pleasure shall be a poor man."

147. *They* is also used in a vague sense for "people," in such expressions as, "They say," like the French *on*, or the German *man*.

148. Personal pronouns, like nouns, belong *Person, Gender, Number, and Case*. They are thus declined:—

		SINGULAR.			PLURAL.		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	
1.	<i>M. or F.</i> I	mine	me	We	ours	us	
2.	<i>M. or F.</i> Thou	thine	thee	You	yours	you	
3.	<i>Masc.</i> He	his	him	They	theirs	them	
	<i>Fem.</i> She	hers	her	They	theirs	them	
	<i>Neut.</i> It	its	it	They	theirs	them	

OBSERVATIONS ON PERSONAL PRONOUNS.

149. In many Grammars, the possessive of all the pronouns, except *he* and *it*, has two forms as follows: *My* or *mine*; *thy* or *thine*; *her* or *hers*; *our* or *ours*; *your* or *yours*; *their* or *theirs*. According

to this arrangement, the first form, *my, thy, &c.*, is always used before a noun denoting the object possessed; the second form, *mine, thine, &c.*, never before that noun, but only referring to it as previously mentioned, or evident from the connexion. The possessive case of nouns, is used in both ways. To this classification, there is no important objection; and such as prefer it may readily adopt it, though for reasons assigned, a different classification is here preferred. *Mine* and *thine* are sometimes used as possessives for *my* and *thy*.

150. In this manner, may be explained, the use of the possessive after transitive verbs in the active voice, and after prepositions; thus, "James lost his books, and I gave him *mine*," meaning *my books*.—"A picture of the king's," is a picture of (i. e., from) the king's pictures. So "A book of mine," is a book of (from) my books. "A friend of yours," is a friend of (from) your friends. It is worthy of notice, that though this use of the possessive after *of*, originally and strictly implies selection, or a part only, it has insensibly come to be used when no such selection is, or ever can be, intended. Thus we may say, "that house of yours," "that farm of yours," without intending to imply that any other houses or farms belong to you; and when we say, "That head of yours," selection is obviously excluded by the sense.

151. In proclamations, charters, editorial articles, and the like, *we* is frequently applied to one person.

152. *Thou* is now used only in the solemn style, in addresses to the Deity, or to some important object in nature, or to mark special emphasis, or in the language of contempt. *Ye*, the plural of *thou*, is seldom used (except as the subject of the imperative), and only in the solemn style.

153. *You*, the common plural of *thou*, is now used also to denote one person, but, even when it does so, it always takes a plural verb. This usage has become so fixed and uniform, that some eminent grammarians contend for its being regarded as singular. No advantage, however, would be gained by adopting this proposal, and it seems to accord much more with simplicity, as well as with fact, to regard it as a plural which has come by use to be applied in this manner. In certain kinds of writing, *we* is used in the same way, and so also is the corresponding pronoun in French, and some other modern languages, in which, however, it is always regarded as a plural form.



154. The pronoun *it* is used in a variety of ways :—

1. Properly it is used instead of a neuter noun, word, or substantive phrase; as, "*Life* is short; *it* should be well improved." *Man* is a noun; *it* is irregular in the plural."—"*James* is a good scholar, and he knows *it*," viz., that he is a good scholar. "And the burden that was upon it shall be cut off; for the Lord hath spoken *it*"—*Is.* xxii. 25.
2. It is used as an indefinite subject of the verb *to be*, followed by a predicate in any person or number; as, "*It* is *I*;" "*It* is *you*," "*It* is *they*." &c.
3. It is used in the same manner after the verb *to be*, in interrogative sentences; as, "*Who* is *it*?" "*What* is *it*?" &c.
4. It is prefixed as an introductory subject to such words as *to be*, *to happen*, *to become*, and the like, referring to an infinitive mood, or substantive phrase which follows the verb, and is its true subject; as, "*It* is an honor for man *to cease from strife*; i. e., *To cease from strife* is an honor for man.
5. It is used indefinitely before certain verbs, to denote some cause unknown, or general, or well known, whose action is expressed by the verb; as, "*It* rains;" "*It* snows;"—Verbs before which *it* is thus used, are said to be impersonal.
6. It is sometimes used as a mere expletive; "*Come* and trip *it* as you go."

155. The possessives, *hers*, *it*, *ours*, *yours*, *theirs*, should never be written *her's*, *it's*, *our's*, *your's*, *their's*.

156. *His* and *its* before a noun, are possessive pronouns; without a noun following, they are the possessive case. *Her*, before a noun is the possessive pronoun; without a noun, it is the objective case.

#### COMPOUND PERSONAL PRONOUNS.

157. *Myself* (*ourselves*), *thyself* (*yourselves*), *himself*, *herself*, *itself*, with their plurals, *ourselves*, *yourselves*, *themselves*, are called *Compound personal pronouns*. They are used in two cases—the nominative and the objective. In the nominative they are emphatic, and are added to their respective personal pronouns, or are used

instead of them; as, "I *myself* did it." "*Himself* shall come."—In the objective they are *reflexive*, showing that the agent is also the object of his own act; as, "Judas went and hanged *himself*."

158. The simple pronouns, also, are sometimes used in a reflexive sense: as, "Thou hast hewed *thee* out a sepulchre, as he that hewe h *him* out a sepulchre on high."—*Bible*.

159. *Ourselves* and *yourselves* are used as compounds, corresponding to *we* and *you*, applied to an individual; as, "We *ourselves* will follow." You must do it *yourselves*."

160. The possessive *emphatic* or *reflexive*, is made by adding the word *own* to the possessives *my, thy, his, her, &c.*; as, "God created man in *his own* image."

#### PARSING.

161. Personal pronouns are parsed nearly like the substantives for which they stand. Thus, "I love"—*I* is a pronoun of the first person, masculine or feminine, in the nominative singular.

162. As an additional exercise, a reason may be assigned for each statement, thus:—

I is a *pronoun*, because it stands for a noun or name.

*personal*,—its form determines its person.

*first person*,—it represents the speaker.

*Masculine or Feminine*,—it denotes male or female.

*Nominative*,—subject of *love*.

*Singular*,—it denotes but one.

#### EXERCISES.

163. *Parse the following list as directed.*—I, thou, we, me, us, thine, he, him, she, hers, they, thee, them, its, theirs, you, her, ours, yours, mine, his, it;—myself, ourselves, yourself, himself, themselves.

2. Select the personal pronouns in the following sentences, and parse them; if of the first or second person, state what they designate; if of the third, state the nouns for which they stand.

James says he is older than I, but I am taller than he. That book is mine; take it and read it. Let them do it themselves. When you learn the lesson, come to me, and I will hear you say it. They will go when we return. Thou art the man. Your knife is sharper than mine; lend it to me, if you please, till I mend my pen.

2. Write sentences, each of which shall contain a pronoun in the nominative case—in the objective case.

3. Change the following sentences, so that *it* shall be omitted, and the subject or thing spoken of shall stand first.

It is pleasant to see the sun. It is criminal to deceive. It is manifest that you have been deceived.—It is said the cholera has appeared in England. It is easy to talk.

4. Write sentences of this kind both ways.

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QUESTIONS.

What is a pronoun? What is the antecedent? Why are pronouns used? Into what classes are pronouns divided? What are Personal Pronouns? How many simple personal pronouns? What do they denote? How are *he*, *she* and *they* frequently used? What belong to personal pronouns? Decline each of the simple pronouns? How many forms has the possessive case of the pronouns? How are they explained? When is *we* applied to one person? How is *thou* used? Of what number is *you*? In what different ways is it used? What is the caution in No. 156? Explain the variation in the use of *his* and *its*? What are *myself*, *himself*, &c. How are they used? In what cases? How is the *possessive emphatic* formed?

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II. RELATIVE PRONOUNS.

164. A *Relative Pronoun* is one that relates to, and connects its clause with a noun or pronoun before it called the *antecedent*; as, "The master *who* taught us."

165. The antecedent of a relative may be a noun, a pronoun, an infinitive mood, a clause of a sentence, or any fact or thing implied in it; as, "A *king who* is just, makes his people happy;" "He *that* is wise, is wise for himself;" "He *who* reads all will not be able *to think*, without *which* it is impertinent to read; nor, *to act*, without *which* it is impertinent to think;" "We are bound *to obey*, the Divine law, *which* we can not do without Divine aid;" "The man was said to be *innocent*, *which* he was not."

166. Relative pronouns are of two kinds, *Simple* and *Compound*.

167. The simple relative pronouns are *who*, *which*, *that* and *what*. *That* and *what* are indeclinable, and used only in the nominative and objective. *Who* is masculine, or feminine, and *which* is masculine, feminine, or neuter. They are declined thus:—

	<i>Singular and Plural.</i>	<i>Singular and Plural.</i>
<i>Nom.</i>	Who	Which
<i>Poss.</i>	Whose	Whose
<i>Obj.</i>	Whom	Which

168. *Who* is applied to persons only; as, "The boy *who* reads."

169. *Which* is applied to inferior animals, and things without life; as, "The dog *which* barks"—"The book *which* was lost."

170. The relative, as in Latin, sometimes, for the sake of greater perspicuity, has its antecedent repeated after it; as, "I gave him an ivory handle, *which knife* he still has." this construction, however, is inelegant, and should be avoided.

171. *Which* is applied also to collective nouns, expressing collections of persons, when the reference is to the collection, and not to the persons composing it; as, "The committee *which* was appointed." Also to names of persons considered only as a word; as, "*Nero which* is only another name for cruelty."

172. *Which* has for its possessive, *whose*; as "A religion *whose* origin is Divine." Instead of "*whose*," however, the objective with

of before it is more common; as, "A religion the origin of which is Divine."

173. *That* is applied to both persons and things; as, "The *loy that* reads; "the *dog that* barks;" "the *book that* was lost."

174. *What* is applied to *things* only, and is never used but when the antecedent is omitted; as, "This is *what* I wanted."

175. In the above example, properly speaking, *what* neither includes the antecedent, nor has it understood, in the ordinary sense of that expression. If it included the antecedent, then *what* would be of two cases at the same time, which, if not absurd, is an anomaly not to be readily admitted. If the antecedent were understood, it could be supplied, and then the sentence would stand, "This is the *thing what* I wanted." But this is not English. The truth is, *what* is a simple relative, having, whenever used, like all other relatives, but one case; but yet it has this peculiarity of usage, that it always refers to a general antecedent; omitted, but easily supplied by the mind, and to which belongs the other case in the construction. The antecedent referred to is always the word "*thing*" or "*things*," or some general or indefinite term, obvious from the sense. When that antecedent is expressed, the relative following must be *which* or *that* but never *what*. Thus, "This is *what* I wanted," is equivalent to "This is *that which*, or the *thing which*, I wanted." Hence, though it is true that *what* is equivalent in meaning to *that which* or *the thing which*, yet the error to which it is has imperceptibly led, viz., that *what* is a compound relative, and includes the antecedent, should be carefully avoided.

176. The office of the relative is twofold:—

1. It is sometimes merely *additive*, and connects its clause with the antecedent, for the purpose of further describing, without modifying it; thus used, it is a mere connective, nearly equivalent to *and* with a personal pronoun *he*, *she* *it*, &c.: "Light is a body *which* moves with great celerity"—"Light is a body, *and it* moves with great celerity."

2. It is more commonly *restrictive*, and connects its clause, as an adjunct, with the antecedent, in order to modify or restrict its meaning. Thus used, the relative with its clause is equivalent to an ad-

jective; as, "Every thing *which has life* is an animal" = "Every *living thing is* an animal." When used in this way, the relative can not be resolved into *and* with a personal pronoun, for we can not say, "Every thing is an animal, *and it has life.*"

177. The relative *who* and *which* are used in both senses. *That* is used in restrictive, more commonly than in descriptive clauses.

178. *Which* is sometimes used as a demonstrative adjective pronoun, equivalent to *this* or *these*, and agrees with a substantive following it; as, "*Which* things are an allegory" = "*These* things are an allegory."

179. In English, a relative must always be in the same sentence with its antecedent, and, if restrictive, in close connexion with it.

180. In such sentences as the following: "Shun such *as* are vicious"—"Send such *as* you have"—some grammarians consider the word *as* a relative: in the first example, as the nominative to *are*; and in the second, as the objective, governed by *have*. Others, more properly, regard it, in all such sentences, as a conjunction, and the expressions as elliptical—to be supplied thus: "Shun such *as* [those who] are vicious"—"Send such *as* [those which] you have."

#### COMPOUND PERSONAL PRONOUNS.

181. The relatives *who*, *which*, and *what*, with *ever* or *soever* annexed, are called *compound relatives*. They are used instead of the simple relative and a general or indefinite antecedent; as, "*Whosoever* commit'eth sin is the servant of sin;" that is, "*Any one or every one who* committeth sin," &c. "*Whatever* is evil should be avoided;" that is, "*Every thing which* is evil," &c.

182. Like the relative *what*, the compound relatives are used only when the indefinite antecedent is omitted. Whenever that is expressed, the simple relative *who*, *which*, or *that*, should be used as in the preceding examples.

183. It is therefore not correct to say, either that these relatives include the antecedents, and so have two cases, or that the antecedent is understood. The same reasoning that is applied to the relative *what*, is equally applicable to the compound relatives, only it must be remembered that the antecedent referred to in these, and to which one of the cases properly belongs, is always a general or indefinite term.

184. In old writings the antecedent word is sometimes expressed,

either before or after the compound relative, for the sake of greater emphasis or precision; as, "Blessed is *he, whosoever* shall not be offended in me."—*Eng. Bible.* "*Whosoever*, will, let *him* take the water of life." This usage, however, is now nearly obsolete, except with the word *whatever*; as, "*Whatever* you do, let *it* be done well."

185. *Whoso*, formerly used in the sense of *whoever* or *whosoever*, is now obsolete.

186. *Whatever, whatsoever, whichever, and whichever*, are often used before substantives, as a sort of indefinite adjective; as, "*Whatever* course you take, act uprightly." When thus used, the noun is sometimes placed between *what, which, or whose*, and *soever*; as "*What* course *soever*"—"*Into whose* house *soever* ye enter."

#### PARSING.

187. The relative is parsed by stating its gender, number, case, and antecedent (the gender and number) being always the same as those of the antecedent; thus:

"The boy *who* studies *what* is useful, will improve."

*Who* is a relative pronoun, masculine in the nominative singular, and refers to "boy," as its antecedent.

*What* is a relative pronoun, neuter in the nominative singular, and refers to "thing," or "that," as its antecedent, omitted: if supplied, *what* must be changed into *which*; thus, the *thing which, or that which*.

The pupil may assign reasons for the statements made in parsing.

#### EXERCISES ON THE RELATIVE.

1. Write on the blackboard a list of nouns, arranged in a column on the left side, and write after each its proper relative; thus, "The man—*who*;" "The bird—*which*."

2. In the following sentences, point out the relative, and the antecedent, or word to which it relates. Also state whether it is *additive* or *restrictive* (175)

A man who is generous will be honored. God, by whose kindness we live, whom we worship, who created all things, is eternal. That is the book which I lost. He who

steals my purse, steals trash. This is the boy whom we met. This is the man who did it. These are the books that you bought. The person who does no good, does harm. The woman who was hurt, is well. This is the cat that killed the rat, that ate the malt, that lay in the house, that Jack built.

3. In each of the following sentences, point out the compound relative—mention the antecedent omitted, to which it refers. Insert the antecedent in each sentence, and make the necessary change in the relative ('81)

Whoever steals my purse, steals trash. Whoever does no good, does harm. Whatever purifies the heart, fortifies it. Whatsoever ye would that men should do to you, do ye to them also. Whoever sins, will suffer. I love whoever loves me. Now whatsoever God hath said to thee, do. Whatsoever I command you, do it.

4. In the following sentences, wherever it can be done, change the relative and antecedent for the compound relative:—

Bring with you everything which you see. Any one who told such a story, has been misinformed. Anything that is worth doing at all, is worth doing well. Anything that gives pain to others, deserves not the name of pleasure. Every one who loves pleasure, will be a poor man. From every one, to whom much is given, shall much be required.

### III INTERROGATIVE PRONOUNS.

188. *Who*, *which*, and *what* when used in asking questions, are called *Interrogative Pronouns*; as, “*Who* is there?”—“*Which* will you take?”—“*What* did he say?”

189. *Who* and *which* are declined like the relatives.

190. In questions, *who* is equivalent to *what person*; *which* and *what* have a noun following, to which, like an adjective, they belong,



or refer to one understood, but easily supplied; thus, "Who [what person] is there?"—"Which [book] will you take?"—"What [thing] did he say?"

191. *Who* applies to persons only; *which* and *what* to persons or things.

192. As applied to persons; *who* inquires for the name; *which* for the individual; *what* for the character or occupation; as, "Who wrote that book?"—"Mr. Webster,"—"Which of them?"—"Noah Webster"—"What is he?"—"A lexicographer."

193. The same pronouns used responsively, in the beginning of a dependent clause, or in what is called the indirect question (i. e., in a way which, in an independent clause, would be a direct question), are properly neither *interrogatives* nor *relatives*, but a sort of *indefinite pronouns*. This will be best illustrated by an example:---

*Interrogative* --- "Who wrote that letter?"

*Relative*.--- "I know the person *who* wrote that letter?" that is, I am acquainted with him.

*Indefinite* --- "I know *who* wrote that letter;" that is, I know by whom the letter was written.

194. It is necessary to these words being regarded as indefinites—

1. That they begin a dependent clause; 2. That they do not ask a question; 3. That an antecedent can not be supplied without changing the sense; and 4. That the whole clause be either the subject of a verb or the object of a verb or preposition. These remarks will apply to all the following examples; "I know *who* wrote that letter." "Tell me *who* wrote that letter." "Do you know *who* wrote that letter?" "Nobody knows *who* he is." "Who he is, can not be known." "Did he tell you *who* he is?" "We cannot tell *which* is he." "I know not *what* I shall do." It is uncertain to *whom* that book belongs. "Teach me *what* is truth, and *what* is error."

PARSING.

195. Interrogative pronouns, in both the direct and the indirect questions, are parsed by stating their gender, number, and case; thus:—

"Who comes? I know not *who* comes."

*Who* is an interrogative pronoun, masculine or feminine in the nominative singular.

*Who* is an indefinite pronoun (or an interrogative pronoun used responsively), masculine or feminine, in the nominative singular.

Reasons may be assigned for each statement, as exemplified (162).

#### EXERCISES.

1. Point out in which of the following sentences, *who*, *which*, and *what*, are *relatives*; and in which, *indefinites*.

Who steals my purse, steals trash. To whom did you give that book? What I do, thou knowest not now. Who you are, what you are, or to whom you belong, no one knows. What shall I do? Who built that house? Do you know by whom that house was built! Is that the man who built that house? Which book is yours? Do you know which book is yours? I saw a book which was said to be yours. I know which book is yours. What in me is dark, illumine. What is crooked, can not be made straight. What is wanting, can not be numbered. What is wanted? I know what is wanted.

2. Write sentences, each of which shall contain one of the pronouns in one or the other of these different senses.

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#### QUESTIONS.

What is a relative pronoun? What may the antecedent be? How many kinds? Name the simple relatives. Decline them. How are they applied? When is *which* applied to collective nouns? Is *what* a simple, or a compound relative? (174). What are the offices of the relative? State the difference between the *additive* and the *restrictive* relative? When is *which* a *demonstrative adjective* pronoun? Is *as* a relative? What are compound relatives? What kind of an antecedent have they? When are *whatever*, *whichever*, &c., indefinite adjectives? How is a relative parsed? What are interrogative pronouns? How are they applied. What do they enquire for when applied to persons? How may the indefinite pronoun be known? (193). How are interrogative pronouns parsed?

## IV. ADJECTIVE PRONOUNS.

196. ADJECTIVE PRONOUNS are words used, sometimes like adjectives, to qualify a noun, and sometimes like pronouns, to stand instead of nouns.

197. Adjectives used as nouns, or with a noun understood, commonly take the article *the* before them; as, *the young*; *the old*; *the good*, &c. Adjective pronouns do not.

198. Of the adjective pronouns, the *Possessives* clearly have a double character. As an adjective, they qualify a noun, and as a pronoun, stand instead of a noun. The *Distributives*, *Demonstratives*, and *Indefinites*, as adjectives, qualify a noun expressed or understood, or they stand instead of a noun, and thus may be regarded sometimes as adjectives, and sometimes as pronouns. Hence they are classed by some grammarians as adjectives, and called *pronominal adjectives*; and by others as pronouns, and called *adjective pronouns*. The latter classification and name are here preferred, because they have been admitted into the grammars of almost all languages; and because a change of established nomenclature is an evil of so serious a kind, that it should not be incurred unless for the most urgent reasons.

199. *Adjective Pronouns* are divided into four classes: *Possessive*, *Distributive*, *Demonstrative* and *Indefinite*.

## POSSESSIVE PRONOUNS.

200. The POSSESSIVE PRONOUNS are such as denote possession. They are *my*, *thy*, *his*, *her*, *its*,—*our*, *your*, *their*,—*own*.

201. The possessive pronouns are derived from the personal, and combine the office of the adjective and pronoun, for they always limit one noun denoting the object possessed, and stand instead of another denoting the possessor. They agree with the possessive case of the personal pronoun in meaning, but differ from it in construction. The possessive pronoun, like the adjective, is always followed by its noun; as, "This is *my* book;" the possessive case of the personal is never followed by a noun, but refers to one known or previously expressed; as, "This book is *mine*." The possessive case of nouns is used both ways; as, "This is *John's* book;" or, "This book is *John's*."

202. Formerly *mine* and *thine* were used before a vowel, or the letter *h*, instead of *my* and *thy*; as, "Blot out all *mine* iniquities;" "Commune with *thine* heart." This form is still in use.

203. *His*, *her*, and *its*, when followed by a substantive, are possessive pronouns, not followed by a substantive, *his* is the possessive case of *he*; *her*, the objective case of *she*; and *its*, the possessive case of *it*. In the English Bible, *his* is neuter as well as masculine, and is used where *its* now would be used. See *Prov.* xxiii. 31, *Is.* lx. 21.

204. *Own* is not used as a possessive pronoun by itself, but is added to the other possessive pronouns, or to the possessive case of nouns, to render the possession expressed by them emphatic; as, "My *own* book;" "The possessive pronoun, with *own* following it, may have its substantive understood; as, "This book is *my own*."

#### DISTRIBUTIVE PRONOUNS.

205. The *Distributive* pronouns represent objects as taken separately. They are *each*, *every*, *either*, *neither*.

206. *Each* denotes two or more objects taken separately.

207. *Every* denotes each of more than two objects taken individually, and comprehends them all.

208. *Either* means one of two, but not both. It is sometimes used for each; as, "On *either* side of the river."

209. The distributives are always of the third person singular, even when they relate to the persons speaking, or to those spoken to; as, "Each of *us*—each of *you*—each of *them*—has *his* faults."

#### DEMONSTRATIVE PRONOUNS.

210. The *Demonstrative* pronouns point out objects definitely. They are *this* and *that*, with their plurals, *these* and *those*.

211. *You* and *which*, before a noun, seem more properly to belong to this class of words than to any other; as, "You trembling coward;" "You tall cliff;" "Which things, are an allegory;" "These things," &c.

212. *Former* and *latter*, *first* and *last*, with *the* prefixed, though often used like *that* and *this*, referring to words contrasted, are properly adjectives.

## INDEFINITE PRONOUNS.

213. The *Indefinite* pronouns designate objects indefinitely. They are, *none, any, all, such, whole, some, both, one* (used indefinitely), *other, another*. The three last are declined like nouns.

214. To these may be added, *no, much, many, few, several*, and the like; also, *who, which, and what*, used responsively (192.)

215. *One*, denoting a definite number is a numeral adjective; as, "*One man is sufficient.*" But *one*, referring indefinitely to an individual, is an indefinite pronoun. Thus used, with its noun following, it is indeclinable like the adjective; as "*One man's interest is not to be preferred to another's.*" Without its noun following, it is both singular and plural, and is declinable, like the substantive; as, "*One is as good as another;*" "*One's interest is as good as another's;*" "*He took the old bird and left the young ones.*" "*One might say.*"

The same remark is applicable to the indefinites, *other* and *another*.

216. *None* (*no one*) is used in both numbers, and is never followed by a substantive; as, "*None is so rude;*" "*Among none is there more sobriety.*"

217. *Some* is used with numerals, to signify *about*; as, "*Some fifty years ago.*" This should not be imitated.

218. The expressions, *each other* and *one another*, form what may be called *reciprocal* pronouns, and express a mutual relation between different persons. They have this peculiarity of construction, that the first word of each pair is in the nominative, in apposition with the plural subject, which it distributes, and the second in the objective, governed by the transitive verb or preposition; as, "*They loved each other,*" i. e., *They loved, each the other;*" "*They wrote to one another,*" i. e., *one to another.* *Each other* applies to two; *one another*, to more than two.

219. Some of these indefinites, and words of similar signification, are sometimes used *adverbially* with the comparative degree; as, "*Are you any better?*" "*I am some better;*" "*He is none the better;*" "*-all the better,*" i. e.; "*Are you better in any degree?*" &c.

## PARSING.

Adjective Pronouns are parsed by stating the class to which they belong, and the word which they qualify, thus:—

"Every day brings its own duties."

*Every* is a distributive adjective pronoun, qualifying "*day*."

*Its* is a possessive adjective pronoun; emphatic, qualifying "*du-  
ties*."

*Own* is a dependent possessive adjective pronoun joined with *its*,  
to render the possession expressed emphatic.

#### EXERCISES ON ADJECTIVE PRONOUNS.

1. Point out the adjective pronouns in the following phrases and sentences, and parse them:

Every man is, to some extent, the architect of his own fortune. Do good to all men—injury to none. All things come alike to all. Your own friend, and your father's friend, forsake not. This one, or that one, will answer my purpose; both are good.—Some men love their money more than their honor.

#### EXERCISES ON PRONOUNS PROMISCUOUSLY.

In the following phrases and sentences, point out the pronouns, and parse them, as already directed:—

Train up a child in the way he should go, and when he is old, he will not depart from it. Remember thy Creator and thy Redeemer, in the days of thy youth. Feeble are all those pleasures in which the heart has no share.

#### EXERCISES ON ALL THE PRECEDING PARTS OF SPEECH.

In the following sentences, point out the nouns, articles, adjectives, and pronouns, in the order in which they occur, and parse them:

My son, forget not my law; but let thy heart keep my commandments: For length of days, and long life, and peace, shall they add to thee. Let not mercy and

truth forsake thee : bind them about thy neck, write them upon the table of thy heart. Honor the Lord with thy substance, and with the first-fruits of all thine increase : So shall thy barns be filled with plenty, and thy presses shall burst out with new wine.—Happy is the man that findeth Wisdom. Length of days is in her right hand, and in her left hand, riches and honor. Her ways are ways of pleasantness, and all her paths are peace.”

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QUESTIONS.

What are Adjective Pronouns? Do they take an article before them? What are the two characters of the Possessive? Into what classes are Adjective Pronouns divided? Which are Possessives? Can they be used without a noun? How were *mine* and *thine* formerly used? What is said of *his*, *her* and *its* in No. 201? How is *own* used? What are Distributive pronouns? What are the words and what does each of them mean? What are Demonstrative pronouns? What words? What is said of *you*, *what*, *former* and *latter*? What are Indefinite pronouns? Name them? What is said of *one*? What is said of *none* and *some*?—How are Adjective pronouns parsed?

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THE VERB.

220. A VERB is a word used to express the *act*, *being*, or *state*, of its subject; as, “John *runs* ;” “The boy *sleeps* ;” “We *are* ;” “He *is loved*.” Hence—

A word that expresses the *act*, *being*, or *state* of a thing, is a verb. Thus, we say *runs* is a verb, because it expresses the act of *John*.

221. The subject of a verb is that person or thing, whose *act*, *being*, or *state*, the verb expresses. Thus, in the preceding examples, “*runs*” expresses the act of “*John*”—“*sleeps*,” the state of “*boy*”—“*are*,”

the being or existence of "*we*," and "is loved," the state of "*he*," as the object acted upon. In like manner, in the sentences, "*Let him come*;" "*I saw a man cutting wood*;" "*let*," expresses the act of *thou* understood, denoting the person addressed— "*come*," the act of "*him*," and "*cutting*," the act of "*man*."

222. Verbs are of two kinds, *Transitive* and *Intransitive*.

223. A TRANSITIVE verb expresses an act done by one person or thing to another; as, "*James strikes the table*."

224. An INTRANSITIVE verb expresses the *being* or *state* of its subject, or an *act* not done to another; as, "*I am*;" "*He sleeps*;" "*You run*."

225. In this division, Transitive (passing over,) verbs include all those which express an act that *passes over* from the actor to an object; or the meaning of which has such a reference to an object, as to render the expression of it necessary to complete the sense; as, "*He LOVES us*;" "*I HEAR you*;" "*James RESEMBLES his brother*;" "*He HAS a book*."

Intransitive verbs include all those which are not transitive, whether they can express action or not; as, "*I am*;" "*You walk*;" "*They run*."

226. These two classes of verbs may be thus distinguished:—

1. *Transitive* verbs in the active voice require an *object* after them to complete the sense; as, "*James strikes the table*;"—*Intransitive* verbs do not require an object after them, but the sense is complete without it; as, "*He sits*;" "*You ride*;" "*The wind blows*;" "*The wheel turns*."

2. As the object of a transitive active verb is in the objective case, any verb which makes sense with *me*, *thee*, *him*, *her*, *it*, *them*, after it, is transitive. A verb that does not make sense with one of these words after it, is intransitive; thus, *strikes* is transitive, because we can say, "*James strikes me*;" *sleeps* is intransitive, because we can not say, "*James sleeps me*." Hence—

When a verb in the active voice, has an object, it is *transitive*; when it has not an object, it is *intransitive*.

3. In the use of *transitive* verbs, three things are always implied—the *actor*, the *act*, and the *object* acted upon; in the use of *intransitive* verbs, there are only two—the *subject*, and the *being*, *state*, or *act*, ascribed to it.



227. Intransitive verbs are sometimes rendered transitive—

1. When followed by a noun of the same, or similar signification, as an object; as, *intransitive*, "I run;" *transitive*, "I run a race."
2. By the addition of another word; as, *intransitive*, "I laugh;" *transitive*, "I laugh at."

228. The same words are sometimes used in a transitive, and sometimes in an intransitive sense. Thus, in the sentence, "Charity *thinketh* no evil," the verb is transitive. In the sentence, "Think on me," it is intransitive.

229. So also verbs, really transitive, are intransitive, when they have no object, and the sense intended, being merely to denote an exercise, is complete without it. Thus, when we say, "That boy reads and writes well"—"reads" and "writes," are really transitive verbs; because a person who reads and writes, must read or write something. Yet as the sense is complete without the object nothing more being intended than simply, "That boy is a good reader and writer," the verbs, as here used, are intransitive.

#### EXERCISES.

In the following sentences, tell which words are verbs, and why—which are intransitive, and why.

That boy studies grammar. The girls play. Grass grows in the meadows. The farmer ploughs his field, and sows his grain. Romulus built Rome. The sun shines. The winds blow. The tree fell. Bring your books, and prepare your lessons. Have you recited? Who read last? God created the heavens and the earth. Columbus discovered America.

#### QUESTIONS.

What is a verb? What is the subject of a verb? How many kinds of verbs? What is a transitive verb? What is an intransitive verb? Do intransitive verbs express action? What do transitive verbs require after them? How may a transitive verb be known? What three things are required in the use of transitive verbs? How are intransitive verbs rendered transitive? When may transitive verbs be used intransitively?

## DIVISION OF VERBS.

230. In respect of form, verbs are divided into *Regular*, *Irregular*, and *Defective*.

231. A **REGULAR** verb is one that forms its *past tense* in the indicative active, and its *past participle*, by adding *d* or *ed* to the present; as, present, *love*; past, *loved*; past participle, *loved*.

232. An **IRREGULAR** verb is one that does not form its *past tense* in the indicative active, and its *past participle*, by adding *d* or *ed* to the present; as, present, *write*; past, *wrote*; past participle, *written*.

233. A **DEFECTIVE** verb is one in which some of the parts are wanting. To this class belong chiefly, *Auxiliary* and *Impersonal* verbs.

## AUXILIARY VERBS.

234. **AUXILIARY** (or helping) verbs are those by the help of which other verbs are inflected. They are *do*, *have*, *be*;—*shall*, *will*;—*may*, *can*, *must*: and except *be*, they are used only in the present and past tenses; thus,—

<i>Present.</i>	Do,	have,	shall,	will,	may,	can,	must.
<i>Past.</i>	Did,	had,	should,	would,	might,	could,	—.

*Be*, *do*, and *have*, are also principal verbs.

**SHALL** and **WILL**, expressing *resolution*, *purpose*, &c.

235. *Will* denotes the *purpose*, *resolution*, or *inclination*, of a person, in reference to his *own* acts; and *shall*, his *purpose*, &c., in reference to the acts of *others* over whom he has authority or power.

236. Fixed purpose or determination is expressed in a more positive and absolute manner in the first person by *shall* than by *will*, because in this way, the person, as it were, divests himself of will, and puts himself entirely at the disposal of another. Thus, a person may say “I *shall* go, though much against my inclination.”

For this reason, *shall* is more polite and respectful in a promise, and more offensive in a threat, than *will*.

*Interrogatively.*

237. In asking questions, these auxiliaries in this sense, are used with reference to the will of the second person, to whom a question is always supposed to be addressed, and hence are used as in the second of the above forms; thus—

*Shall I write? Will you write? Shall he write?—Equivalent to—*

Is it your purpose that I *shall* write?—you *will* write?—he *shall* write?

*SHALL and WILL expressing futurity.*

238. In regard to simple futurity, the use of *shall* and *will* is directly the reverse of what it is in the expression of resolution: that is, *will* takes the place of *shall*, and *shall* takes the place of *will*. In other words, when a person in reference to himself foretells what is future, *shall* is used; and in reference to others, *will* is used.

239. But when the thing foretold is regarded, either as pleasing or repugnant *shall* is used with reference to the first person, even when others are represented as foretelling.

*Interrogatively respecting the future.*

240. *Shall* is used interrogatively in the first and the second person, and *will* in the third.

241. *Shall* is used, instead of *will*, after the connectives, *if, provided, though, unless, &c.*—the adverbs *when, while, until, after, before, &c.*—and also after *whosoever*, or a relative pronoun in a restrictive clause.

242. *Should*, the past tense of *shall*, and *would*, the past tense of *will*, are auxiliaries of the past potential; and in dependent clauses are used in the same manner after a past tense, that *shall* and *will* are used after the present or future.

*May, can, must—might, could—to be.*

243. *May* denotes present liberty or permission; *can*, present ability; and *must*, present obligation or necessity.

244. *May* sometimes denotes mere possibility.

245. *May*, before the subject of a verb, is used to express a wish or prayer; as, "May you be happy!"

246. *Might* and *could* express, in past time, the same ideas generally that are expressed by *may* and *can* in the present.

247. *Might*, before the subject, is also used to express a wish; as, "*Might* it but turn out to be no worse than this."

248. The verb "*to be*," in all moods and tenses, is used as an auxiliary in forming the passive voice. Also in the progressive form of the active voice; as, "*I am writing*;" "*He was writing*."

249. All these auxiliaries are sometimes used, without their verb, to express, by elipsis the same thing as the full form of the verb, together with its adjuncts, when that is used immediately before, either in the same or in a different tense; thus, "*He writes poetry as well as I do*."

250. The verb *do* (not auxiliary) is sometimes used as the substitute of another verb or phrase previously used; as, "*We have not yet found them all, nor ever shall do*."--*Milton*.--"*Lucretius wrote on the nature of things in Latin, as Empedocles had already done in Greek*."--*Acton*.

#### EXERCISES.

1. Correct the errors in the following sentences, and give a reason for the correction: --

I will be a loser by that bargain. I will be drowned and nobody shall help me. I will be punished if I do wrong.— You shall be punished if you do not reform. It shall probably rain to-morrow. If you shall come I shall come also.— I will be compelled to go home. I am resolved that I shall do my duty. I purposed that if you would come home I should pay you a visit. I hope that I will see him. I hoped that I would see him. You promised that you should write me soon. He was of opinion that we should hear a good lecture. He shall come of his own accord, if encouragement will be given.

2. In the following, tell which expressions are right, and which are wrong, and why: --

It is thought he shall come. It will be impossible to get ready in time. Ye will come to me. He shall have your reward. They should do as they ought. We are resolved that we will do our duty. They are resolved that they

shall do their duty. I am determined that you will do your duty. I am sure you will do your duty.

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QUESTIONS.

What is a regular verb? An irregular? A Defective? What are auxiliary verbs? Name them. Give the present and past tense of each. Which are also principal verbs? What does *will* denote? What does *shall* denote? How is fixed purpose expressed? How are *shall* and *will* used in interrogations? How are *shall* and *will* used in expressing futurity? When is *shall* used with the first person? What is the rule for *shall* and *will* used interrogatively? What is the rule with *if, provided, &c.,?* What does *may* express? Might? How is the verb *to be* used? How many auxiliaries be used? For what is *do* sometimes used?

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INFLECTION OF VERBS.

251. To the inflection of verbs belong, *Voices, Modes, Tenses, Numbers and Persons.*

OF VOICE.

252. VOICE is a particular form of the verb, which shows the relation of the *subject* or thing spoken of, to the *action* expressed by the verb.

253. Transitive verbs have two voices, called the *Active* and the *Passive*.

254. The ACTIVE VOICE represents the subject of the verb as *acting*; as, "JAMES *strikes* the table."

255. The PASSIVE VOICE represents the subject of the verb as *acted upon*; as, "The TABLE *is struck* by James."

In other words, the verb, in the active voice, expresses the *act* of its subject—in the passive, it expresses the *state* of its subject, as affected by the act. In the active voice, the subject of the verb *acts*—in the passive, it *is acted upon*.

256. *Intransitive* verbs can have no distinction of voice, because they have no object which can be used as the subject in the passive. Their form is generally active; as "I *stand*;" "I *run*." A few are also used in the passive form, but with the same sense as in the active; as, "He *is come*;" "They *are gone*;" equivalent to, "He *has come*;" "They *have gone*."

257. Intransitive verbs are sometimes rendered transitive, and so capable of a passive form—

1. By the addition of another word thus, "I *laugh*," is intransitive; "I *laugh at* (him)" is transitive; passive, "He *is laughed at* (by me)."

2. Intransitive verbs are transitive, when followed by a noun of similar signification as an object; as intransitive, "I *run*;" transitive, "I *run a race*;" passive, "A race *is run by me*."

3. Intransitive verbs become transitive, when used in a *causitive* sense; that is, when they denote the *causing* of that act or state which the verb properly expresses; as, "Walk your horse round the yard." "The proprietors *run a stage coach daily*."

4. Many verbs in the active voice, by an idiom peculiar to the English, are used in a sense nearly allied to the passive, but for which the passive will not always be a proper substitute. Thus we say, "The field *ploughs well*"--"These lines *read smoothly*"--"The fruit *tastes bitter*." When used in this sense, they may properly be ranked with intransitive verbs, as they are never followed by an objective case.

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#### QUESTIONS.

What belong to the inflection of verbs? What is voice? How many voices? What does the active voice represent? What does the passive voice represent? Have intransitive verbs any distinction of voice? What form have they? What are the three ways by which intransitive verbs are rendered transitive? What peculiar form of the verb is sometimes used?

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#### MOODS.

258. Mood is the *mode* or *manner* of expressing the signification of the verb.

259. The moods in English are five; namely, the *Indicative, Potential, Subjunctive, Imperative, and Infinitive.*

260. The INDICATIVE mood declares the fact expressed by the verb, *simply and without limitation*; as, "He is"—"He loves"—"He is loved."

261. The POTENTIAL mood declares, not the fact expressed by the verb, but only its *possibility, or the liberty, power, will, or obligation, of the subject with respect to it*; as "The wind *may blow*"—"We *may walk*"—"I *can swim*"—"He *would not stay*"—"Children *should obey* their parents."

In other words, the potential mood expresses, not what the subject *does or is, &c.*, but what it *may, can, must, might, could, would, or should do or be, &c.*

262. Both the indicative and potential mood are used *interrogatively*; as, "Does he love?" "Can he write?" They are also used without dependence on another verb, and express a complete idea in themselves. "James writes a letter," and "James can write a letter," are equally complete and independent sentences.

263. The SUBJUNCTIVE mood represents the fact expressed by the verb, not as actual, but as *conditional, desirable, or contingent*; as, "If he *study*, he will improve."—"O that thou *wert* as my brother!"

264. This mood, as its name implies, is always *subjoined to, and dependent on, another verb expressed or understood.* "If he *study*, he *will improve.*" "O [I *wish*] that thou *wert,*" &c.

265. The conditionality or contingency, &c., expressed by this mood, is usually intimated by such conjunctions as *if, though, lest, unless, so, &c.* prefixed, which however, make no part of the verb.

266. The same thing is sometimes expressed without the conjunction, by merely putting the verb or auxiliary before the subject or nominative; as, "Had I," for "If I had." "Were he," for "If he were." "Had he gone," for "If he had gone," &c.

267. The IMPERATIVE mood *commands, exhorts, entreats or permits*; as, "Do this"—"Remember thy Creator"—"Hear, O my people"—"Go thy way for this time."

268. The **INFINITIVE** mood expresses the meaning of the verb in a general manner, without any distinction of person or number; as, *to love*.

269. The infinitive is often used as a verbal noun in the nominative case, as the subject of a verb; as, "*To play is pleasant.*" Or in the objective, as the object of a transitive verb in the active voice, or of a preposition; as, "*Boys love to play*"—"He is *about to go*"—"What went ye out *for to see*?"

270. The infinitive mood generally has no subject; yet the *act, being, or state*, expressed by it, is referable to some word connected with it. Thus, in the above examples, *to play* is referable to *boys*. But when the infinitive as a subject has its own subject, it is in the objective case, introduced by *for*; as, "*For us to lie*, is base." But when the infinitive with its subject is the object of a transitive verb, that subject in the objective case needs no connecting word; as, "*We believe him to be sincere.*" Here, *him* is the subject of *to be*.

271. The infinitive *active*, by an anomaly not uncommon in other languages, is sometimes used in a *passive* sense; as, "*You are to blame*," (to be blamed). "*A house to let.*" "*A road to make.*" "*Goods made to sell.*" "*Knives to grind,*" &c.

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#### QUESTIONS.

What is mood? How many, and what are the moods? What distinguishes the indicative mood? How does the potential declare a fact? What does the potential express? How does the subjunctive represent a fact? Upon what is this mood always dependant? What indicates the contingency of this mood? How may contingency be expressed without a conjunction? Describe the imperative mood. Define the infinitive. How is the infinitive often used? Does the infinitive have a subject? What anomaly occurs in the use of the infinitive.

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#### TENSES.

272. **TENSES** are certain forms of the verb, which serve to point out the distinctions of time.

273. The tenses in English are six—the *Present*, the



*Present-perfect*, the *Past*, the *Past-perfect*, the *Future*, and the *Future-perfect*.

274. Of these, the present and the past only, in the indicative mood, and the present in the subjunctive, are simple tenses, consisting of the verb only; as, "I love"—"I loved." All the rest are compound, consisting of the auxiliary and the verb; as, "I have loved."

#### TENSES OF THE INDICATIVE MOOD.

275. The PRESENT tense expresses what is going on at the present time; as, "I love"—"I am loved."

276. This tense is used also to express what is *habitual* or *always true*; as, "Virtue is its own reward." It is used, in animated narration, to express past events with force and interest, as if they were present; as, "Cæsar leaves Gaul, crosses the Rubicon, and enters Italy."

277. It is used sometimes, instead of the *present-perfect* tense, in speaking of authors long since dead, when reference is made to their works which still exist; as, "Moses tells us who were the descendants of Abraham."

278. The PRESENT-PERFECT tense represents an action or event as completed at the present time, or in a period of which the present forms a part; as, "I have sold my horse"—"I have walked six miles to-day"—"John has been busy this week."

279. The sign of the present-perfect is *have*—inflected, *has*, *has*, or *hath*.

280. This tense is used to express an act or state continued through a period of time reaching to the present; "He has studied grammar six months."

281. It is used to express acts long since completed, when the reference is not to the act of finishing, but to the thing finished and still existing; as, "Cicero has written orations."

282. Sometimes this tense is used in effect to deny the present existence of that of which the verb expresses the completion; "I have been young"—meaning, this is now finished—I am young no more.

283. The PAST tense expresses what took place in *past time*; as, "In the beginning God created the heavens"—

“God said, Let there be light”—“The ship sailed when the mail arrived.”

284. The time expressed by this tense is regarded as *entirely past* and, however near to the present, it does not embrace it; as, “I saw your friend a moment ago.”

285. This tense is used to express what was *customary* in past time; as, “She attended church regularly all her life.”

286. The PAST-PERFECT tense represents an action or event as completed at or before a certain past time; as, “I had walked six miles that day”—“John had been busy that week.”

287. The sign of the past-perfect is *had*; second person, *hadst*.

288. The FUTURE tense expresses what will take place in *future time*; as, “I will see you again, and your hearts shall rejoice.”

289. The signs of the future are *shall, will*.

290. The FUTURE-PERFECT tense intimates that an action or event will be completed at or before a certain time yet future; as, “I shall have got my lesson by ten o'clock.”—“He will have finished his letter before you are ready.”

291. The signs of the future perfect are *shall have, will have*.

#### TENSES OF THE POTENTIAL MOOD.

292. The Potential mood has *four* tenses—the *Present*, the *Present perfect*, the *Past*, and the *Past-perfect*.

293. The *Present* potential expresses present liberty, power, or obligation. The signs of the Present are, *may, can, must*.

294. The signs of the Present perfect potential are, *may have, can have, must have*.

295. The signs of the Past potential are, *might, could, would, should*.

296. The signs of the Past-perfect potential are, *might have, could have, would have, should have*.

297. The *Future* and *Future-perfect* are wanting in the Potential.

## TENSES OF THE SUBJUNCTIVE MOOD.

298 The Subjunctive mood, in its proper form, has only the Present tense. The verb "*to be*" has the present and the past.

299. The *Present* subjunctive, in its proper form, according to present approved usage, has always a *future* reference; thus, "If he *write*," is equivalent to, "If he should write," or, "If he shall write." Uncertainty or contingency respecting a supposed *present* action or state, is expressed by the *present indicative* used subjunctively; as, "If he writes as well as he reads, he will succeed."

300. The PRESENT-PERFECT subjunctive is only the same tense of the indicative, used subjunctively.

301. The *Past* subjunctive is used in two senses—

1. It is used to express a *past* action or state, as conditional or contingent; as, "If he *wrote* that letter he deserves credit, and should be rewarded."

2. It expresses a supposition with respect to something *present*, and implies a denial of the thing supposed; as, "If I had the money now, I would pay it," implying, I have it not.

## TENSE OF THE IMPERATIVE MOOD.

302 The Imperative mood has only the present tense, and that has respect to the time of the *command*, or *exhortation*.

## TENSES OF THE INFINITIVE MOOD.

303. The Infinitive mood has two tenses, the *Present* and the *Perfect*. These do not so properly denote the *time* of the action, &c., as its *state*; as, "To write"—"To have written."

304. The *Present* infinitive expresses an act or state not finished, indefinitely, or at any time referred to, expressed or implied; as, "I wish *to write*"—"I wished *to go*"—"Apt *to teach*."

305. The sign of the present infinitive is, *to*.

306. After the verb *to be*, the present infinitive is sometimes used to express a future action or event; as, "He is *to go*;" "If we were *to go*."

307. The *Perfect* infinitive expresses an act or state as perfect or finished, at any time referred to, expressed or implied; as, "He is said *to have written*."

308. The sign of the perfect infinitive is, *to have*.

309. In the use of the infinitive, it is necessary to observe, that the *Present* must never be used in circumstances which imply a *finished* act; nor the *Perfect* in circumstances which imply an act *not finished*.

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### QUESTIONS.

What are tenses? How many, and what are they? Which of them are simple tenses? Explain the uses of the present tense described in Nos. 276, 277? What does the present-perfect represent? What is its sign? What is its use in Nos. 280-1-2? What does the past tense express? What other uses has it? What does the past-perfect represent? What is its sign? How many tenses has the potential mood? Name them. What does the present express? What are the signs of each of the tenses? How many tenses has the Subjunctive mood, properly? Give the substance of 299. What are the two senses of the past? How many tenses has the imperative mood? How many has the infinitive? What does each of them express? What are their signs?

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### PARTICIPLES.

310. A PARTICIPLE is a word which, as a verb, expresses an action or state, and, as an adjective, qualifies a noun; as, "*He came seeing*"—"Having finished our task we may play."

311. Verbs have three participles—the *present*, the *past* and the *perfect*; as, *loving, loved, having loved*, in the active voice; and *being loved, loved, having been loved*, in the passive.

312 The present participle active always ends in *ing*. In all verbs it has an active signification, and denotes an action or state as continuing and progressive; as, "James is *building* a house."

313. The *Present* participle passive has always a passive signification, but it has the same difference of meaning with respect to the time or state of the action as the present indicative passive.

314. The *Past* participle has the same form in both voices. In the *active voice* it belongs equally to transitive and intransitive verbs—has always an active sense forms, with the auxiliaries, the Present-perfect and the Past perfect tenses and is never found but thus combined; as, “has loved,” “had loved,” &c. In the *passive voice* it has always a passive sense, and, with the verb *to be* as an auxiliary, forms the passive voice; as, “He is loved;” or without it, qualifies a noun or pronoun; as, “A man loved by all, hated by none.” The difference between the active and the passive participle will be seen in the following example, viz. ACTIVE “He has concealed a dagger under his cloak;” PASSIVE--“He has a dagger concealed under his cloak.”

315. The *Perfect* participle is always compound, and represents an action or state as completed at the time referred to. It has always an active sense in the active voice, and a passive sense in the passive: as, ACTIVE: “Having finished our task, we may play.” PASSIVE: “Our task having been finished, we may play.”

316. The *Present* participle active, and the *Past* participle passive, when separated from the idea of time, become adjectives, and are usually called *participial* adjectives; as, “An amusing story”—“A bound book.”

317. The participle in *ing* is often used as a *verbal noun*, having the nominative and objective cases, but not the possessive. In this character, the participle of a transitive verb may still retain the government of the verb; as, “In keeping his commandments there is great reward;” or, it may be divested of it by inserting an article before it, and the preposition *of* after it; as, “In the keeping of his commandments.” When *of* follows the participle, *the* should precede it. But *of* can not be used before a preposition.

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## NUMBER AND PERSON.

318. Every tense of the verb has two NUMBERS, the *Singular* and the *Plural*, corresponding to the singular and plural of nouns and pronouns.

319. In each number, the verb has three PERSONS, called the *first*, *second*, and *third*. The first asserts of the person *speaking*; the second, of the person *spoken to*; and the third, of the person or thing *spoken of*.

320. The subject of the verb, in the first person singular, is always *I*, in the plural *we*: in the second person singular *thou*; in the plural, *ye* or *you*: in the third person, the subject is the name of any person or thing spoken of, or a pronoun of the third person, in its stead; also it may be an infinitive mood, or a clause of a sentence, or any thing of which a person can think or speak.

321. In ordinary discourse, the imperative mood has only the second person, because a *command*, *exhortation*, &c., can be addressed only to the person *spoken to*.

322. In such expressions as ‘*Let us love*’---‘*Let him love*’---‘*Let them love*’---phrases by which the first and the third person of the imperative in some languages are rendered---*let* is the proper imperative in the second person, with *thou* or *you* as its subject understood, and *love* the infinitive without the sign. Thus, “*Let [thou] us love,*” &c.

323. This mode of expression is sometimes used, when no definite individual is addressed; as, “*Let there be light.*”

324. Among the poets, however, we sometimes find a *first* and a *third* in the imperative: as, “*Confide we* in ourselves alone”---“*With virtue we be armed.*”---*Hunt's Tasso*. “*And rest we here,* *Matilda said.*”---*Scott*.

325. Such expressions as “*Hallowed be thy name*”---“*Thy kingdom come,*”---“*Be it enacted*”---“*So be it,*” &c., may be regarded either as examples of the *third* person in the imperative, or as elliptical for “*May,*” or “*Let it be enacted*”---“*Let it be so,*” &c.

326. The *infinitive*, because it usually has no subject, has neither *number* or *person*.

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## CONJUGATION.

327. The CONJUGATION of a verb is the regular combination and arrangement of its several *voices*, *moods*, *tenses*, *numbers* and *persons*.

328. In the active voice most verbs have three forms—the *Common*, the *Progressive*, and the *Emphatic*.

1. The *Common* form expresses the simple existence of the fact ; as, "He *speaks*"—"She *writes*"—"They *talk*."
2. The *Progressive* form represents an action as begun, and in progress, but not completed. It is formed by annexing the present participle to the verb "to *be*," through all its moods and tenses ; as, "*I am writing*," &c.
3. The *Emphatic* expresses a fact with emphasis. It is formed by prefixing *do* in the present and *did* in the past ; as, "*I do learn*"—"I *did learn*."

329. To these may be added, the *solemn* form of the third person singular, present indicative, ending in *th*, or *eth*, instead of the *common*, in *s* or *es*. Thus—solemn form, *loveth*, *hath loved* ; common, *loves*, *has loved*.

330. The tenses of the verb, inflected without an auxiliary are called *SIMPLE* tenses, those inflected with an auxiliary are called *COMPOUND* tenses.

331. The only regular terminations added to the verbs are—

1. *The tense endings* : *d* or *ed* of the past tense ; and *ing* of the present participle.
2. *The personal endings* ; *st*, or *est*, of the second person singular ; and *s*, *es*, or *eth*, of the third. The other changes are made by auxiliaries.

332. In the present and past tense, when *st* will easily coalesce with the final consonant, it is added in the same syllable ; as, *saidst*, *lovedst*. But when it will not easily coalesce, or the verb ends in a vowel sound, *est* is commonly added, and forms another syllable ; as, *wishest*, *teachest*, *lovest*, *goest*, *drawest*, *sayest*, *vercest*, *blessest*, &c.

333. In the present indicative, the endings of the third person singular, *s* or *es*, are subject to the rules for the plural number of nouns ; as, *sits*, *reads*, *wishes*, *teaches*, *loves*, *goes*, *draws*, *carries*, *says*, &c.

334. In the solemn style, instead of *s* or *es*, the third person singular has *eth*, which always adds a syllable, except in *doth*, *hath*, *saith* for *doeth*, *hatheth*, *sayeth*.

335. The verb *need* is often used in the third person singular of the present tense, without the personal ending ; as, "The truth *need* not be disguised"—"It *need* not be added."

336. The principal parts of the verb are the *Present indicative*, the *Past indicative* and the *Past participle*. In

parsing, the mentioning of these parts is called *conjugating the verb*. Thus:—

	<i>Present.</i>	<i>Past.</i>	<i>Past participle</i>
<i>Regular</i>	Love,	loved,	loved.
<i>Irregular</i>	Write,	wrote,	written.

237. The irregular and intransitive verb "*to be*," is used as a principal verb, and also as an auxiliary in the passive voice, and in the progressive form of the active voice. It is thus inflected through all its moods and tenses.

#### CONJUGATION OF THE VERB TO BE.

*Present, am.*      *Past, was,*      *Past participle, been.*

#### INDICATIVE MOOD.

##### PRESENT TENSE.

###### *Singular.*

1. I am.
2. Thou art.
3. He is.

###### *Plural.*

1. We are.
2. You are.
3. They are.

##### PRESENT-PERFECT TENSE.

###### Sign, *have.*

1. I have been.
2. Thou hast been.
3. He has been.

1. We have been.
2. You have been.
3. They have been.

##### PAST TENSE.

1. I was.
2. Thou wast.
3. He was.

1. We were.
2. You were.
3. They were.

##### PAST-PERFECT TENSE.

###### Sign, *had.*

1. I had been.
2. Thou hadst been.
3. He had been.

1. We had been.
2. You had been.
3. They had been.



FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

*Singular.*

*Plural.*

- |                   |                   |
|-------------------|-------------------|
| 1. I shall be.    | 1. We shall be.   |
| 2. Thou shalt be. | 2. You shall be.  |
| 3. He shall be.   | 3. They shall be. |

FUTURE-PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- |                          |                          |
|--------------------------|--------------------------|
| 1. I shall have been.    | 1. We shall have been.   |
| 2. Thou shalt have been. | 2. You shall have been.  |
| 3. He shall have been.   | 3. They shall have been. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may, can, must*.—Inflect with each.

- |                   |                 |
|-------------------|-----------------|
| 1. I may be.      | 1. We may be.   |
| 2. Thou mayst be. | 2. You may be.  |
| 3. He may be.     | 3. They may be. |

PRESENT-PERFECT TENSE.

Signs, *may have, can have, or must have*—Inflect with each.

- |                          |                        |
|--------------------------|------------------------|
| 1. I may have been.      | 1. We may have been.   |
| 2. Thou mayst have been. | 2. You may have been.  |
| 3. He may have been.     | 3. They may have been. |

PAST TENSE.

Signs, *might, could, would, should*.—Inflect with each.

- |                     |                   |
|---------------------|-------------------|
| 1. I might be.      | 1. We might be.   |
| 2. Thou mightst be. | 2. You might be.  |
| 3. He might be.     | 3. They might be. |

PAST-PERFECT TENSE.

Signs, *might have, could have, would have, should have*—Inflect with each.

- |                            |                          |
|----------------------------|--------------------------|
| 1. I might have been.      | 1. We might have been.   |
| 2. Thou mightst have been. | 2. You might have been.  |
| 3. He might have been.     | 3. They might have been. |

## SUBJUNCTIVE MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I be.	1. If we be.
2. If thou be.	2. If you be.
3. If he be.	3. If they be.

## PAST TENSE.

1. If I were.	1. If we were.
2. If thou wert, or were.	2. If you were.
3. If he were.	3. If they were.

## IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
1. Be, or be thou	2. Be, or be ye or you.

## INFINITIVE MOOD.

## PRESENT TENSE.

To be.

## PERFECT TENSE.

To have been.

## PARTICIPLES.

PRESENT, Being.      PAST, Been.      PERFECT, Having been,

338. All the tenses of the indicative, and also of the potential mood, are used subjunctively, by placing the conjunction before them, thus : *Present*—"If I am," "If thou art," "If he is," &c. *Present perfect*—"If I have been," &c. *Past*—"If I was," &c.

339. The verb *to be* followed by an infinitive, forms a particular future tense, which often expresses *duty*, *necessity*, or *purpose*; as, "Government *is to be* supported."—"We *are to pay* our debts."

## PARSING.

340. A verb is parsed by stating its *class* (transitive or intransitive), its *form* (regular or irregular), *conjugation*

ting it, and stating its *tense, mood, voice, person, and number*, and also the *subject* of which it affirms; thus,

“He is.”—*Is* is a verb, intransitive, irregular—*am, was, been*—found in the present, indicative, active—third person, singular, and affirms of its subject, *he*.

### 341. Parsing with the reasons :

*Is*—a verb, because it affirms being or existence of “*He*.”

*intransitive*—it has no object.

*irregular*—Its past tense and past participle do not end in *ed*—*am, was, been*.

*present*—it refers to present time.

*indicative*—it declares simply and without limitation.

*active*—its subject is not acted upon.

*third person*—its subject is spoken of.

*singular*—it asserts of but one, “*He*.”

### PROPOSITIONS.

342. Every proposition must have a *subject* and *predicate*. The subject may be a *noun, pronoun, or phrase*, and must always be in the *nominative* case. The predicate must be a verb in the indicative, subjunctive or potential mood. If the predicate is the verb “to be,” it will be followed by a noun, pronoun, adjective or phrase, which is called the *descriptive*.

### EXERCISES.

1 State the *tense, mood, person and number*, of the verb “to be,” in the following examples; thus, “*Am*,” present, indicative, active, first person, singular.

*Am, is, art, I was, we were, they are, you have been, she had been, he was, he will be, they shall be, we had been, hast been, hadst been, wast.*

*We may be, they may have been, he might be, you might have been, you must be, they should have been*

if I be, thou wert, though he were, if I had been, though I were, if we could have been, they might be.

Be, to be, do thou be, be ye, to have been, being, been, having been, be thou.

2. In the following propositions, tell the subject, predicate and descriptive, and parse each word carefully.

Snow is white. Solomon was a wise man. Time is precious. Truth is powerful. Falsehood is base. Alexander was a great conqueror. You should be diligent. The telegraph is a useful invention. If you be attentive, you will be a good scholar. If they had been diligent, they would have been wiser. Be careful. Honesty is the best policy. "Wisdom is the principal thing." "Counsel is mine, I am understanding."

#### CONJUGATION OF THE REGULAR VERB, "TO LOVE."

343. The regular transitive verb "*To love*" is inflected through all its moods and tenses, as follows:—

#### ACTIVE VOICE.

##### PRINCIPAL PARTS.

*Present*, love.

*Past*, loved.

*Past participle*, loved.

#### INDICATIVE MOOD.

##### PRESENT TENSE.

###### *Singular.*

1. I love.
2. Thou lovest.
3. He loves (*or* loveth).

###### *Plural.*

1. We love.
2. You love.
3. They love.

##### PRESENT-PERFECT TENSE.

###### Sign, *have*.

1. I have loved.
2. Thou hast loved.
3. He has loved.

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

PAST TENSE.

- |                  |                |
|------------------|----------------|
| 1. I loved.      | 1. We loved.   |
| 2. Thou lovedst. | 2. You loved.  |
| 3. He loved.     | 3. They loved. |

PAST PERFECT TENSE.

Sign, *had*.

- |                      |                    |
|----------------------|--------------------|
| 1. I had loved.      | 1. We had loved.   |
| 2. Thou hadst loved. | 2. You had loved.  |
| 3. He had loved.     | 3. They had loved. |

FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

- |                     |                     |
|---------------------|---------------------|
| 1. I shall love.    | 1. We shall love.   |
| 2. Thou shalt love. | 2. You shall love.  |
| 3. He shall love.   | 3. They shall love. |

FUTURE PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- |                           |                           |
|---------------------------|---------------------------|
| 1. I shall have loved.    | 1. We shall have loved.   |
| 2. Thou shalt have loved. | 2. You shall have loved.  |
| 3. He shall have loved.   | 3. They shall have loved. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may can, must*.—Inflect with each.

*Singular.*

*Plural.*

- |                     |                   |
|---------------------|-------------------|
| 1. I may love.      | 1. We may love.   |
| 2. Thou mayst love. | 2. You may love.  |
| 3. He may love.     | 3. They may love. |

PRESENT PERFECT TENSE.

Signs, *may have, can have, must have*.—Inflect with each.

- |                           |                         |
|---------------------------|-------------------------|
| 1. I may have loved.      | 1. We may have loved.   |
| 2. Thou mayst have loved. | 2. You may have loved.  |
| 3. He may have loved.     | 3. They may have loved. |

FAST TENSE.

Signs, *might, could, would, should.*—Inflect with each.

- |                       |                     |
|-----------------------|---------------------|
| 1. I might love.      | 1. We might love.   |
| 2. Thou mightst love. | 2. You might love.  |
| 3. He might love.     | 3. They might love. |

PAST PERFECT TENSE.

Signs, *might have, could have, would have, should have.*—Inflect with each.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. I might have loved.      | 1. We might have loved.   |
| 2. Thou mightst have loved. | 2. You might have loved.  |
| 3. He might have loved.     | 3. They might have loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.*

*Plural.*

- |                  |                  |
|------------------|------------------|
| 1. If I love.    | 1. If we love.   |
| 2. If thou love. | 2. If you love.  |
| 3. If he love.   | 3. If they love. |

IMPERATIVE MOOD.

*Singular.*

*Plural.*

- |  |                            |
|--|----------------------------|
| <i>Common form.</i> 2. Love, or love thou. | 2. Love, or love ye or you |
| <i>Emphatic form.</i> 2. Do thou love.     | 2. Do ye or you love.      |

INFINITIVE MOOD.

PRESENT, to love.

PERFECT, to have loved.

PARTICIPLES.

PRESENT, loving.

PAST, loved.

PERFECT, having loved.

PARSING.

344. John loves learning.

"Loves."—a verb, transitive, regular, conjugated love, loved, lov-  
ed—found in the present indicative, active, third person, singular, and

expresses the act of "John." This is called **PARSING**, in which the same order of statement should always be observed.

315. This may be extended, by giving the reasons of each statement, as follows:

- "LOVES."—a *verb*, because it expresses an *act* of its subject.
- *transitive*, because it has an object—*learning*.
- *regular*, because its past tense and participle ends in *ed*.
- *conjugated*, love, loved, loved.
- *present*, it expresses what John does *now*.
- *indicative*, it expresses the act *simply*.
- *active*, it represents the subject as *acting*.
- *third person*, its subject is spoken of.
- *singular*, it asserts of only *one*.

EXERCISE I.

Infect the following irregular verbs in the same manner as the verb "to love":

<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>
Go	went	gone
Write	wrote	written
Do	did	done
Fall	fell	fallen
Give	gave	given
Have	had	had

EXERCISE II.

Name the parts of each proposition, and parse all the words.—The auxiliaries are not taken separately; thus, *has loved*, is a verb, &c., *might have loved* is a verb, &c.

He loves. We have loved. He loved. They had loved. You shall love. They may have loved. We might love. Love thou. To love. You had gone.—They will go. To have gone. We will write. They may write. They should go. He has fallen. You had given. We might have gone. James has written.—Robert loves to write. To write is useful. Having written. We gave. They have given. They will give,

316. A transitive verb in the active voice, must have a noun or pronoun as its object, which is always in the objective case. Hence a transitive verb makes a transitive proposition. In the following exercise, name the parts of the proposition, and parse each word.

He loves us. I will love him. Good boys study their lessons. Children love to play. God created the world. Remember thy Creator. Do good to all men. Forgive your enemies. You should study grammar.— We should read the best books. Bad books injure the character. War makes rogues, peace harg[s] them.— Children obey your parents. A good cause makes a strong arm. Time flies. Evil communications corrupt good manners. Punctuality begets confidence. Columbus discovered America.

317. The verb is made to deny, by placing the word *not* after the simple form.

318. In the infinitive and participles, the negative is put first ; as, “Not to love”—“Not loving.”

#### INDICATIVE MOOD.

PRESENT.	1. I do not love.	2. Thou dost not love, &c.
PRES-PER.	1. I have not loved.	2. Thou hast not loved, &c.
PAST.	1. I did not love.	2. Thou didst not love, &c.
PAST-PER.	1. I had not loved.	2. Thou hadst not loved, &c.
FUTURE.	1. I will not love.	2. Thou wilt not love, &c.
FUT-PER.	1. I shall not have loved.	2. Thou shalt not have loved, &c.

#### POTENTIAL MOOD.

PRESENT.	1. I can not love.	2. Thou canst not love, &c.
PRES-PER.	1. I may not have loved.	2. Thou mayst not have loved, &c.
PAST.	1. I might not love.	2. Thou mightst not love, &c.
PAST-PER.	1. I might not have loved.	2. Thou mightst not have loved, &c.



SUBJUNCTIVE MOOD.

PRESENT. 1. *If I do not love* 2, *If thou do not love, &c.*

IMPERATIVE MOOD.

*Singular.*

*Plural.*

2. *Love not, or do not thou love.* 2. *Love not, or do ye not love.*

INFINITIVE MOOD.

PRESENT. *Not to love.* PERFECT. *Not to have loved.*

PARTICIPLES.

PRESENT. *Not loving.* PAST. *Not loved.*

PERFECT. *Not having loved.*

*Interrogative form of the Verb.*

349. The verb is made to ask a question by placing the nominative or subject after the simple form; as, "Lovest thou?" and between the auxiliary and the verb in the compound forms; "Do I love?" When there are two auxiliaries, the nominative is placed between them; as, "Shall I have loved?"

350. The subjunctive, imperative, infinitive, and participles, can not have the interrogative form.

INDICATIVE MOOD.

PRESENT.	1. Do I love?	2. Dost thou love? &c.
PRES.-PER.	1. Have I loved?	2. Hast thou loved? &c.
PAST.	1. Did I love?	2. Didst thou love? &c.
PAST-PER.	1. Had I loved?	2. Hadst thou loved? &c.
FUTURE.	1. Shall I love?	2. Wilt thou love? &c.
FUT.-PER.	1. Shall I have loved?	2. Wilt thou have loved? &c.

POTENTIAL MOOD.

PRESENT.	1. May I love?	2. Canst thou love? &c.
PRFS.-PER.	1. May I have loved?	2. Canst thou have loved? &c.
PAST.	1. Might I love?	2. Couldst thou love? &c.
PAST-PER.	1. Might I have loved?	2. Couldst thou have loved? &c.

351. Interrogative sentences are made negative by placing the negative either before or after the nominative: as, "Do I not love?" or, "Do not I love?"

*Progressive form of the Active Voice.*

352. The PROGRESSIVE form of the verb is inflected by prefixing the verb *to be*, through all its moods and tenses, to the present participle; thus—

PRESENT.	1. I am writing.	2. Thou art writing, &c.
PRES.-PER.	1. I have been writing.	2. Thou hast been writing, &c.
PAST.	1. I was writing.	2. Thou wast writing, &c.
PAST-PER.	1. I had been writing.	2. Thou hadst been writing, &c.
FUTURE.	1. I shall be writing.	2. Thou shalt be writing, &c.
FUT.-PER.	1. I shall <i>or</i> will have been writing.	2. Thou shalt <i>or</i> wilt have been writing, &c.

353. EMPHATIC FORM.

PRESENT TENSE.

1. I do love.	1. We do love.
2. Thou dost love.	2. You do love.
3. He does love.	3. They do love.

PAST TENSE.

1. I did love.	1. We did love.
2. Thou didst love.	2. You did love.
3. He did love.	3. They did love.

EXERCISES.

1. Change the following verbs from the simple into the progressive and emphatic forms:—

He writes. They read. Thou teachest. We have learned. He had written. They go. You will build. I ran. John has done it. We taught. He stands.

He stood. They will stand. They may read. We can sew. You should study. We might have read.

2. Change the following, from the progressive into the simple and emphatic forms:—

We are writing. They were singing. They have been riding. We might be walking. I may have been sleeping. They are coming. Thou art teaching. They have been eating. He has been moving. We have been defending.

3. Parse these verbs, in each form; thus, “We are writing”—“are writing” is a verb, transitive, irregular—write, wrote, written—in the present, indicative, active, first person, plural, progressive form.

PASSIVE VOICE.

354. The PASSIVE voice is inflected by adding the past participle to the verb “to be,” as an auxiliary, through all its moods and tenses, thus:—

PRINCIPAL PARTS.

Present, Am loved. Past, Was loved. Past participle, loved.

INDICATIVE MOOD

PRESENT TENSE.

*Singular*

*Plural.*

- |                    |                    |
|--------------------|--------------------|
| 1. I am loved.     | 1. We are loved.   |
| 2. Thou art loved. | 2. You are loved.  |
| 3. He is loved.    | 3. They are loved. |

PRESENT-PERFECT TENSE.

Sign, *have.*

- |                          |                          |
|--------------------------|--------------------------|
| 1. I have been loved.    | 1. We have been loved.   |
| 2. Thou hast been loved. | 2. You have been loved.  |
| 3. He has been loved.    | 3. They have been loved. |

## PAST TENSE.

- |                     |                     |
|---------------------|---------------------|
| 1. I was loved.     | 1. We were loved.   |
| 2. Thou wast loved. | 2. You were loved.  |
| 3. He was loved.    | 3. They were loved. |

## PAST-PERFECT TENSE.

Sign, *had*.

- |                           |                         |
|---------------------------|-------------------------|
| 1. I had been loved.      | 1. We had been loved.   |
| 2. Thou hadst been loved. | 2. You had been loved.  |
| 3. He had been loved.     | 3. They had been loved. |

## FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

- |                         |                         |
|-------------------------|-------------------------|
| 1. I shall be loved.    | 1. We shall be loved.   |
| 2. Thou shalt be loved. | 2. You shall be loved.  |
| 3. He shall be loved.   | 3. They shall be loved. |

## FUTURE-PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. I shall have been loved.    | 1. We shall have been loved.   |
| 2. Thou shalt have been loved. | 2. You shall have been loved.  |
| 3. He shall have been loved.   | 3. They shall have been loved. |

## POTENTIAL MOOD.

## PRESENT TENSE.

Signs, *may, can, must*.—Inflect with each.*Singular.**Plural.*

- |                         |                       |
|-------------------------|-----------------------|
| 1. I may be loved.      | 1. We may be loved.   |
| 2. Thou mayst be loved. | 2. You may be loved.  |
| 3. He may be loved.     | 3. They may be loved. |

## PRESENT-PERFECT TENSE.

Signs, *may have, can have, must have*.—Inflect with each.

- |                                |                              |
|--------------------------------|------------------------------|
| 1. I may have been loved.      | 1. We may have been loved.   |
| 2. Thou mayst have been loved. | 2. You may have been loved.  |
| 3. He may have been loved.     | 3. They may have been loved. |

PAST TENSE.

Signs, *might, could, would, should*.—Inflect with each.

- |                           |                         |
|---------------------------|-------------------------|
| 1. I might be loved.      | 1. We might be loved.   |
| 2. Thou mightst be loved. | 2. You might be loved.  |
| 3. He might be loved.     | 3. They might be loved. |

PAST-PERFECT TENSE.

Signs, *might have, could have, would have, should have*.—Inflect with each.

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. I might have been loved.      | 1. We might have been loved.   |
| 2. Thou mightst have been loved. | 2. You might have been loved.  |
| 3. He might have been loved.     | 3. They might have been loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.*

*Plural.*

- |                      |                      |
|----------------------|----------------------|
| 1. If I be loved.    | 1. If we be loved.   |
| 2. If thou be loved. | 2. If you be loved.  |
| 3. If he be loved.   | 3. If they be loved. |

PAST TENSE.

- |                                |                        |
|--------------------------------|------------------------|
| 1. If I were loved.            | 1. If we were loved.   |
| 1. If thou wert or were loved. | 2. If you were loved.  |
| 3. If he were loved.           | 3. If they were loved. |

IMPERATIVE MOOD.

*Singular.*

*Plural.*

- |                   |                        |
|-------------------|------------------------|
| 2. Be thou loved. | 2. Be ye or you loved. |
|-------------------|------------------------|

INFINITIVE MOOD.

PRESENT, To be loved.      PERFECT, To have been loved

PARTICIPLES.

PRES., Being loved.      PAST, Loved.      PER., Having been loved.

## PROGRESSIVE PASSIVE.

355. Nearly all grammarians condemn the use of the *progressive passive* as improper ; but if the practice of the best speakers and writers, is a legitimate standard, such forms must be accepted. "The house *is being built* ;" "The money *was being raised*," are samples of this form.

## EXERCISES.

1. In the following exercises, tell the *tense, mood, voice, number* and *person*, and always in this order, viz : "Is loved"—present indicative, passive, third person, singular.

They are loved ; we were loved ; thou art loved ; it is loved ; she was loved ; he has been loved ; you have been loved ; I have been loved ; thou hadst been loved ; we shall be loved ; thou wilt be loved ; they will be loved ; I shall have been loved ; you will have been loved.

He can be loved ; thou mayst be loved ; she must be loved ; they might be loved ; ye would be loved ; they should be loved ; I could be loved ; thou mayst have been loved ; it may have been loved ; you might have been loved ; if I be loved ; thou wert loved ; we be loved ; they be loved. Be thou loved ; be ye loved ; you be loved. To be loved ; loved ; having been loved ; to have been loved ; being loved.

2. Put the above exercises, first in the negative form, and then, in the indicative and the potential mood, in the interrogative form.

## QUESTIONS.

Conjugate the verb *to be* through all its moods and tenses. Give all the signs of the tenses. What is a tense sign ? How are the indicative and potential moods used subjunctively ? What particular future is formed by *to be* ? How is a verb parsed ? Parse *is*

both ways. How many parts has a proposition? What may the subject be? What case? What may the predicate be? What mood? When the verb *to be* is predicate, what must follow? Conjugate the verb *to love*. Parse *loves* both ways. When a transitive verb is predicate what must follow? How many parts has a transitive proposition? Give the negative form of the verb. Give the interrogative form. Conjugate the progressive form. The emphatic form. How is the passive voice formed? Conjugate the passive. What is said of the passive progressive?

IRREGULAR VERBS.

356. An IRREGULAR verb is one that does not form its past tense in the indicative active, and its past participle by adding *ed* to the present.

457. The following list comprises nearly all the irregular verbs in the language. These conjugated regularly, as well as irregularly, are marked with an R. Those in *italics* are obsolete, or obsolescent, and now but little used:

Present.	Past.	Past Participle.
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke, R	awaked
Bake	baked	baked, <i>baken</i>
Bear, <i>to bring forth</i>	bore, <i>bare</i>	born
Bear, <i>to carry</i>	bore, bare	borne
Beat	beat	beaten, beat
Begin	began	begun
Bend	bent, R	bent, R.
Bereave	bereft, R	bereft, R
Beseech	besought	besought
Bid	bid, bade	bidden, bid
Bind, <i>un-</i>	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke, <i>brake</i>	broken, <i>broke</i>

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Breed	bred	bred
Bring	brought	brought
Build, <i>re-</i>	built, R.	built, R.
Burn	burnt, R.	burnt, R.
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught R.	caught, R.
Chide	chid	chidden, chid
Choose	chose	chosen
Cleave, <i>to adhere</i>	cleaved, <i>clave</i>	cleaved
Cleave, <i>to split</i>	cleft, <i>clave</i>	cleft, R. cloven
Cling	clung	clung
Clothe	clad, R.	clad, R.
Come, <i>be-</i>	came	come
Cost	cost	cost
Creep	crept	crept
Crow	crew, R.	crowed
Cut	cut	cut
Dare, <i>to venture</i>	durst	dared
Dare <i>to challenge</i> , R.	dared	dared
Deal	dealt	dealt, R.
Dig	dug, R.	dug, R.
Do, <i>mis- un-</i>	did	done
Draw	drew	drawn
Dream	dreamt, R.	dreamt, R.
Drink	drank	drank, drunk
Drive	drove	driven
Dwell	dwelt, R.	dwelt, R.
Eat	ate, eat	eaten
Fall, <i>be-</i>	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown



<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Forbear	forbore	forborne
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get, <i>be- for-</i>	got, gat	gotton, got
Gild	gilt, R.	gilt, R.
Gird; <i>be- en-</i>	girt, R.	girt, R.
Give, <i>for- mis-</i>	gave	given
Go, <i>under-</i>	went	gone
Grave, <i>en- R,</i>	graved	graven, graved
Grind	ground	ground
Grow	grew	grown
Hang	hung	hung
Have	had	had
Hear	heard	heard
Heave	hove, R.	hoven, R.
Hew	hewed	hewn, R.
Hide	hid	hidden, hid
Hit	hit	hit
Hold, <i>be- with-</i>	held	held, <i>holden</i>
Hurt	hurt	hurt
Keep	kept	kept,
Kneel	knelt, R.	knelt, R.
Knit	knit, R.	knit, knitted
Know	knew	known
Lade, <i>to load</i>	laded	laden
Lay	laid	laid
Lead, <i>mis-</i>	led	led
Leave	left	left
Lend	lent	lent
Let	let	let,
Lie, <i>to recline</i>	lay	lain, <i>lien</i>
Light	lighted, lit	lighted, lit
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Mow	mowed	mown

<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>
Pay, <i>re-</i>	paid	paid
Pen, <i>to enclose</i>	pent, R.	pent, R.
Put	put	put
Quit	quit, R.	quit, R.
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode, <i>rid</i>	ridden, <i>rid</i>
Ring	rang, rung	rung
Rise, <i>a-</i>	rose	risen
Rive	rived	riven, R.
Rot	rotted	rotten, R.
Run	ran, <i>run</i>	run
Saw	sawed	sawed, R.
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	seethed, <i>sod</i>	seethed, <i>sodden</i>
Sell	sold	sold
Send	sent	sent
Set, <i>be-</i>	set	set
Shake	shook	shaken
Shape, <i>mis-</i>	shaped	shapen, R.
Shave	shaved	shaven, R.
Shear	sheared	shorn, R.
Shed	shed	shed
Shine	shone, R.	shone, R.
Shoe	shod	shod
Shoot	shot	shot
Show	showed	shown, R.
Shrink	shrank, <i>shrank</i>	shrank
Shred	shred	shred
Shut	shut	shut
Sing	sang, sung	sung
Sink	sunk, <i>sank</i>	sunk
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept

<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>
Slide	slid	slidden, slid
Sling	slung, slang	slung
Slink	slunk	slunk
Slit	slit	slit, slitted
Smite	smote	smitten
Sow, to scatter	sowed	sown, R.
Speak, <i>be-</i>	spoke, <i>spake</i>	spoken
Speed	sped	sped
Spell	spe't. R.	spelt, R.
Spend, <i>mis-</i>	spent	spent
Spill	spilt, R.	spilt, R.
Spin	spun, <i>span</i>	spun
Spit, <i>be-</i>	spit, <i>spat</i>	spit
Split	split	split
Spread, <i>be-</i>	spread	spread
Spring	sprang, sprung	sprung
Stand, <i>with-. &amp;c.</i>	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stride, <i>be-</i>	strode, strid	stridden, strid
Strike	struck	struck, <i>stricken</i>
String	strung	strung
Strive	strove	striven
Strew, <i>be-</i>	strewed	strewed, strown
Strow, <i>be-</i>	strowed	strowed, strown
Swear	swore, <i>swarc</i>	sworn
Sweat	sweat, R.	sweat, R.
Sweep	swept	swept
Swell	swe'led	swollen, R.
Swim	swam or swum	swum
Swing	swung	swung
Take, <i>be-, &amp;c.</i>	took	taken
Teach, <i>mis- re-</i>	taught	taught
Tear	tere, <i>tare</i>	torn
Tell	told	told
Think <i>be-</i>	thought	thought
Thrive	thrived, <i>throve</i>	thriven, R.

<i>Present.</i>	<i>Past.</i>	<i>Past participle.</i>
Throw	threw	thrown
Trust	thrust	thrust
Tread	trod	trodden, trod
Wax	waxed	waxen, R.
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Wet	wet, R.	wet, R.
Whet	whet, R.	whet, R.
Win	won	won
Wind	wound, R.	wound
Work	wrought, R.	wrought, R.
Wring	wrung, R.	wrung
Write	wrote	written

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### DEFECTIVE VERBS.

358. A DEFECTIVE verb is one in which some of the parts are wanting. The following list comprises the most important. They are irregular, and chiefly auxiliary :—

<i>Present.</i>	<i>Past.</i>	<i>Present.</i>	<i>Past.</i>
Can	could	Shall	should
May	might	Will	would
Must	—	Wist	wist
Ought	—	Wit, }	wot
Quoth	quoth	Wot }	

*Imperative—Beware.*

359. *Ought*, originally the past tense of *owe*, is now used to signify present duty, and *must*, to denote present obligation or necessity.

### IMPERSONAL VERBS.

360. *Impersonal* verbs are those which assert the ex-

istence of some action or state, but refer it to no particular subject. They are always in the third person singular, and in English are preceded by the pronoun *it*; as, "It rains"—"It hails"—"It behooves," &c.

361. To this class of words belong the expressions, *methinks*, *methought*; *me seems*, *me seemed*; sometimes used for "It seems to me"—"It appears to me," &c.

EXERCISES.

I. Conjugate the following irregular verbs, and tell which are transitive, and which are also regular,

Take, drive, creep, begin, abide, buy, bring, arise, catch, bereave, am, burst, draw, drink, fly, flee, fall, get, give, go, feel, forsake, grow, have, hear, hide, keep, know, lose, pay, ride, ring, shake, run, seek, sell, see, sit, slay, slide, smite, speak, stand, tell, win, write, weave, tear.

EXERCISES ON THE PRECEDING PARTS OF SPEECH.

Tell what kind of a preposition and give the parts; parse each word carefully,

[The words in *Italics* are *prepositions*, and the nouns or pronouns following them are in the objective case.]

The wind shakes the trees. The apples fell *to* the ground. God created all things. The heavens are the work *of* his hands.

Alexander the Great conquered many countries. The sun shines. The fields are covered *with* grain. The crops are excellent. The rivers run *into* the sea. A good man shows pity *to* the poor. The fear of the Lord is the beginning *of* wisdom. Remember thy Creator in the days *of* thy youth. Time flies. All things come to an end. A bad man can not be happy. Redeem time. Do good to all men. Truth is mighty.

## ADVERBS.

362. An ADVERB is a word joined to a *verb*, an *adjective*, or another *adverb*, to modify it, or to denote some circumstance respecting it; as, "Ann speaks *distinctly*; she is *remarkably* diligent, and reads *very* correctly."

363. An adverb is generally equivalent to a modifying phrase, or adjunct of the word to which it is joined. Thus, in the preceding example, "*distinctly*" means, *in a distinct manner*; "*remarkably*," *in a remarkable degree*. Hence, adverbs and adverbial adjuncts are often used indiscriminately in modifying verbs, adjectives, and adverbs.

364. On the same principle that an adverb modifies another adverb, it sometimes also modifies an adjunct, a phrase, or a sentence; as, "I met your brother FAR from home."

365. An adjunct, without the word to which it belongs, is called an *adverbial phrase*; as, *in short*, *in vain*, *in general*, *at most*, *at least*, *at all*, *on high*.

## CLASSIFICATION OF ADVERBS.

366. Adverbs have been divided into various classes, according to their signification. The chief of these are the following:—

1. Adverbs of *manner*; as, *justly*, *bravely*, *softly*, &c.
2. Of *Place*; as, *here*, *there*, *where*—*hither*, *thence*, &c.
3. Of *Time*; as, *now*, *then*, *when*, *soon*, *often*, *never*, &c.
4. Of *Direction*; as, *upward*, *downward*, *forward*, &c.
5. Of *Affirmation*; as, *yes*, *verily*, *certainly*, *doubtless*, &c.
6. Of *Negation*; as, *nay*, *no*, *not*, *nowise*, &c.
7. Of *Interrogation*; as, *how?* *why?* *when?* *where?* *whither?* &c.
8. Of *Comparison*; as, *more*, *most*, *less*, *as*, *so*, *thus*, &c.
9. Of *Quantity*; as, *much*, *some*, *little*, *enough*, *sufficiently*, &c.
10. Of *Order*; as, *first*, *secondly*, *thirdly*, *next*, &c.

367. *There*, commonly used as an adverb of place, is often used as an *introductory expletive* to the verbs *to be*, *to come*, *to appear*, and some others, when the subject, in declaratory sentences, follows the verb; as, as, "There is no doubt of the fact."

*Then* does not always refer to time, but it is used to indicate a certain circumstance, or a case supposed; as, "If you will go, *then* [that is, in that case] say so."

*Now* is sometimes used without reference to time, merely to indicate the transition from one sentence to another; as, "Not this man, but Barabbas. *Now* Barabbas was a robber."

368. The words *to-day*, *to-night*, *to-morrow*, *yesterday* used as adjuncts, may be called adverbs of time, or they may be regarded as nouns in the objective case, without the governing word.

369. In comparison, *as* and *so*, in the antecedent clause, are usually reckoned adverbs, because they modify an adjective or another adverb. The corresponding *as* and *so*, sometimes called conjunctions, are properly adverbs also, because resolvable into an adjunct.

370. *Therefore*, *wherefore*, *also*, sometimes called conjunctions, are more properly adverbs, because used for the adjuncts, *for this reason*, *for which reason*, *in addition*.

#### CONJUNCTIVE ADVERBS.

371. A *Conjunctive Adverb* is one that stands for two adjuncts, one of which contains a relative pronoun, and the other its antecedent; thus, "I will see you *when* you come."

These adverbs perform a double office; they modify two different words, and connect the clauses to which they belong. They are *when*, *where*, *while*, *whither*.

#### FORMATION AND DERIVATION OF ADVERBS.

372. Adverbs are formed and derived from other words in various ways:—

1. A few adverbs are primitive, or derived from no other words in the language: as, *yes*, *no*, *not*, *here*, *there*, *now*, *then*, &c.

2. Many adverbs of quality or manner, are derived from adjectives by adding *ly*; as *diligent*, *diligently*; *happy*, *happily*; or by changing *le* into *ly*; as *able*, *ably*; *simple*, *simply*.

3. Many compound adverbs are formed by combining words together, so as of two or more words forming an adjunct, to make one compound term; as, *indeed*, *hereby*, *thereby*, *wherewith*, *therefore*, *wheresoever*, *nevertheless*, &c.

4. Some nouns and other words are converted into adverbs by prefixing *a*, signifying *at*, *in*, *on*, &c.; as, *abed*, *ashore*, *aloft*, *ahead*, *astern*, *aground*, *apart*, *adrest*, *afresh*, *alike*, *asleep*, &c.

5. Circumstances of time, place, manner, &c. are often expressed by two or more words constituting an *adverbial phrase*; as, *at length not at all, by no means, in vain, in order long ago, by-and-by, all over, to and fro, for ever, &c.* Such phrases may be taken together as one word.

## COMPARISON OF ADVERBS.

373 Adverbs of quality, derived from adjectives, and a few others, admit of comparison like adjectives; as, *nobly, more nobly, most nobly; soon, sooner, soonest.*

The following are compared irregularly; as—

<i>Pos.</i>	<i>Comp.</i>	<i>Sup.</i>
Badly or ill	worse	worst
Far	farther	farthest
Little	less	least
Much	more	most
Well	better	best

## PARSING.

374. An Adverb is parsed by stating what part of speech,—the class to which it belongs—the word which it modifies—its derivation and comparison, if derived and compared. Thus:—

“He speaks *fluently.*”—*Fluently* an adverb of manner, and modifies “*speaks;*” derived from *fluent*; and compared *more fluently, most fluently.*

## EXERCISES.

Tell to what class the following adverbs belong—whether primitive or derivative—if not primitive, how they are formed—compare, if compared;—

Justly, wisely, happily, beautifully, fashionably, sufficiently, thirdly, nearly, almost, perfectly.

Here, there, anywhere, hither, thither, yes, no, thence, somewhere—now, then, to-day, hereafter.



EXERCISES ON ADVERBS, IRREGULAR VERBS, &c.

Parse the following exercise, and tell the parts of the proposition : —

Peter wept bitterly. He is here now. She went away yesterday. They came to-day. They will perhaps buy some to-morrow. Ye shall know hereafter. She sung sweetly. Great men are not always wise.— Mary rose up hastily. They that have enough may soundly sleep. Cain wickedly slew his brother. I saw him long ago. He is a very good man. Sooner or later all must die. You read too little.

QUESTIONS.

What is an adverb? Adverbs are equivalent to what? Explain 364. State the classes of adverbs. Give examples of each class. Explain *there*. What is said of *then, now, to-day as* and *so therefore*? What is said of conjunctive adverb? Name them.— What is a simple adverb? A derivative, a compound? How are some nouns converted into adverbs? What are adverbial phrases? Are adverbs compared? How is an adverb parsed?

PREPOSITIONS.

375. A PREPOSITION is a word which shows the relation between a noun or pronoun following it, and some other word in the sentence; as, "The *love of money*."— "*Come to me*."

376. Instead of a noun or pronoun, a preposition may be followed by an infinitive mood, or clause of a sentence, used as a substantive; as, "We are about *to depart*."—"Honored for *having done his duty*."—"The crime of *being a young man*."

377. The preposition and its object united are called an *adjunct*;— adjuncts are used to explain either substantives, or verbs, and hence are equivalent either to adjectives or adverbs.

## 378. LIST OF PREPOSITIONS.

To be got accurately by heart.

About	Along	Around	Below
Above	Amid	At	Beneath
Across	Amidst	Athwart	Beside
After	Among	Before	Besides
Against	Amongst	Behind	Between
Betwixt	In	Round	Underneath
Beyond	Into	Save	Until
But	Notwithstanding	Since	Unto
By	Of	Through	Up
Concerning	Off	Throughout	Upon
Down	On	Till	With
During	Over	To	Within
Except	Out of	Touching	Without
Excepting	Past	Toward	
For	Regarding	Towards	
From	Respecting	Under	

379. The prefix *a* in the sense of *at*, *in*, *on*, &c., seems to have the force of a preposition in such expressions as *a reading*, *a running*, *a going*, *a hunting*, &c., and may be parsed as such.

380. *To*, the sign of the infinitive mood, should not be regarded as a preposition, but as a sort of prefix belonging to the form of the verb in that part.

381. When a preposition has not an object, it becomes an *adverb*; as, "He rides *about*." But in such phrases as *cast up*, *hold out*, *fall on*, &c., *up*, *out*, *on*, should be considered as a part of the verb to which they are joined, rather than as prepositions or adverbs.

382. All words used as prepositions are followed by an *objective case*, and may by this be distinguished from other words.

## PARSING.

383. A preposition is parsed by stating what part of speech, and between what words it shows the relation; thus, "The waters *of* Jordan." *Of* is a preposition, and shows the relation between *Jordan* and *waters*.

Here *Jordan* is the regimen of the preposition *of*; *of* *Jordan* is the adjunct of *waters*; and *waters* is the principal to which the adjunct belongs.

EXERCISES.

In the following sentences point out the prepositions, and the words between which it shows the relation. Name the *adjunct* and *principal*. In what sentences has the principal more than one adjunct.

He went from Boston. He went to Washington.—  
 He went from Boston to Washington. We reside in the country. All rivers flow into the sea. He gave his book to me. He gave [to] me his book. Flowers bloom in summer. In summer flowers bloom. He gave part of his dinner to a poor man in the street. He was travelling towards Rome when we met him at Milan, without a single attendant.

QUESTIONS.

What is a preposition? By what may it be followed? What is an adjunct? What do adjuncts explain? They are equivalent to what parts of speech? Repeat most of the prepositions. What is the force of the prefix *a*? What is said of *to*? When does a preposition become an adjunct? Give some examples. By what must a preposition be followed? How is a preposition parsed?—Point out the subject and predicate of each proposition in the exercises.

INTERJECTIONS.

384. An INTERJECTION is a word used in exclamations, to express an emotion of the mind; as, "Oh! what a fall was there!"

385. The *Interjection* is so called, because it is, as if were, *thrown in among* the words of a sentence, without any grammatical connection with them. Sometimes it stands at the beginning of a sentence, sometimes in the middle, and sometimes it stands alone, as if the emotion were too strong to admit of other words being spoken.

A LIST OF INTERJECTIONS.

386. The following is a list of the interjections most commonly

used. They express various kinds of emotion, but in so vague and indefinite a way, as not to admit of accurate classification:—

Ah! alas! O! oh! ha! fudge! tush! pshaw! poh! pugh! fie  
avaunt! ho! holla! aha! hurrah! huzza! bravo! his! hush! y  
heigho! heyday! hail! lo! welcome! halloo! adieu! &c.

387. Also some words belonging to other parts of speech when uttered in an unconnected and forcible manner, to express emotion, are called interjections; as, *nonsense! strange! wonderful! shocking! what! behold! off! away! hark! come! well done! welcome! &c.*

388. *O* is used to express wishing or exclamation, and should be prefixed only to a noun or pronoun, in a direct address; as, *O virtue! how amiable thou art!* *Oh* is used detached from the word, with a point of exclamation after it, or after the next word. It implies an emotion of pain, sorrow, and surprise; as, "*Oh! what a sight is here!*"

#### PARSING.

389. An *interjection* is parsed by stating the part of speech, why, and the emotion expressed; as, "*Oh! what a sight is here!*" *Oh*—an interjection, because used as an exclamation, and expresses an emotion of pain.

#### QUESTIONS.

What is an interjection? Why so called? Why are they not classed? Repeat them. What other words are so used? Explain the use of *O* and *oh*. How is an interjection parsed?

#### CONJUNCTIONS.

390. A **CONJUNCTION** is a word which connects words or sentences; as, "*He and I must go; but you may stay.*"

391. Here, *and* connects the words *He* and *I*, and *but* connects the sentences, "*He and I must go*" and, "*you may stay.*"

392. Conjunctions sometimes begin sentences, even after a full period, to show a connection between sentences in the general tenor of discourse.

393. Conjunctions are divided into two classes: *Copulative* and *Disjunctive*.

394. Copulative conjunctions connect things that are to be considered together. They are, *and, both, as, because, for, if, since, that*.

395. *And* is the principal copulative, and connects what follows as an *addition* to that which precedes. The others connect what follows as a *condition, supposition, cause, motive, &c.*

396. *Disjunctive* conjunctions connect things that are to be considered separately. The leading disjunctives are, *or, nor, either, neither, thus, though, although, yet, but, except, whether, lest, unless, notwithstanding, save, provided, whereas.*

PARSING.

397. A conjunction is parsed by stating the part of speech; its class, and the words or sentences which it connects; as, "He *and* I must go; *but* you may stay."

*And*—a copulative conjunction and connects *He* and *I*.

*But*—a disjunctive conjunction, and connects the sentences, "He and I must go," but, "you may stay."

398. OBSERVATIONS.

1. When two nouns or pronouns are connected, they are in the same case, and in the same construction.
2. When two verbs are connected, they have the same subject; as "James reads and writes."
3. When two adjectives are connected, they qualify the same noun or pronoun.
4. When two adverbs are connected, they modify the same word.
5. When conjunctions connect *sentences*, they do not connect individual words in the sentences.

EXERCISES.

1. In the following sentence, point out the conjunctions, and state what words, or sentences, or phrases, they connect. Sometimes the order is so inverted, that the conjunctive clause stands first;

## 2. Parse the words in their order.

Time and tide wait for no man. The evening and the morning were the first day. The memory of the just is blessed, but the name of the wicked shall rot. If thou faint in the day of adversity, thy strength is small. Two and two make four. George or John will go. They will succeed because they are industrious.

## QUESTIONS.

What is a conjunction? How many classes? What is a copulative? A disjunctive? What is said of *and*? What of the others?—Name the copulatives. How is a conjunction parsed? Repeat accurately the five observations (398.)

## PARSING.

399. PARSING is the resolving of a sentence into its elements or *parts of speech*.

400. Words may be parsed in two ways: *Etymologically*, and *Syntactically*.

1. *Etymological* parsing consists in stating the parts of speech to which each word in a sentence belongs, its uses and accidents, its inflection, changes, and derivation.

2. *Syntactical* parsing adds to the above a statement of the relation in which the words stand to each other, and the rules according to which they are combined in phrases and sentences.

## EXERCISES IN PARSING.

401. Parse the following exercises etymologically as directed under the various parts of speech, in the preceding part of the book.

1. State what kind of a proposition the sentence is; point out the subject, predicate and object or descriptive, where these two latter exist.

3. Read the proposition without any qualifying words, that you may see the essential parts more clearly; thus, *Servant will study in interest. Cloud overhangs city.*

3. Observe that all other words in any proposition directly or remotely qualify the essentials, viz. subject, predicate, object, or descriptive.

4. Articles, adjectives, adjective pronouns, participles and adjuncts belong to nouns and pronouns; verbs can be modified by adverbs and adjuncts. Nouns in the possessive case, and nouns in apposition modify or explain the nouns to which they refer.

5. State what words refer to the subject, predicate, object or descriptive.

NOTE. Every proposition has both subject and predicate; if the predicate is a transitive verb there must be an object; if the predicate is the verb *to be*, there must be a descriptive.

6. Study carefully the explanation over each exercise.

7. Parse each word accurately.

EXAMPLES.

1. Two or more adjectives in succession, either with or without a conjunction qualify the same word; as,

1. A *wise* and *faithful servant* will always study his master's interest. 2. A *dismal, dense, and portentous cloud* overhangs the city. 3. A *steady, sweet, and cheerful temper* affords great delight to its possessor. 4. He has bought a *fine new coat*.

2. When an adjective precedes two nouns, it generally qualifies them both; as,

1. They waited for a *fit time and place*. 2. I am delighted with the sight of *green woods and fields*. 3. He displayed *great prudence and moderation*. 4. He was a man of *great wisdom and moderation*.

3. When an adjective comes after a verb intransitive, it generally qualifies the nominative of that verb; as,

1. *John* is *wise*. 2. *They* were *temperate*. 3. The sky is *very clear*. 4. These rivers are *deep and rapid*. 5. The apples will soon be *ripe*. 6. We have been *attentive to our lessons*. These mountains are *very high*.

4. Whatever the verb *to be* serves to unite, referring to the same

thing, must be of the same case; as,

1. *Alexander* is a student. 2. *Mary* is a beautiful painter. 3. *Hope* is the balm of life. *Content* is a great blessing, *envy* a great curse.
5. *Knowledge* is power. 6. His meat was locusts and wild honey.
7. He was the life of the company.

5. Nouns and pronouns, placed together for the sake of emphasis or explanation, and denoting the same object, are said to be in apposition, and always agree in case; as,

1. *Alexander the coppersmith*, was not a friend to the *Apostle Paul*.
2. *Hope, the balm of life*, is our greatest friend. 3. *Thompson, the author of the Seasons*, is a delightful poet. 4. *Temperance, the best preserver of health*, should be the study of all men.

NOTE. In parsing such sentences as those above, a relative and a verb may be inserted between the words in apposition. *Myself, thyself, himself, &c.*, often stand at a considerable distance from the words with which they agree; as,

5. *Thomas* dispatched the letter *himself*. 6. They gathered the flowers in the garden *themselves*. 7. *Ann* saw the transaction *herself*, and could not be mistaken.

6. *Myself, thyself, himself, &c.*, often form the objective after active-transitive verbs, when the words they represent are the subject or nominative. They are in such cases generally called *Reflexive pronouns*; as,

1. *I* hurt *myself*. 2. *He* wronged *himself*, to oblige us. 3. They will support *themselves* by their industry. 4. She endeavored to show *herself* off to advantage. 5. We must confine *ourselves* more to our studies. 6. They hurt *themselves* by their great anxiety.

7. Adjectives taken as nouns, and used in reference to persons, are generally of the plural number; as,

1. The valliant never taste death but once. 2. The virtuous are generally the most happy. 3. The diligent make most improvement. 4. The sincere are always esteemed. 5. The inquisitive are generally talkative. 6. The dissipated are much to be pitied.

8. Nouns and pronouns, taken in the same connection, must be of the same case; as,

1. The master taught *him* and *me* to write. 2. He and she were schoolfellows. 3. My brother and he are tolerable grammarians. 4. He gave the book to *John* and *Thomas*. 5. I lent my knife and pencil to one of the scholars.



9 A relative generally precedes the verb that governs it; as,

1. He is a friend *whom* I greatly respect. 2. They whom luxury has corrupted, cannot relish the simple pleasures of life. 3. The books which I bought yesterday, I have not yet received. 4. The trees which he planted in the spring have all died.

10 When both a relative and its antecedent have each a verb belonging to it, the relative is commonly nominative to the first verb, and the antecedent to the second, as,

1. He *who acts* wisely DESERVES praise. 2. He who is a stranger to industry may possess, but cannot enjoy. 3. They who are born in high stations are not always the most happy. 4. The man who is faithfully attached to religion may be relied on with confidence.

11. *What* always refers to an antecedent omitted, and may be regarded as equivalent to *that which*, or *the thing which*, and in parsing may be so resolved. It may represent two cases, either both nominative, or both objective; or, the one nominative, and the other objective; as,

1. This is precisely *what* was necessary. 2. *What* can not be prevented, must be endured. 3. We must not delay till to-morrow what ought to be done to-day. 4. Choose *what* is most fit; custom will make it the most agreeable. 5. Foolish men are more apt to consider *what* they have lost, than *what* they possess. 6. *What* he gained by diligence, he squandered by extravagance.

12. *Whoever* and *whosoever* are equivalent to a simple relative, and a general or indefinite antecedent, and in parsing may be so resolved; thus, *whoever* = *any one who*. The same is the case with *whatever* and *whosoever*; *whatever* = *every thing which*; as,

1. *Whoever* told such a story, *must have been* misinformed.—  
2. *Whoever* is not content in poverty, would not be perfectly happy in the midst of plenty. 3. *Whoever* pa                      his  
make but little improvement. 4. *Whatever* gives pain to others, deserves not the name of pleasure. 5. *Whatever* is worth doing at all, is worth doing well.

NOTE *Whatever* is most frequently used, as *what* sometimes is simply to qualify a noun; as,

6. *Aspire* at perfection, in *whatever* state of life you may be placed. 7 I forget *what* words he uttered. 8 By *what* means shall

we obtain wisdom? 9. By whatever arts we may attract attention, we can secure esteem only by an amiable disposition.

13. Though participles never directly declare, yet they always imply something either done or doing; and are used in reference to some noun or pronoun; as,

1. *Admired* and *applauded*, he became vain. 2. Having finished our lessons, we went to play. 3. Proceeding on his journey, he was seized with a dangerous malady. 4. Being engaged at the time of my call, he had not a moment to spend with me.

14. The past participle of a few intransitive verbs is sometimes joined to the verb 'to be,' which gives such verbs a passive appearance; as,

1. I am come, in compliance with your desire. 2. If such maxims and practices prevail, what is become of decency and virtue? 3. The old house is fallen down. 4. John is gone to Boston.

15. Intransitive verbs are often followed by prepositions, making what are sometimes called compound transitive verbs. The verb and preposition may, in such cases, be parsed either together or separately in the active voice. In the passive voice, they must be parsed together; as,

1. He laughed at such folly. 2. They smiled upon us in such a way as to inspire courage. 3. He struck at his friend with great violence. 4. He was much laughed at for such conduct.

16. A noun or pronoun is often used with a participle, without being connected in grammatical construction with any other words of the sentence. It is then called the nominative absolute; as,

1. The father being dead, the whole estate came into the hands of the eldest son. 2. He destroyed, or won to what may work his utter loss, all this will soon follow. 3. Whose gray top shall tremble, he descending.

17. *To*, the sign of the infinitive, is omitted after the verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel* and *let*; and sometimes after *perceive*, *behold*, *observe*, *have*, *know*, &c., in the active voice, but is retained after the same verbs in the passive; as,

1. Let me look at your portrait. 2. He bade me go with him.—  
3. I heard him assert the opinion. 4. I like to see you behave so well. 5. Let him apply to his books, and then he will make im-

provement. 6. Let us make all the haste in our power. 7. I saw him ride past at great speed. 8. I have observed some satirists use the term.

18. Verbs connected by conjunctions, are usually in the same mood and tense, but in the compound tenses, the sign is often used with the first only, and understood with the rest; as,

1. He *can* neither *read* nor *write*. 2. He shall no longer tease and vex me as he has done. 3. He commanded them that they should not depart from Jerusalem, but wait for the promise of the father. 4. His diligence should have been commended and rewarded.

19. Nouns and pronouns are often governed by a preposition understood; nouns denoting *time, value, weight, or measure*, are used to restrict verbs or adjectives, without a governing word; as,

1. He gave (to) me a full account of the whole affair. 2. Will you lend *me* your knife? 3. It is not time yet to go home. 4. He returned home at a very inconvenient season. 5. He travelled on foot, last summer, as far as London.

20. The conjunction *than* and *as*, implying comparison, have the same case after them as before them; and the latter case has the same construction as the former; as,

1. *He* has more books than my *brother* (has). 2. Mary is not so handsome as her sister (is). 3. They respect him more than (they respect) us. 4. James is not so diligent as Thomas. 5. They are much greater gainers than I, by this unexpected event.

21. The class of words, or part of speech to which a word belongs, depends often on its application; as,

1. *Calm* was the day and the scene delightful. 2. We may expect a *calm* after a storm. 3. To prevent passion is easier than to calm it. 4. Better is a little with content, than a great deal with anxiety. 5. The gay and dissolute think little of the miseries which are stealing softly after them. 6. A little attention will rectify some errors. 7. Though he is out of danger, he is still afraid.— 8. He labored to still the tumult. 9. Still waters are commonly deepest. 10. Damp air is unwholesome. 11. Guilt often casts damp over our sprightliest hours. 12. Soft bodies damp the sound much more than hard ones.

**22.** *Do, have, and be,* are principal verbs when used by themselves, but auxiliaries when connected with other verbs; as,

1. He *does* all in his power to gain esteem. 2. He *did* his utmost to please his friend. 3. We must *do* nothing that will sully our reputation. 4. She *has* a strong claim to our respect. 5. The man who *has* no sense of religion is little to be trusted. 6. He who *does* the most good has the most pleasure. 7. He *is* at home. 8. They *are* all well there.

**23.** An infinitive, a participle used as a noun, or a member of a sentence, which may be called a *substantive phrase*, is often the nominative to a verb, or the objective after an active transitive verb or preposition; as,

1. *Nominative*.—1. To study hard is the best way to improve.— 2. To endure misfortune with resignation is the characteristic of a great mind. 3. To advise the ignorant, relieve the needy, and comfort the distressed, are the duties incumbent on all. 4. John being from home occasioned the delay. 5. His having neglected opportunities of improvement, was the cause of his disgrace.

2. *Objective*.—1. He that knows how to do good and does it not, is without excuse. 2. He will regret his having neglected opportunities of improvement when it may be too late. 3. He declared that nothing could give him greater pleasure. 4. Of making many books there is no end. 5. You will never repent of having done your duty.

**24.** When a substantive phrase is governed by a verb or preposition, this regimen does not affect the case of individual nouns or pronouns in that phrase, but leaves them subject to the influence of other words within the phrase itself; as,

1. He had the honor of being a director for life. 2. By being a diligent student, he soon acquired eminence in his profession.— 3. Many benefits result to men from being wise and temperate (men).

**25.** *It* often refers to persons, or to an infinitive coming after; as

1. *It* is John that is to blame. 2. *It* was I that wrote the letter. 3. *It* is the duty of all to improve. 4. *It* is the business of every man to prepare for death. 5. *It* was reserved for Newton to discover the law of gravitation. 6. *It* is easy to form good resolutions but difficult to put them in practice. 7. *It* is incumbent on the

young to love and honor their parents.

**26** Words, especially in poetry, are much transposed; as,

1. Great is Diana of the Ephesians.
2. On yourself depend for aid.
3. Happy the man who puts his trust in his Maker.
4. Of night the gloom was dark and dense.
5. Or where the gorgeous east, with richest hand,  
Showers on her kings, barbaric, pearls and gold.
6. No hive hast thou of hoarded sweets.
7. A transient calm the happy scenes bestow.

## PART III.

## SYNTAX.

402. SYNTAX is that part of Grammar which treats of the proper arrangement and connection of words in a sentence.

1. A SENTENCE is such an assemblage of words as makes complete sense ; as, " Man is mortal."

2. A PHRASE is two or more words rightly put together, but not making complete sense ; as, " In truth"—" In a word"—" To say the least."

3. Sentences are of different kinds, according to the nature of the thought intended to be expressed. They are—

4. *Declaratory*, or such as declare a thing ; as, " God is love."

5. *Interrogatory*, or such as ask a question ; " Lovest thou me ?"

6. *Imperative*, or such as express a command ; as, " Lazarus, come forth."

7. *Exclamatory*, or such as contain an exclamation ; as, " Behold how he loved him !"

8. All sentences are either *simple* or *compound*.

9. A *simple* sentence contains only a single affirmation ; as, " Life is short."

10. A *compound* sentence consists of two or more simple sentences connected together ; as, " Life, which is short, should be well improved."

## ANALYSIS.

403. A sentence may be composed of many parts or clauses ; from one punctuation point to another generally constitutes a clause.

NOTE. Punctuation does much more than simply indicate pauses for the reader ; it separates the whole sentence into clauses corres-

ponding to the ideas of which it is composed, and indicates their relation to each other.

404. Clauses are named from the leading part of speech, or from the office which they perform, and must be well understood before the thought of the writer can be fully and accurately comprehended.

405. *Proposition.* Any clause that contains a finite verb, is a proposition. There are four kinds of propositions.

1. *Transitive.* When the finite verb is transitive, it makes a transitive proposition. This proposition has three essential parts, viz, subject, predicate, and object. See No. 337. "The good man loves his enemies." (502.)

2. *Intransitive.* When the verb is intransitive, the proposition is intransitive, and has only two essential parts, viz, subject and predicate. The obedient shall live long in the land.

*Passive.* When the verb is passive, the proposition will be passive, and will have only two essential parts, viz, the subject and predicate. The town was captured by the enemy.

4. *Descriptive.* When the verb *to be*, or any equivalent is the predicate, the proposition is descriptive, and has three essential parts viz, subject, predicate, and descriptive (337) (499-500).

**NOTE.** Propositions denoting simply existence have no descriptive. When the descriptive word is a noun or pronoun, it is in the same case with the subject.

406. Propositions are Independent or Dependent. An independent proposition makes complete sense in itself; a dependent proposition can be used only in connection with an other. We left when the sun set. "We left," is an independent proposition; "when the sun set," is dependent. Every sentence must have at least one independent proposition.

407. Propositions are Simple or Compound. A simple proposition has only one subject and predicate; a compound proposition has more than one.

1. There may be two or more subjects with one predicate; as, "John and Charles were at home."

2. Two or more predicates with the same subject; as, "The farmer planted, tilled and gathered his corn." (669-670.)

3. Two or more subjects and two or more predicates; as, "Lee and Jackson fought and conquered the enemy."

4. Two or more objects or descriptives; as, "The merchant bought corn and wheat, which were scarce and dear."

5. Two or more simple propositions connected by a conjunction; as, "John learned these rules, but did not revise them."

408. *Relative Clause.* Every relative pronoun and the words connected with it, make a relative clause, though not always separated from the proposition; as, "Gen. Hoke, who captured Plymouth, is a brave man." "The man who is tall, deserves praise." (656.)

409. *Adjective Clause.* When an adjective and the words explaining or modifying it, are separated from the noun to which it refers, they make an adjective clause; as, "Lord Halifax, rich in all the graces and culture of life, zealously defended the bishops." (672.)

410. *Participle Clause.* When a participle and the words depending upon it, are separated from the proposition, they make a participle clause; as, "The Albemarle, having been seriously damaged by a round shot, retired up the river." (672.)

411. *Adjunctive Clause.* A preposition and its case with the words depending thereon, may make an adjunctive clause; as, "Charles, in the hurry and confusion of the accident, lost his purse." (651.)

412. *Connected Clause.* A proposition connected to another generally has one or more words understood, and makes a connected clause; as "Mary came to town, and departed the same day." (658.)

413. *Appositional Clause.* A noun in apposition, with its dependant words, makes an appositional clause; as, "Thompson, the author of the Seasons, is dead." (662.)

414. *Cumulative Clause.* Several words of the same part of speech governed in the same way, make cumulative clauses; as, "A dark, dense, and portentous cloud everhangs the city." (660.)

415. *Independent or Absolute Clause.* This is made by a noun in the nominative case independent or absolute; as, "Thomas, take this letter." (663.)

416. *Conditional Clause.* This is formed by any conjunction or adverb separated from the words in the sentence (665.)

417. An *Infinitive Clause* is formed by the infinitive mood and its dependent words, when separated from the rest of the sentence; as, "To find out the truth of the report, I sent a messenger to the army." (671.)



## 418. DIRECTIONS FOR ANALYSIS.

1. State what kind of a sentence, and whether simple or compound.
2. If compound, tell what kind of a compound it is, and the different members.
3. State what kind of a clause each one in the sentence is, and show what word any subordinate clause modifies.
4. Tell what kind of a proposition you have, how many essential elements, and what they are.
5. Show to which of the essentials, all the other words in the proposition belong.

## QUESTIONS.

What is syntax? What is a sentence? A phrase? How many kinds of sentences? What is the use of punctuation? What is a clause? From what are they named? How many kinds of propositions? What is the test of each? How many essential parts has each? What propositions have no descriptive? What is an independent proposition? A dependant? How many kinds of compound propositions? Name the character of each. What is a relative clause? An adjective clause? A participle clause? An adjunctive clause? A cumulative clause? A connected clause?—An appositional clause? An independent clause? A conditional clause? An infinitive clause? What is the test of each clause? State the five directions for analysis.

## EXAMPLES FOR ANALYSIS.

Solomon, the son of David, built the temple at Jerusalem. Josephus, the Jewish historian, relates the destruction of the temple.—That picture is a tolerably good copy of the original. Pride, that never-failing vice of fools, is not easily defined. The author of Junius's letters is still unknown. Pride and envy are the first two of the seven sins—gluttony and libidinousness the last two. Truly great men are far above worldly pride. Few men can be said to be truly great in all things. That which is most difficult in performance, is most praiseworthy in execution.

All things that are durable, are slow in growth. Human knowledge is progressive. A mind open to flattery is always in danger

Our knowledge of a future world is imperfect. Time is money. Righteousness exalteth a nation. A soft answer turneth away wrath. He that despiseth his neighbor, sinneth. He that hath mercy on the poor is happy. Do they not err that devise evil.

According to some ancient philosophers, the sun quenches his flames in the ocean. Sincerity and truth form the basis of every virtue. The coach will leave the city in the morning at sunrise.— The Spartan youth were accustomed to go barefoot. The atrocious crime of being a young man I shall attempt neither to pallate nor deny. Trusting in God implies a belief in him. His pretence was that the storm prevented his attendance. His intention was to destroy the fleet. Time flies rapidly. I confess that I am in fault.— William has determined to go. I wish that he may succeed in his enterprise. They said, "Thou hast saved our lives."

Ignorance moves our pity, and that modifies our aversion. If we have not always time to read, we have always time to reflect. The poor is hated even of his own neighbor, but the rich hath many friends. The eyes of the Lord are in every place, beholding the evil and the good. Righteousness exalteth a nation but sin is a reproach to any people. Pride goeth before destruction, and a haughty spirit before a fall. Death and life are in the power of the tongue. Though he slay me, yet I will trust in him. The slothful man saith, "There is a lion in the way." When the righteous are in authority, the people rejoice.

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## CONSTRUCTION OF SENTENCES.

419. Words are arranged in sentences, according to certain rules, called the *Rules of Syntax*.

### 420. GENERAL PRINCIPLES.

1. In every sentence there must be a *verb* and its *nominative*.
2. Every article, adjective, adjective pronoun, or participle, must have a substantive expressed or understood.
3. Every nominative or subject has its own verb, expressed or un-

derstood.

4. Every finite verb (that is, every verb not in the infinitive) has its own nominative expressed or understood.

5. Every possessive case is governed by a noun or substantive whose signification it serves to limit.

6. Every objective case is governed by a transitive verb in the active voice, or a preposition, or denotes circumstance of *time*, *value*, *weight*, or *measure*.

7. The infinitive mood is governed by a verb, adjective, or noun.

The exceptions to these general principles will appear in the Rules of Syntax.

#### PARTS OF SYNTAX.

421. The Rules of Syntax may all be referred to three heads, viz, *Concord*, or *agreement*, *Government* and *Position*.

422. CONCORD is the agreement which one word has with another in gender, number, case, or person.

423. GOVERNMENT is the power which one word has in determining the mood, tense, or case, of another word.—The word governed by another word is called its *regimen*.

424. POSITION means the place which a word occupies in relation to other words in a sentence.

425. In the English language, which has but few inflections, the meaning of a sentence often depends much on the position of the words of which it consists.

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#### SUBSTANTIVES IN APPOSITION.

426. RULE I.—*Substantives, denoting the same person or thing, agree in case; as—*

“*Cicero the orator.*”—“*I Paul have written it.*”—“*We, the people of the United States.*”—“*Ye woods and wilds.*”—“*This was said to us men.*”

427. The word annexed is said to be in *apposition* with the other, and is added to express some attribute, description, or appellation, belonging to it. The word so related must always be in the same member of the sentence—that is, both in the subject, or in the descriptive or object.

428. Two or more words forming one complex name, or a name and a title prefixed, though really in apposition, are properly inflected and parsed as one word; as, ‘*George Washington*’—‘*General Washington’s tent*.’

429. A noun is sometimes put in apposition with a sentence, and a sentence or infinitive mood sometimes in apposition with a noun; as, ‘*The weather forbids walking, a prohibition hurtful to us both*.’

430. A plural term is sometimes used in apposition with several substantives singular, to combine and give them emphasis; as, ‘*Time labor, money, all were lost*.’

431. Distributive words are sometimes put in apposition with a plural substantive; as, ‘*They went each of them on his way*.’

432. Of this character are such expressions as the following: ‘*They stood in each other’s way*’—that is, *they stood each in the other’s way*.

Throughout the exercises in syntax—first correct the errors; secondly, analyze orally the sentences so corrected; thirdly, parse any word etymologically; and last, parse syntactically the word or words to which the rule refers.

#### EXERCISES.

What words in the following sentences are in apposition, and with what? In what case do they agree? Give the rule;—

Religion, the support of adversity, adorns prosperity. Byron, the poet, the only son of Captain John Byron, was born in 1788. Coleridge, a remarkable man and rich imaginative poet, was the friend of Wordsworth. My brother William’s estate has been sold

“And on the palace floor, a lifeless carse she lay.”

#### EXERCISES TO BE CORRECTED.

As the nominative and the objective cases in nouns are alike in English, there is no liability to error under this rule, except in the case of pronouns.

Please give that book to my brother William, he who stands by the window. The gentleman has arrived, him whom I mentioned before. Do you speak so to me, I who have so often befriended you? I speak of Virgil, he who wrote the *Æneid*.

QUESTIONS.

How are words arranged? What must be in every sentence?—What of every article, &c? What of every nominative? Of every finite verb? Of every possessive? Of every objective? Of the infinitive mood? To what heads may the rules of syntax be referred? What is concord? What is government? What does position mean? What is Rule 1? What is the use of apposition? What of a complex name? Explain 429. What word explains 430? What governs *each* in 432? What direction is given for the exercises?

AN ADJECTIVE WITH A SUBSTANTIVE!

433. RULE II.—I. *An adjective or participle qualifies the substantive to which it belongs; as, "A good man."*

2. *Adjectives denoting ONE, qualify nouns in the singular; adjectives denoting MORE THAN ONE, qualify nouns in the plural; as, "This man."—These men."—"Six feet."*

434. When any of these is joined with a plural noun, the whole is regarded as one aggregate; as, "The first *two weeks*"—"Every *ten miles*"—"The last *four lines*"—"The last *days of summer*," &c. But the verb after such subjects is usually plural.

435. Two or more adjectives, expressing qualities that belong each to different objects of the same name, and that name expressed only with the last, should have an article before each; as, "The red and the white rose"—that is, *two roses*, the one red and the other white. So, "The first and the second page."

436. Adjectives without a substantive expressed, are often used as nouns; as, "The *rich* and the *poor* meet together."

437. An adjective sometimes qualifies the subject, not considered simply as a substantive, but as a substantive affected by the action of the connecting verb; as, "That *type* stands *low*." "This *fruit* tastes *bitter*."

438. Adjectives should not be used as adverbs; thus, "*miserable* poor," should be, "*miserably* poor"—"*sings elegant*," should be, "*sings elegantly*." So also, adverbs should not be used as adjectives; thus, "He arrived *safely*," should be, "He arrived *safe*."

439. *This* here, *that* there, *them* books, are vulgarisms, for *this*, *that*, *those* books.

440. Sometimes an adjective modifies the meaning of another adjective; as, "*red hot* iron," "*a bright-red* color."

441. Several adjectives frequently qualify the same substantive; as "*A large, strong, black* horse."

*This, that—these, those.*

442. When two or more objects are contrasted, *this* refers to the last mentioned, *that* to the first; as, "*Virtue and vice* are opposite qualities; *that* ennobles the mind, *this* debases it."

443. *Former* and *latter* are used in the same way. So also *the one*, *the other*, referring to words in the singular.

444. When no contrast is expressed, *this* refers to things near, or just mentioned, and *that* to things more remote, or formerly mentioned.

#### CONSTRUCTION OF COMPARATIVES AND SUPERLATIVES.

445. When one object is compared with another of the *same class*, or with more than one of a different class, individually, or in the aggregate, the comparative is used; as, "James is the *weaker* of the two"—"He is *taller* than his father."

446. When one object is compared with more than one of the *same class*, the superlative is used, and commonly has *the* prefixed; as, "John is the *tallest* amongst us"—"He is the *best* scholar in a class of ten."

447. When the comparative is used, the latter term of comparison must always *exclude* the former; thus, "Eve was fairer than any of her daughters."

448. When the superlative is used, the latter term of comparison must always *exclude* the former; as, "Russia is the largest country in Europe."

449. Double comparatives and superlatives are improper.

450 The double comparative *lesser*, however, is sanctioned by good authority; as, "Lesser Asia".—"Every lesser thing."—*N. Y. Review*.

POSITION OF ADJECTIVES.

451. An adjective is commonly placed before its substantive; as, "A good man"—"A virtuous woman."

1. Adjectives should be placed as near as possible to their substantives, and so that it may be certain to what noun they belong; thus, "A new pair of shoes," should be "A pair of new shoes."

2. When an adjective qualifies two or more substantives, connected by *and*, it is usually expressed before the first, and understood, to the rest; as, "A man of great wisdom and moderation."

An adjective is placed *after* its substantive—

1. Generally when it qualifies a pronoun; as, "We saw him faint and weary."

2. When other words depend on the adjective; as, "A man sick of the palsy"—"A pole ten feet long."

3. When the quality results from the action expressed by a verb; as, "Extravagance makes a man poor"—"Virtue makes a poor man happy."

4. When the adjective is predicated of the substantive; as, "God is good"—"We are happy."

EXERCISES TO BE CORRECTED

Correct the errors in the following sentences, and give a reason for the change:—

These kind of books can hardly be got. I have not been from home this ten days. We walked two mile in half an hour. I ordered six ton of coal, and these makes the third that has been delivered. This lake is six fathom deep. The garden wal: is five rod long; I measured it with a ten-foot pole. Twenty heads of cattle passed along the road. It is said that a fleet of six sails has just entered the bay. That three pair of gloves cost twelve shilling—A man who is prudent and industrious, will, by that means, increase his fortune. Charles formed expensive habits, and by those means became poor. If you are fond of those sort of things you may have them. There was a blot on the first or second page. The first

and second verse are better than the third and fourth.

(438.) Come quick and do not hinder us. Time passes swift, though it appears to move slow. We got home safely before dark, and found our friends sitting comfortably around the fire. The boat glides smooth over the lake. Magnesia feels smoothly. Open the door widely. The door is painted greenly.

(439.) Hand me that there pen, for this here one is worse than all. Them books were sold for a lesser price than they cost.

(442.) "For beast and bird;  
These to their grassy couch, those to their nests, repair."  
"Night's shadows hence, from the east the morning shine;  
That bright, this dark, this earthly, that divine."

(444) That very subject which we are now discussing is still involved in mystery. This vessel, of which you spoke of yesterday, sailed in the evening

(447.) That merchant is the wealthiest of all his neighbors.— China has a greater population than any nation on earth. That ship is larger than any of its class. There is more gold in California than in any part of North America. The birds of Brazil are more beautiful than any in South America. Philadelphia is the most regular of any city in Europe. Israel loved Joseph more than all his children. Solomon was wiser than any of the ancient kings.

(449-50.) A more worthier man you cannot find. The nightingale's voice is the most sweetest in the grove. A worsen evil yet awaits us. The rumor has not spread so universally as we supposed. Draw that line more perpendicular. This figure is a more perfect circle than that is. He is far from being so perfect as he thinks he is,

#### QUESTIONS.

What is the rule for adjectives? When should the adjectives be expressed before each noun? What of adjectives without a substantive? Explain 437. May adjectives be used as adverbs? Can one adjective modify another? How many may the same noun have? Explain the use of *this*, *that*, *these*, *those*. When is the comparative used? When the superlative? Which excludes? What of double comparatives? What is the position of the adjective?— When may it be placed after the noun?



## THE ARTICLE AND ITS NOUN.

452. RULE III.—1. *The article A or AN is put before common nouns in the singular number, when used INDEFINITELY; as, "A man"—"An apple;" that is, "any man,"—"any apple."*

2. *The article THE is put before common nouns, either singular or plural, when used DEFINITELY; as, "The sun rise."—"The city of Raleigh."*

453. A common noun, in the singular number, without an article or limiting word, is usually taken in its widest sense; as, "*Man* is mortal."

454. Every article belongs to a noun, expressed or understood, except as in (458 and 459).

455. When several nouns are combined in the same construction, the article is commonly expressed with the first, and understood with the rest; as, "*The men, women, and children, are expected.*"

456. But when several nouns in the same construction are disjunctively connected, the article must be repeated; as, "*The men, or the women, or the children, are expected*"

457. *The* is commonly put before an adjective used as a noun; as, "*The righteous* is more excellent than his neighbor." Also before adjectives in the superlative degree, when comparison is implied.—But when comparison is not implied, the superlative is either without an article, or has *a* or *an* preceding it; as, "*A most excellent man.*"

458. *The* is sometimes put *intensively* before adjectives and adverbs in the comparative degree; as, "*The higher the mountain, the colder its top.*"

459. An adjective placed after its noun is an epithet, commonly has the article *the* before it; as, "*Alexander the Great*"

460. *A* or *an* is sometimes put before the adjectives *few, hundred, thousand*, followed by a plural noun; as, "*A few men*"—"A hundred acres"—"*A thousand miles.*"

461. When two or more adjectives belong to the same noun, the article of the noun is put with the first adjective, but not with the rest; as, "*A red and white rose,*" that is, *one rose, partly red and partly white.*

462. When two or more adjectives belong each to a *different* object of the same name, the article of the noun is put with each adjective; as, "A red and a white rose"—"A red rose and a white rose," that is, *two* roses, *one* red and the *other* white.

463. So also when two or more epithets follow a noun, if both designate the *same* person, the article precedes the first only. If they designate different persons, the article must precede each; as, "Johnson, the bookseller and stationer," means *one* man, who is both a bookseller and stationer; but "Johnson *the* bookseller, and *the* stationer," means two men, one a bookseller, named Johnson, and the other a stationer, not named.

464. When two nouns after a word implying comparison, refer to the same person, or thing, the last must *want* the article; as, "He is a better soldier than statesman." But when they refer to different persons, the last must *have* the article; as, "He is a better soldier than a statesman [would be]"

465. The article *a*, before the adjectives *few* and *little*, renders the meaning *positive*; as, "A few men can do that"—"He deserves a little credit." But without the article the meaning is *negative*; as, "*Few* men can do that"—"He deserves *little* credit."

466. The article is generally omitted before *proper names; abstract nouns, and names of virtues, vices, arts, sciences, &c.*, when not restricted, and such other nouns as are of themselves so manifestly definite as not to require it.

#### EXERCISES TO BE CORRECTED.

Change, or omit, or insert the article, where necessary, and give a reason for so doing:—

(452.) The fire, the air, the earth, and the water, are four elements of the philosophers. Reason was given to a man to controul his passions. A man was made to mourn. The gold is corrupting. The silver is a precious metal.

(455.) Neither the man nor boy was to blame. A man may be a mechanic, or farmer, or lawyer, and be useful and respected; but idler or spendthrift can never be either.

(458.) We should ever pay attention to graceful and becoming.—The memory of just is blessed, but the name of wicked shall rot. Best men are often those who say least. Your friend is a man of

the most brilliant talents. Keep good and throw bad away.

(461.) A red and a white flag was the only one displayed from the tower. A beautiful stream flows between the old and new mansion. A hot and cold spring were found in the same neighborhood. The young and old man seem to be on good terms. The first and second book are difficult. Thompson the watchmaker and the jeweller made one of the party.

(464.) A man may be a better soldier than a logician. There is much truth in the saying that fire is a better servant than a master. He is not so good a poet as an historian.

(465.) It is always necessary to pay little attention to business.—A little respect should be paid to those who deserve none. Let the damsel abide with us few days. Are not my days a few? A few men of his age enjoy so good health.

QUESTIONS.

What is rule third? How is a noun without an article taken? Must the article be used before each of the several nouns combined? Explain 457. How is the article used intensively? When are *a* and *an* used before plural nouns? How must the article be used with two or more adjectives. Does Branson the publisher and the stationer mean one, or two men? What is the force of *a* before few? Before what nouns is the article omitted?

A PRONOUN AND ITS ANTECEDENT.

367. RULE IV.—*Pronouns agree with the words for which they stand, in gender, number, and person; as, "All that a man hath will he give for his life."—"A tree is known by its fruit."*

SPECIAL RULES.

468. RULE I.—*When a pronoun refers to two or more words taken together, and of different persons, it becomes plural, and prefers the first person to the second, and the second to the third; as, John and you and I will do our duty.*

RULE 2.—When a pronoun refers to two or more words in the singular taken separately, or to one of them exclusively, it must be singular; as, “A clock or a watch moves merely as *it* is moved.”

RULE 3.—But if either of the words referred to is plural, the pronoun must be plural also; as, “Neither he nor *they* trouble themselves.”

469. Nouns are taken together when connected by *and*—separately when connected by *or* or *nor*, as above; also after *each*, *every*, *no*, though connected by *and*; as, “Each book and each paper is in *its* place.”

470. When singular nouns of different genders are taken separately, they cannot be represented by a pronoun, for want of a singular pronoun, common gender, except by a clumsy repetition of pronouns of corresponding genders; thus, “If any *man* or *woman* shall violate *his* or *her* pledge, *he* or *she* shall pay a fine.” The use of the plural pronoun in such cases, though sometimes used, is improper.

471. Pronouns referring to singular nouns or other words, of the common gender, taken in a general sense, are commonly masculine; as, “A parent should love *his* child.”

472. Pronouns representing nouns personified, take the gender of the noun as a *person*; as, “*Night*, sable goddess, from her ebony throne.”

473. It is improper in the progress of a sentence to denote the same persons by pronouns of different numbers; as, “I labored long to make *thee* happy, and now *you* reward me by ingratitude.” It should be either ‘to make *you* happy,’ or ‘*thou* rewardest.’

#### EXERCISES TO BE CORRECTED.

In each sentence, state the words to which the pronouns refer, change the pronouns which are wrong, and give a reason for the change:—

(469.) A person's success in life depends on their exertions; if they aim at nothing, they shall certainly achieve nothing. Extremes are not in its nature favorable to happiness. A man's recollections of the past regulate their anticipations of the future.— Let every boy answer for themselves. Each of us had more than we wanted. Every one of you should attend to your own business.

(467 1.) Discontent and sorrow manifested itself in his counte-

nance. Both cold and heat have its extremes. You and your friend should take care of themselves. You and I must be diligent in your studies.

(467-2.) John or James will favor us with their company. One or the other must relinquish their claim. Neither wealth nor honor confers happiness on their votaries. Every plant and every flower proclaims their Maker's praise. Each day and each hour brings their changes. Poverty and wealth have each their own temptations. No thought, no word, no action, can escape in the judgment, whether they be good or evil.

(467.) Let every man and every woman strive to do their best.—If any boy or girl shall neglect her duty, they shall forfeit their place. No lady or gentleman would do a thing so unworthy of them.

(470.) One should not think too highly of themselves. A teacher should always consult the interest of her pupils. A parent's care for her children is not always required. Every one should consider their own frailties. Let each esteem others better than herself.

(471.) The earth is my mother; I will recline on its bosom.—That freedom, in its fearless flight, may here announce its glorious reign. Policy keeps coining truth in its mints, such truth as it can tolerate, and every die except its own it breaks and casts away. As time advances, it leaves behind him the traces of its flight.

(472.) Though you are great, yet consider thou art a man. Care for thyself, if you would have others to care for thee. If thou wert not my superior, I would reprove you. If thou forget thy friend can you expect your friend will remember thee?

#### QUESTIONS.

What is the rule for the pronoun? When does a pronoun refer to two or more words? If either of the words is plural? When are words taken together? When separately? What, when singular nouns of different genders are taken separately? Explain 476. What of pronouns representing personified nouns? What must be served in the progress of a sentence?

## THE RELATIVE AND ITS ANTECEDENT.

474. RULE V.—*The relative agrees with its antecedent in number and person; as “Thou who speakest.”—“The book which was lost.”*

475. The number of the relative can be determined only from the number of the antecedent.

476. *Who is applied to persons or things personified; as, “The man who”—“The fox who had never seen a lion.”*

477. *Which is applied to things and inferior animals—sometimes to children—to collective nouns in the singular, implying unity—and also to persons in asking questions.*

479. *That as a relative, is used instead of who or which—*

1. After adjectives in the superlative degree—after the words *very, same, and all*,—often after *no, some, and any*—and generally in restrictive clauses.

2. When the antecedent includes both persons and things; as “The man and the horse that we saw.”

3. After the interrogative *who*, and often after the personal pronouns; as, “Who that knew him could think so?”—“I that speak in righteousness.”

4. Generally when the propriety of *who* or *which* is doubted; as, “The little child that was placed in the midst.”

479. The relative in the objective case is often omitted; as, “Here is the book I promised you.”

480. *What* should not be used for the conjunction *that*: Thus, “I cannot believe but what it is so,” should be, “but that it is so.”

## EXERCISES ON THE RELATIVE.

481. The relative is generally placed after its antecedent.

482. To prevent ambiguity, the relative should be placed as near its antecedent as possible. When the antecedent can not be determined by the *sense*, it should be determined by the *position* of the relative.

## EXERCISES TO BE CORRECTED.

In the following sentences which are the relatives? What is the antecedent to which each refers? Correct those which are wrong, and give the rule, or the reason for the change:—

(475.) Those which seek wisdom will certainly find her. This is the friend which I love.—(476) That is the vice whom I hate. The tiger is a beast of prey who destroys without pity. The court who gives currency to such manners should be exemplary. The nations who have the best rulers are happy. Your friend is one of the committee who was appointed yesterday. The family with whom I lived has left the city. His father set him up as a merchant, who was what he desired to be. If you intend to be a teacher, who you can not be without learning, you must study.

(477.) It is the best situation which can be got. That man was the first who entered. This is the same horse which we saw yesterday. Solomon was the wisest king whom the world ever saw.—The lady and the lapdog, which we saw at the window, have disappeared. The man and the things which he has studied have not improved his morals. I who speak unto you am he. No man who respects himself would do so mean an action. I can not believe but what you have been sick. It is not impossible but what you are mistaken.

(481) The king dismissed his minister without inquiry, who had never before committed so unjust an act.

## QUESTIONS.

What is the rule for the relative? For who? For which? Give the four rules for the use of *that*. State 479. What should be the position of the relative? Explain 481.

## THE SUBJECT NOMINATIVE.

483. RULE VI.—*The subject of a finite verb is put in the nominative; as, "I am"—"Thou art"—"He is"—"They are"—"Time flies."*

484. A finite verb is a verb in the indicative, potential, subjunctive or imperative mood.

485. The subject of a finite verb may be a noun, a pronoun, an infinitive mood, a participle used as a noun, or a clause of a sentence. All these, when the subject of the verb, are regarded as the *nominative*.

416. It is improper to use both a noun and its pronoun as the nominative to the same verb. The nominative, especially in the answer to a question, and after *than* or *as*, often has the verb understood; as "Who said so?"—"He [said so]."—"James is taller than I [am] but not so tall as you [are]."

487. The subject is commonly placed before the verb. But in imperative and interrogative sentences, and in sentences inserted for the sake of emphasis or euphony, the subject is often placed after verb; as, "Go thou."—"Did he go?"

#### EXERCISES TO BE CORRECTED.

Which nouns or pronouns in the following sentences are the subject of the verb? If not in the proper case, change them, and give the rule, or a reason for the change:—

[483.] Him and me are of the same age. Suppose you and me go. Them are excellent. Whom do you think has arrived? Them that seek wisdom will find it. You and us enjoy many privileges.

[486.] John is older than me. You are as tall as her. Who has a knife? Me. Who came in? Her and him. You can write as well as me. That is the boy whom we think deserves the prize.

Virtue, however it may be neglected for a time, yet men are so constituted as to respect genuine merit.

#### QUESTIONS.

What is the rule for the subject? What is a finite verb? What may the subject be? Explain 486. When is the verb understood? Where should the subject be placed?

### THE NOMINATIVE INDEPENDENT.

488. RULE VII.—A substantive whose case depends on



no other word, is put in the nominative. This occurs under the following—

## SPECIAL RULES.

489. RULE 1.—*A substantive with a participle whose case depends on no other word, is put in the nominative absolute ; as, "He being gone, only two remain."*

490. In this construction, the substantive is sometimes understood ; as, "His conduct, viewing it even favorably, can not be commended ;" that is, *we, a person viewing it, &c.* Sometimes *being* and *having been* are omitted ; as, "Her wheel [*being*] at rest"—"He *destroyed* or *won*, &c. that is, "He *having been destroyed* or *won*," &c.

491. RULE 2.—*A person or thing addressed, without a verb or governing word, is put in the nominative independent ; as, "I remain, dear sir, yours truly"—"Plato, thou reasonest well."*

492. RULE 3.—*A substantive, unconnected in mere exclamation, is put in the nominative independent ; as, "O, the times !" "O the manners !"*

494. RULE 4.—*A substantive, used by pleonasm before an affirmative is put in the nominative independent ; as, "The boy, oh where was he?"—"Your fathers, where are they?—the prophets, do they live forever?"*

## EXERCISES TO BE CORRECTED.

Point out the noun or pronoun whose case depends on no other word—put it in the case required by the rule, and give the special rule requiring it.

Me being absent, the business was neglected. He made as wise proverbs as any body, him only excepted. All enjoyed themselves very much, us excepted. Whom being dead, we shall come.

Whose gray top

Shall tremble, him descending.

The bleating sheep with my complaints agree ;

Them parched with heat, and me inflamed by thee.

Her quick relapsing to her former state.  
Then all thy gifts and graces we display,  
Thee, only thee, directing all our way.

## THE VERB AND ITS NOMINATIVE:

494. RULE VIII.—*A verb agrees with its nominative in number and person; as, "I read," "Thou readest." "He reads," "We read," &c.*

### SPECIAL RULES.

495. RULE 1.—*A singular noun used in a plural sense, has a verb in the plural; as, "Ten sail are in sight."*

496. RULE 2.—*Two or more substantives, singular, taken together, have a verb in the plural; as, "James and John are here."*

497. A singular nominative and an objective connected by *with*, sometimes have a plural verb; as, "The ship with the crew were lost." This construction is incorrect, and should not be imitated.

498. When substantives connected by *and* denote one person or thing, the verb is singular; as, "Why is *dust* and *ashes* proud?"—"*The saint, the father, and the husband, prays.*"—Burns.

499. Singular nouns preceded by *each, every, no*, though connected by *and*, have the verb in the singular; as, "Each book and each paper was arranged." When a verb, having several nominatives connected by *and*, is placed after the first, it agrees with that, and is understood to the rest; as,

"Forth in the pleasing spring  
Thy beauty walks, thy tenderness, and love."

500. When the substantives connected are of different persons, the verb in the plural prefers the *first* to the *second*, and the *second* to the *third*. This can be perceived only in the pronoun.

501. RULE 3.—*Two or more substantives, singular, taken separately, or one to the exclusion of the rest, have a verb in the singular.*

502. Nouns taken *separately*, are connected by *or*, *nor*, *as well as*, and *also*, &c. A noun taken so as to *exclude* others, is connected with by such phrases as *and not*, *but not*, *not*, &c. In such, the verb agrees with the subject affirmed of, and is understood with the others.

504. But when two or more substantives, taken separately, are of different numbers, the verb agrees with the one next it, and the plural subject is usually placed next the verb; as, "Neither the captain nor the sailors *were* saved."

504. RULE 4.—*When substantives, taken separately, are of different persons, the verb agrees with the one next to it; as, "James or I am in the wrong"—"Either you or he is mistaken"—"I or thou art to blame."*

505. RULE 5.—1. *A collective noun, expressing many, as ONE WHOLE, has a verb in the singular; as, "The company was large."*

506—2. *But when a collective noun expresses many as individuals, the verb must be plural; as, "My people do not consider."*

507. It is sometimes difficult to determine whether a collective noun expresses *unity* or *plurality*. It is now considered generally best to use the plural, where the singular is manifestly required.

508. A nominative after "many a" has a verb in the singular; as, "Full many a flower *is* born," &c;

## EXERCISES TO BE CORRECTED.

What is the verb in each of the following sentences? What is the subject? See if they agree. If they do, give the rule and show how it applies. If they do not, change the verb so as to agree with its nominative, and give the rule. Thus, *loves* should be *love*, to agree with *I*, in the first person, singular. *Rule*—"A verb agrees," &c.

(104.) *I loves reading. A soft answer turn away wrath.—We is but of yesterday, and knows nothing. The days of man is as grass. Thou sees how little has been done. He dare not act otherwise. Fifty pounds of wheat produces forty pounds of flour. A variety of pleasing objects charm the eye. So much of ability and merit are seldom found. A judicious arrange-*

ment of studies facilitate improvement. Was you there? Circumstances alters cases. There is sometimes two or three of us. I, who are first, has the best claim. The derivation of these words are uncertain.

(496.) Forty head of cattle was sold in one hour. The horse was sent forward to engage the enemy. The foot, in the meantime, was preparing for an attack. Fifty sail was seen approaching the coast. Two dozen is as many as you can take. One pair was spoiled; five pair was in good condition.

(496.) Patience and diligence, like faith, removes mountains. Life and death is in the power of the tongue. Anger and impatience is always unreasonable. Out of the same mouth proceedeth blessing and cursing. Idleness and ignorance produces many vices. Temperance and exercise preserves health. Time and tide waits for no man. Our welfare and security consists in unity. To profess regard and to act differently marks a base mind. To be good and to seem good is different things. To do good and to shun evil is equally our duty.

(498.) That able scholar and critic have died. Your friend and patron, who were here yesterday, have called again to-day.

(499.) Every leaf, and every twig, and every drop of water teem with life. Every man and every woman were searched. Each day, and hour, and moment, are to be diligently improved. No wife, no mother, no child, soothe his cares. No oppressor, no tyrant triumph there.

(501.) Either the boy or the girl were present. Neither precept nor discipline are so forcible as example. Our happiness or misery depend much upon our own conduct. When sickness, infirmity, or misfortune, affect us, the sincerity of friendship is tried. Neither ability nor inclination are wanting. A man's being rich, or his being poor, do not affect his character or integrity. To do good or to get good are equally neglected by the foolish.

(502.) His time, as well as his money and health, were lost in the undertaking. He, and not we are to blame. James, and also his brother, have embarked for the gold region. Books, not

pleasure, occupies the mind. He, and not they, are mistaken.

(503.) Neither the scholars nor the teacher was present.— Whether the subjects or the king is responsible, makes no difference.

(504.) Either he or I are willing to go. Neither thou nor he art of age. You or your brother are blamed. Neither James nor I has had a letter this week. Either Robert or his sons has met with great losses. Thou, or he, or John art the author of that letter.

(505.) Stephen's party were entirely broken up. The meeting were large and respectable. The people often rejoice in that which will prove their ruin. The British parliament are composed of lords and commons. Congress consists of a senate and house of representatives. Never were any nation so infatuated. The noble army of martyrs praiseth thee, O God!— A great number of women were present. The public is respectfully informed. The audience was much pleased. The council was not unanimous. Congress have adjourned.

(508.) Many a one have tried to be rich, but in vain. Many a broken ship have come to land.

#### QUESTIONS.

What is the rule for the verb? For a singular noun used in a plural sense? Two or more substantives singular taken together? A singular nominative and *with*? When can nouns connected by *and* have a singular verb? Of several connected nominatives with which does the verb agree? When the nominatives are of different persons with which does the verb agree? What is special rule 3? How are nouns connected separately, exclusively? The rule for nouns of different numbers? The rules for collective nouns? Explain 507. Nominative after *many a*?

#### THE PREDICATE NOMINATIVE.

599. RULE IX.—*The descriptive word, after a verb, is put in the same case as the subject before it; as,—*

"It is I"—"He shall be called John"—"She walks a queen's

—“I took it to be *him*”—“He seems to be a *scholar*”—“The opinion is, *that he will live*.” Hence—

*Note.* As the subject of the verb can be only in the nominative or objective, the descriptive word can be only in the nominative or objective.

510. Any verb may be the copula between the subject and the descriptive word, except a transitive verb in the active voice. But those most commonly used in this way are the verbs *to be, to become, to seem, to appear*; intransitive verbs of *motion, position, &c.*, and passive verbs, denoting *to call, name, style, appoint, choose, make, esteem, reckon, and the like.*

#### POSITION.

511. The usual position of the descriptive is after the verb, as that of the subject is before it, and this is always the order of construction. But in both the direct and the indirect question, and in inverted sentences, its *place* is often different; as, “Who is *he*?”—“We know not who *he* is”—“Is *he* a student?”—“He is the same *that he* was”—“The dog *it* was that died”—“A man *he* was to all the country dear”—“Feet was *I* to the lame”—“Far other scene in *Thrasymene* now.”

#### EXERCISES TO BE CORRECTED.

In the following sentences, what is its subject?—what the descriptive? Correct where it is wrong, and give the reason for the correction. Thus, *me* is the descriptive, and shou'd be *I*, because the subject *it* is in the nominative. *Rule*—“The predicate,” &c.

(509) It is me. It was me who wrote the letter, and him who carried it to the post office. I am sure it could not have been her. It is them, you say, who deserve most blame. You would probably do the same thing if you were him. I understood it to be he. It may have been him, but there is no proof of it.

Whom do you think he is? Who do you think him to be? Whom do men say that I am? She is the person who I understood it to be. He is the man whom you said it was. Let him be whom he may. Can you tell whom that man is? Is it not him whom you thought it was?

## THE OBJECTIVE GOVERNED BY VERBS.

512. RULE X.—*A transitive verb in the active voice governs the objective case*; as, “We love *him*.”—“He loves *us*”—“*Whom* did they send?”

513. The infinitive mood or participle used as a noun, or part of a sentence, may be the object of a transitive verb, as well as a noun or pronoun; as, “Boys love *to play*.”—“I know *who is there*.”—“I wish *that they were wise*.”—“You see *how few have returned*.”

## SPECIAL RULES.

14. RULE 1.—*An intransitive verb does not govern an objective case.* Thus—

“Repenting *him* of his design,” should be, “Repenting of his design.” Still a few anomalies of this kind are to be found; as, “They laughed *him* to scorn.”—“The manliness to look the *subject* in the face.”—“Talked the *night* away.”

515. RULE 2.—*Intransitive verbs in a transitive sense (257) govern the objective case*; as “He runs a *race*.”—“They live a *holy life*.”

516. To this usage may be referred such expressions as the following: “The brook ran *nectar*.” “The trees wept *gums and balms*.” “Her lips blush deeper *sweets*,” &c.

517. To this rule also belongs the objective after *causatives*; as, “He runs a *stage*.” “John walks his *horse*.” “He works *him hard*,” &c. Such expressions, however, as, “*grows corn*,” are inelegant, and should be avoided.

518. RULE 3.—*Intransitive verbs do not admit a passive voice, except when used transitively.* Thus—

“I am purposed”—“I am perished,” should be, “I have purposed”—“I am perishing.” But we can say, “My race *is run*,” because *run* is used transitively.

519. A transitive verb in the active voice, without an object, either has an object understood, or is used intransitively.

520. RULE 4.—*A transitive verb does not admit a prep-*

osition after it; thus, "I must premise it a few observations." "I will not allow of it." Omit *with* and *of*.

521. RULE 5.—Verbs signifying to NAME, CHOOSE, APPOINT, CONSTITUTE, and the like, generally go two objectives, viz., the DIRECT, denoting the person or thing acted upon, and the INDIRECT, denoting the result of the act expressed; as, "They named him John." "The people elected him president." "They made it a book."

522. In such sentences, in the passive voice, the direct object is made the subject, and the indirect remains as the descriptive after the verb, according to Rule IX. Thus, "He was named John." "He was elected president." "I was made a book."

523. Besides the immediate object in the objective case, some verbs have a remote object between the immediate and the verb, governed by a preposition under to &c; as, "John gave me a book." But when the remote object comes last, the preposition must be expressed; as, "John gave a book to me." The verbs thus used are such as signify to ask, teach, offer, promise, give, pay, tell, allow, deny, and some others.

#### POSITION.

524. As the nominative and objective case of nouns are alike, the arrangement of the sentence should clearly distinguish the one case from the other. The nominative generally precedes the verb, and the objective follows it.

525. When the objective is a relative or interrogative pronoun, it precedes both the verb and its nominative; as, "The man whom we saw is dead."—"Whom did you send?"

526. The objective should not, if possible, be separated from its verb by intervening clauses. Thus, "We could not discover, for the want of proper tests, the quality of the metal." Better, "We could not, for the want of proper tests, discover the quality of the metal."

#### EXERCISES TO BE CORRECTED.

In the following sentences, correct the errors according to the rule,



and give a reason for the change. Parse the sentences corrected.— Thus, *I should be me*, because governed by *loves*. Rule. "A transitive verb," &c.:

(512.) He loves I. He and they we know, but who art thou? She that is idle and mischievous. reprove sharply! Ye only have I known. He who committed the offence thou shouldst correct, not I who am innocent. They that honor me I will honor. Who do you think I saw yesterday? Who did he marry? She who we met at the Spring last summer. Who having not seen, we love. Who should I meet the other day but my old friend? Who dost thou take to be such a coward?

(514) You will have reason enough to repent you of your foolish conduct. They did not fail to enlarge themselves on the subject. Go, flee thee away into the land of Judæa. Hasten thee home. Sit thee down and rest thee.

(515) Several persons were entered into a conspiracy. Fifty men are deserted from the army. I am purposed that I will not sin. He is almost perished with cold. I am resolved to go. He is retired to the field. The plague was then entirely ceased. Is your father returned? He was not returned an hour ago.

(520) No ordinary will allow of such a practice. False accusation cannot diminish from his real merit. His servants ye are to whom ye obey. He ingratiates with some by traducing others. They shall not want for encouragement. We do not want for anything. Covet earnestly for the best gifts.

(526) Becket could not better discover, than, by attacking so powerful an interest, his resolution to maintain his right.— The troops pursued, without waiting to rest, the enemy to their gates.

## QUESTIONS.

What is the rule for the transitive verb? What part of speech may the object be? The three rules for intransitive verbs? Explain 516-17. Why may a transitive verb not have a preposition? What verbs govern two objects? How arranged in the passive? What other form of remote object? What is the position of the nominative and objective? Explain 525.

## THE OBJECTIVE GOVERNED BY PREPOSITIONS.

526. RULE XI.—*A preposition governs the objective case;* as, “*To whom* much is given, *of him* much shall be required.”

The object of a preposition is sometimes an infinitive mood—a participle used as a noun—part of a sentence—a phrase, or dependent clause, as well as a noun or pronoun; as, “*He is ABOUT to depart.*” “*AFTER we came.*” “*ON receiving his diploma.*” “*Much depends on who are his advisers.*”

527. As a general rule, it is considered inelegant to connect either an active transitive verb and a preposition, or two prepositions with the same object. Thus, “*I wrote to, and warned him.*” Better, “*I wrote to him, and warned him.*”

529. When the preposition *to*, *at*, *in*, stand before names of places, the following usage should be carefully observed, viz :

1. *To*—is used after a verb of motion towards; as, “*He went to Spain,*” But it is omitted before *home*; as, “*Go home.*”

2. *At*—is used before names of *houses, villages, towns, and foreign cities*; as, “*He resides at the Mansion House.*” “*At Saratoga Springs.*” “*At Lisbon.*”

3. *In* is used before *countries and large cities*; as, “*He lives in England,*” “*In London,*” “*In New York.*” But *at* is used before the names of places and large cities after the verbs *touch, arrive, land*, and frequently after the verb *to be*; as, “*We touched at Liverpool, and after a short passage, landed at New Orleans.*” “*I was at New York.*”

4. In speaking of one’s residence in a city, *at* is used before the *No.*, and *in* before the *street*; as, “*He resides at No. —.*” “*He lives in State street.*” When both are mentioned together, the preposition is commonly understood before the last; as, “*He lives at No. —, State street,*” or “*He lives in State street, No. —.*”

536. The preposition is frequently understood, as follows:—

1. A preposition expressed with the first noun or pronoun of a series, may be understood to the rest; as, “*Be kind to John and James and Mary.*”

2. When the remote object of a verb, governed by a preposition, is placed between the verb and its immediate object, the preposi-

tion is often omitted; as, "Give *me* your hand." "Bring *me* a chair," "Get *me* a book."

3. *To* is commonly omitted after *like*, *near*, *nigh*; as, "Like his father," "Nedra a river," &c., and *of* frequently after *worthy* and *unworthy*.

531. The phrases, *in rain*, *in secret*, *at first*, *at last*, *in short*, *on high*, and the like, may either be parsed together as adverbs, or the noun may be supplied, and each word parsed separately; as "In a vain manner," "In a secret place," &c. The phrase *in a word*, has the preceding term of relation understood; as, "[To say] in a word."

## SPECIAL RULE.

532. RULE.—Nouns denoting, TIME, VALUE, WEIGHT, or MEASURE, are commonly put in the objective case without a governing word; as—

"He was absent six months last year." "It cost a shilling." "It is not worth a cent." "It weighs a pound." "The wall is six feet high, and two feet thick."

This may be called the objective of *time*, *value*, &c., as the case may be.

533. Nouns denoting *time how long* are generally without a preposition; as, "He is ten years old." Also nouns denoting *time when*, in a general or indefinite way; as, "He came last week." But nouns denoting the *time when*, definitely or with precision, generally have the preposition expressed; as, "He came last week, *on Wednesday*, *in the evening*."

## POSITION.

534. Prepositions should be placed before the words which they govern, and as near to them as possible; but never before *that* as a relative.

535. The preposition with its regimen should be placed as near as possible to the word to which it is related.

## EXERCISES TO BE CORRECTED.

In the following sentences, point out the preposition, and the word

governed by it. Correct the errors, and give a reason for the change. Parse the sentences when corrected:

(527.) To who will you give that pen? That is a small matter between you and I. He came along with James and I. He gave the book to some one, I know not who.—[524] Who does it belong to? That book which I read the story in is lost.

(529.) I have been to Boston. They live at Saratoga Springs. We touched in Liverpool on our way to New York. He has been to home for some days. He lives at Hudson street, in No. 42. We remained in a village in the vicinity of London.

(530.) Be so good as lend to me your grammar. Get to him a book like that. Ask of me that question again. This has taught to me a lesson which I will always be mindful of. Pay to me what you owe to me. I shall be pleased to do to him a kindness. Will you do to me a favor.

(531.) The nature of the undertaking was such as to render the progress very slow of the work. Beyond this period the arts can not be traced of civil society.

The wrong position of the preposition and its regimen often produces very ludicrous sentences. The following are a specimen:

Wanted a young man to take care of some horses, of a religious turn of mind. The following verses were written by a young man who has long lain in the grave, for his own amusement. A public dinner was given to the inhabitants, of roast beef and plum-pudding. I saw that the kettle had been scoured, with half an eye. He rode to town and drove twelve cows, on horseback. The man was digging a well, with a Roman nose.

#### QUESTIONS.

What is the rule for the preposition? What may be governed by a preposition? State 528. Name the four directions under 529. When may the preposition be understood? Explain the phrases *in vain*, &c. What nouns have no governing word? Where should the preposition be placed?

539. RULE XII.—*Certain words and phrases should be followed by appropriate prepositions.*

The following list may be useful for reference:—

Abhorrence <i>of</i> .	Advantage <i>over, of</i> .
Abound <i>in, with</i> .	Affinity <i>to, with</i> .
Abridge <i>from</i> .	Affection <i>for</i> .
Absent <i>from</i> .	Agree <i>with a person; to a proposition from another; upon a thing among themselves</i> .
Access <i>to</i> .	Agreeable <i>to</i> .
Accommodate <i>to</i> .	Allude <i>to</i> .
Accord <i>with</i> .	Alter <i>to, alteration in</i> .
Accuse <i>of</i> .	Amerce <i>in</i> .
Acquaint <i>with</i> .	Annex <i>to</i> .
Acquit <i>of</i> .	Analogy <i>to, with</i> .
Acquiesce <i>in</i> .	Antipathy <i>to against</i> .
Adapted <i>to</i> .	Approve <i>of</i> .
Adequate <i>to</i> .	Array <i>with, in</i> .
Adhere <i>to</i> .	Arrive <i>at</i> .
Adjudge <i>to</i> .	Ascendant <i>over</i> .
Admonish <i>of</i> .	Ask <i>of a person; for a thing; after what we wish to hear of</i> .
Address <i>to</i> .	Demand <i>of</i> .
Admission (access) <i>to</i> .	Denounce <i>against a person</i> .
Admission (entrance) <i>into</i> .	Depend, dependent <i>upon, on</i> .
Aspire <i>to, after</i> .	Deprive <i>of</i> .
Associate <i>with, seldom to</i> .	Derogate <i>from, derogatory to</i> .
Assent <i>to</i> .	Derogation <i>from, of</i> .
Assure <i>of</i> .	Despair <i>of</i> .
Attain <i>to</i> .	Despoil <i>of</i> .
Averse <i>to, from</i> .	Devolve <i>on</i> .
Banish <i>from, to</i> .	Die, perish <i>of a disease; by an instrument, or violence; for another</i> .
Believe <i>in, sometimes on</i> .	Differ, different <i>from</i> .
Bereft <i>of</i> .	Difficulty <i>in</i> .
Bestow <i>upon, on</i> .	Diminish <i>from, diminution of</i> .
Betray <i>to a person; into a thing</i> .	
Boast <i>of</i> .	
Bind <i>to, in</i> .	
Blush <i>at</i> .	
Border <i>upon, on</i> .	

Call on a person ; at a place.	Disabled from.
Capacity for.	Disagree with a person ; to a proposal
Careful of, in.	Disagreeable to.
Catch at.	Disappointed of what we do not get ; in what does not answer when got.
Change (exchange) for ; (alter) to, into.	Disapprove of.
Charge on a person ; with a thing.	Discourage from ; discouragement to.
Compare with, in respect of quality ; to, by way of illustration.	Disgusted at. with.
Comply, compliance with.	Dispose of ; disposed (adj.) to.
Composed of.	Dispossess of.
Concede to.	Disqualify for.
Concur with a person ; in a measure ; to an effect.	Dissent from.
Condescend to.	Distinct from.
Confer on, upon.	Divested of.
Confide in.	Divide between two, among more.
Conformable, conformity to, with.	Eager in, on, of, for, after.
Congenial to.	Embark in.
Congratulate upon, on.	Employ in, on, about.
Consonant to.	Enamored with.
Consist (to be composed) of, (to be comprised) in.	Encroach upon, on.
Consistent with.	Endeavor after a thing.
Contrast with.	Engage in a work ; for a time.
Conversant with men ; in things ; about and among are less proper.	Enjoin upon.
Convict of a crime ; in a penalty.	Entrance into.
Copy after a person ; from a thing.	Equal to, with.
Correspond (to be consistent) with ; (answering or suitable) to.	Equivalent to.
Correspondence with.	Espouse to.
Cured of.	Estimated at.
Debar from.	Exception from, to.
Defend (others) from ; (ourselves) against,	Exclude, exclusion from.
	Exclusive of.
	Expelled from.
	Export at (before a noun) ; in (before an active participle)
	Fall under disgrace ; from a tree ;

- Familiar *to, with*; a thing is familiar *to us*—we *with it*. Intent *upon, on*.  
 Marry *to*.  
 Fawn *upon, on*. Martyr *for*.  
 Followed *by*. Militate *against*.  
 Fond *of*. Mistrustful *of*.  
 Foreign *to, sometimes from*. Need *of*.  
 Founded *upon, on, in*. Obedient *to*.  
 Free *from*. Object *to, against*.  
 Fruitful *in*. Observance, observation *of*.  
 Full *of*. Obtrude *upon, on*.  
 Glad *of* something gained by ourselves; *at* something that befalls another. Occasion *for*.  
 Offensive *to*.  
 Operate *upon, on*.  
 Grateful *to* a person; *for* favors. Opposite, opposition *to*.  
 Partake *of*; participate *of, in*.  
 Hanker *after*. Penetrate *into*.  
 Hinder *from*. Persevere *in*.  
 Hold *of*; as, "Take hold of me." Pitch *upon*.  
 Impose *upon*. Poor *in*.  
 Incorporate (active transitive) *into*; (intransitive or passive) *with*. Prefer *to, over, above*.  
 Preference *to, over*.  
 Inculcate *on*. Preferable *to*.  
 Independent *of*. Prefix *to*.  
 Indulge *with* a thing not habitual; *in* a thing habitual. Prejudice *against*.  
 Preside *over*.  
 Indulgent *to*. Prevent *from*.  
 Influence *on, over, with*. Prevail (to persuade) *with, on, upon, (to overcome) over, against*.  
 Inform *of, about, concerning*. Prey *on, upon*.  
 Initiate *into* a place; *in* an art. Productive *of*.  
 Inquire.—(See *ask*.) Profit *by*.  
 Inroad *into*. Protect others *from*; ourselves *against*.  
 Inseparable *from*. Pronounce *against* a person; *on* a thing.  
 Insinuate *into*. Provide *with, for*.  
 Insist *upon*. Proud *of*.  
 Instruct *in*.  
 Inspection (prying) *into*; (superintendence) *over*.

Interfere <i>with</i> .	Purge <i>of, &amp; away</i> .
Intervene <i>between</i> .	Quarrel <i>with</i> .
Introduce <i>into</i> a place; <i>to</i> a person.	Reduce (subdue) <i>under</i> ; (in other cases) <i>to</i> .
Intrude <i>into</i> a place enclosed; upon a person or thing not enclosed.	Reflect <i>upon, on</i> .
Inured <i>to</i> .	Regard <i>for</i> ; in regard <i>to</i> .
Invested <i>with, in</i> .	Rely <i>upon, on</i> .
Lame <i>of</i> .	Replete <i>with</i> .
Level <i>with</i> .	Reproached <i>for</i> .
Long <i>for, after</i> .	Resemblance <i>to</i> .
Look <i>on</i> what is present; <i>for</i> what is absent; <i>after</i> what is distant.	Resolve <i>on</i> .
Made <i>of</i> .	Respect <i>to</i> ; in respect <i>to</i> .
Made much <i>of</i> .	Restore <i>to</i> .
Rich <i>in</i> .	Tax <i>with</i> (for example, a crime, an act): <i>for</i> [a purpose, the state]
Rob <i>of</i> .	Taste <i>of</i> , means actual enjoyment: taste <i>for</i> , means capacity or genius <i>for</i> .
Rule <i>over</i> ,	Thankful <i>for</i> .
Reckon <i>on, upon</i> .	Think <i>of, on</i> .
Reconcile (to friendship) <i>to</i> ; (to make consistent) <i>with</i> .	Touch <i>at</i> .
Share <i>in, of</i> .	Unite [transitive] <i>to</i> , [intransitive] <i>with</i> .
Sick <i>of</i> .	Union <i>with, to</i> .
Significant <i>of</i> .	Useful <i>for</i> ,
Similar <i>to</i> .	Value <i>upon, on</i> .
Sink <i>into, beneath</i> .	Vest, before the possessor, <i>in</i> ; before the thing possessed, <i>with</i> .
Skilful (before a noun) <i>in</i> ; (before a participle) <i>at, in</i> .	Wait <i>upon, on</i> .
Strain <i>out</i> .	Witness <i>of</i> .
Strip <i>of</i> .	Worthy, unworthy <i>of</i> . But after these <i>of</i> is generally omitted.
Submit <i>to</i> .	
Sent <i>to</i> .	
Swerve <i>from</i>	

537. What preposition it is proper to use, often depends as much upon what follows, as upon what goes before. Thus, "To fall from a height," "into a pit," "in battle," "to work," "upon an enemy."



538. *Into* is used only after verbs of motion, and implies entrance. *In* is used after verbs of motion or rest, and denotes situation, but never entrance; as, "He went *into* a carriage, and rode *in* it."

539. *Boast*, *approve*, and *disapprove*, are often used without a preposition following; so also *worthy* and *unworthy*.

540. The same preposition that follows a verb or adjective, usually follows the noun derived from it, and *vice versa*; as, "Confide *in*," "Confident *in*," Confidence *in*."

#### EXERCISES TO BE CORRECTED.

In the following sentences, point out the preposition and the antecedent term. If not appropriate, correct, and give the rule:—

This remark is founded with truth. He was eager of recommending him to his fellow-citizens. I find great difficulty of writing.— Every change is not a change to the better. Changed for a worse shape it cannot be. It is important, in times of trial, to have a friend to whom you can confide. You may rely in the truth of what he says. Many have profited from good advice, but have not always been grateful of it. I have no occasion of his service. Favors are not always bestowed to the most deserving. This is very different to that. Virtue and vice differ widely with each other.— Come in the house. We rode into a carriage with four horses. The boy fell under a deep pit. Such conduct cannot be reconciled to your profession. Go, and be reconciled with thy brother. A man had four sons, and he divided his property between them. I am now engaged with that work. He insists on it that he is right

#### QUESTIONS.

What is rule 12? Be prepared to give the appropriate preposition after each word or phrase in the list. Repeat 537. Explain the use of *into* and *in*. What is said of *boast*, *worthy*, &c.? Repeat 540.

#### THE POSSESSIVE GOVERNED BY SUBSTANTIVES.

541. RULE XIII.—*One substantive governs another in*

*the possessive, when the latter substantive limits the signification of the former ; as, "Virtue's reward"—"John's book."*

542. A substantive, limited by the possessive, may be any noun in any case, or a verbal noun either alone or with its regimen, or modifying words ; as, 'On eagles' wings.' "He was opposed to John's writing," "I am in favor of a pupil's composing frequently," "John's having devoted himself too much to study, was the cause of his sickness."

543. The noun governing the possessive is often understood ; as, "This book is John's [book]" It is always omitted after the possessive case of the personal pronoun ; as, "The book is mine, thine, ours," &c.

544. When several nouns come together in the possessive case, implying common possessing, the sign of the possessive is annexed to the last, and understood to the rest ; as, "Jane and Lucy's book."—But if common possession is not implied, or if several words intervene, the sign of the possessive should be annexed to each ; as, "Jane's and Lucy's book," that is, books, some of which are Jane's and others Lucy's. "This gained the king's as well as the people's approbation."

545. When a name is complex, consisting of more terms than one, the sign of the possessive is annexed to the last only ; as, "Julius Cæsar's Commentaries," "John the Baptist's head," "His brother Phillip's wife," "The Bishop of London's charge."

546. When a short explanatory term is joined to a name, the sign of the possessive may be annexed to either ; as, "I called at Smith's the bookseller," or, "at Smith the bookseller's." But if, to such a phrase, the governing substantive is added, the sign of the possessive must be annexed to the last ; as, I called at Smith the bookseller's shop."

547. If the explanatory circumstance be complex, or consisting of more terms than one, the sign of the possessive may be annexed to the name or first substantive ; as, "The Psa'm is David's the king, priest, and prophet of the people." "That book is Smith's, the bookseller in Maiden Lane."

548. When two nouns in the possessive are governed by different words, the sign of the possessive must be annexed to each ; as, "He took refuge at the governor's, the king's representative," that is, "at the governor's house."

549. The *s* after the apostrophe is sometimes omitted, when the

first word ends, and the following word begins, with an *s*, or when the use of it would occasion a disagreeable repetition of *s* sounds; as, "For righteousness' sake," "For conscience' sake" "For Jesus' sake." In other cases, such omissions would generally be improper; as, "James' book," "Miss' shoes," instead of, "James's book," "Miss's shoes."

550. A clause of a sentence should never come between the possessive case and the word by which it is governed. A noun governing the possessive plural, or two or more nouns severally in the possessive singular, should not be plural unless the sense require it. Thus, "The men's health (not healths) suffered from the climate." "John's and William's wives are of the same age."

551. The possessive *whosoever* is sometimes dividing by interposing the governing word; as, "*whose* house *soever*." This, in general, however, is to be avoided, and to be admitted only when euphony and precision are thereby promoted.

#### EXERCISES TO BE CORRECTED.

In the following sentences show which is the limiting substantive and which is the one limited—where wrong, correct according to the rule or the observation.

(541.) Virtues reward. One mans loss is often another mans gain. Mans chief end is to glorify God. My ancestors virtue is not mine. A mothers tenderness and a fathers care are natures gifts for mans advantage. On eagles wings. For Christ sake.—For ten sake. Which dictionary do you prefer—Webster, Walker, or Johnson? Asa his heart was perfect. John Thomson his book. Lucy Jones her book.

(531.) He was averse to the nation involving itself in war. Much depends on your pupil composing frequently. He being rich did not make him happy. I am opposed to him going on such an expedition.

(543.) That book is James book and that one is Roberts. That knife is your knife, but I thought it was my knife. My book is old, but your book and Roberts book are new. Which is the best book, your book or my book?

544.) William's and Mary's reign. Cain and Abel's sacrifice

were not the same. David and Solomon's reign were prosperous. John and William's wife are cousins. Men, women, and children's shoes for sale. He cared for his father and also for his mother's interests. The Betsy and Speedwells cargoes were both saved.

(545.) Messrs. Pratt's, Woodford's & Co.'s bookstore is in New York. Thompson's & Company's office was on fire. Jack's the Giant-killer's wonderful exploits. The bishop's of London's charge to his clergy. The Grand Sultan's Mahomet's palace. The secretary's of war report.

(547.) Call at Smith the bookseller and stationer's. The parcel was left at Johnson, a merchant in Broadway's. He emulated Cæsar the greatest general of antiquity's bravery. General Taylor president of the United States, an excellent man and brave soldier's residence.

(548.) That house is Smith the poor man's friend. We spent an agreeable hour at Wilson, the governor's deputy. The coach stopped at Mr. Brown, Henry's father.

(549.) James father arrived yesterday. Charles books are completely spoiled. King James translators merely revised former translations. For conscience's sake. For righteousness's sake.

(556.) They condemned the judge's in the case of Bardwell decision. The prisoner's, if I may say so, conduct was shameful. Peter the Hermit's as he was called, opinion. All men have talents committed to their charges. It is the duty of Christians to submit to their lots. We protest against this course, in our own names and in the names of our constituents. A father's and mother's loves to their children are very tender. The gentlemen and ladies healths are improving.

#### QUESTIONS.

The rule for the possessive? What may be limited by the possessive? Is the governing word ever understood? What is the rule for the possessive sign when several nouns come together implying common possession? What is common possession? When is the possession not common? When a name is complex? When a short explanatory term is added? If the explanatory circumstance be complex? When two nouns are governed by different words? When is the *s* omitted? When a noun governs the possessive plural? May *whosoever* be divided?

## SUBJUNCTIVE MOOD.

552. **RULE XIV** — *The subjunctive mood is used in dependent clauses, when both contingency or doubt, and futurity, are expressed; as, "If he continue to study he will improve."*

553. When contingency or doubt only, and not futurity, is implied, the indicative is used; as, "If he *has* money he keeps it."

554. Contingency or doubt is usually expressed by the connectives, *if, though, unless, except, whether, &c.*; but whether futurity is implied or not, must be gathered from the context.

555. Formerly, the subjunctive was used to express contingency, or doubt, whether futurity was implied or not. Of this, the English Bible furnishes examples in almost every page.

556. *Lest* and *that*, annexed to a command, require the subjunctive mood; as, "Love not sleep, lest thou *come* to poverty"—"Take heed that thou speak not to Jacob, either good or bad." And sometimes without a command; "They shall bear thee up, lest thou *dash* thy foot against a stone."

557. *If*, with *but* following it, when futurity is denoted, requires the subjunctive mood; as, "If he *do* but touch the hills, they shall smoke." But when future time is not implied, the indicative is used; as "If he *does* but whisper, every word is heard distinctly."

558. The subjunctive mood is used to express a wish or desire; as, "I wish I *were* at home." "O, that he *were* wiser."

559. A supposition or wish, implying a present denial of the thing supposed or desired, is expressed by the past subjunctive; as, "If my kingdom *were* of this world, then would my servants fight."

## EXERCISES TO BE CORRECTED.

What verbs in the following sentences, should, according to the rule, be in the subjunctive mood, and what in the indicative?—correct them accordingly—parse the sentence corrected.

552.) If a man smites his servant and he *des* he shall surely be put to death. We must go to-morrow, unless it rains. There will be a drought do next week, if the weather is good. Though the sky *be* clear, it is cold. He will maintain his cause, though he loses his estate. We may get the letter, if the mail arrives in time. If

John be come, why did you not tell me? If it snows all night, the roads will be impassible. Ask John if he know when the legislature meet. If he know anything, he surely knows, that unless he gets better he can not be removed. If thou be the Son of God, command that these stones be made bread.

(556.) Take care that the horse does not run away. See that thou dost it not. Let him that standeth take heed lest he fall. Kiss the Son, lest he is angry. Reprove not a scorner, lest he hates thee.

(557.) If he be but in health, it will be the cause of great thankfulness. If he does but run, he will soon overtake them. If he be but in health, I am content. O, that he was wise! I wish I was at home.

(559.) If I was not Alexander, I would be Diogenes. If it was not so, I would have told you. If he was a year older, I would send him to school. Was gold more abundant, it would be of less value. If he was an impostor, he must have been detected. If I was he, I would accept the offer. Was I he, I would accept the offer.

#### QUESTIONS.

What is the rule for the subjunctive mood? What form when doubt only is implied? How is contingency expressed? How was the subjunctive formerly used? What of *lest* and *that*? What of *if* with *but* following? How is a desire or wish expressed? Explain 559.

### THE INFINITIVE MOOD.

560. RULE XV.—*The infinitive mood is governed by VERBS, NOUNS or ADJECTIVES; as, "I desire to learn"—"A desire to learn"—"Anxious to learn."*

561. The infinitive is a sort of verbal noun, and has the construction of both a noun and a verb.

562. As a noun, the infinitive may be: 1. The *subject* of a verb; as, "*To play is pleasant*." 2. The *object* of a verb; as, "*Boys love to play.*" 3. The *descriptive* after a copulative verb; as, "*He is to be married.*" 4. In *opposition* with another noun; as, "*Spare, spare*

your friend the task, *to read, to nod, to scoff, to condemn.*" 5. The object of a preposition; as, "*About to depart,*" "What went ye out for *to see?*"

## SPECIAL RULES.

563. RULE 1.—*One verb being the SUBJECT of another, is put in the infinitive; as, "To study is profitable."*

564. RULE 2.—*One verb governs another as its OBJECT, or complement in the infinitive; as, "Boys love to play"—"They seem to study."*

565. Verbs which take the infinitive as their object are transitive verbs in the active voice and the infinitive, either alone, or modified by other words, is equivalent to the objective case (563.) Verbs which take the infinitive as their complement, that is, in order fill out or complete the idea intended, are intransitive or passive verbs.

566. RULE 3.—*The infinitive, as the subject or the object of a verb, sometimes has a subject of its own in the objective case.*

567. In either construction, the infinitive, with its subject, is an abridged dependent clause, and when used as the subject, is introduced by *for*. Thus, Subject—"For us to do so would be improper."—"That we should do so would be improper." Object—"I know him to be an honest man."—"I know that he is an honest man," taken together, equivalent to, "that he is an honest man."

568. RULE 4.—*The infinitive is used as a descriptive after any verb as a copula; as, "You are to blame."*

569. When used as a descriptive after the verb *to be*, the infinitive denotes—

1. An equivalent expression; as, "*To obey is to enjoy.*"
2. What is possible or obligatory; as, "*Gold is to be found in California.*"—"The laws are *to be observed.*"
3. What is settled and determined upon, and of course, *future*; as, "*The ship is to sail to-morrow.*"

570. RULE 5.—*To, the sign of the infinitive, is not used after the verbs BID, DARE, NEED, MAKE, SEE, HEAR, FEEL, and LET, in the active voice, nor after LET in the passive; as, "I saw him do it." "You need not go."*

571. To this rule there are some exceptions. As it relates only

to enphony and usage, *to* may be inserted when harshness will not thereby be produced; thus, "Conscious that his opinions need to be disguised."—*McKenzie*.

573. For the same reason, *to* is sometimes omitted after the verbs *perceive, behold, observe, have, and know*.

573. When several infinitives come together in the same construction, the sign *to* expressed with the first, is sometimes omitted with those that follow; thus, "It is better to be a king and *die*, than to live and be a prince." This should never be done when either harshness or obscurity would be the result.

574. *To*, the sign of the infinitive, should never be used for the infinitive itself. Thus, "I have not written, and do not intend *to*," is a colloquial vulgarism for, "I have not written; and I do not intend *to write*."

575. RULE 5.—*The infinitive is used to express the PURPOSE, END, or DESIGN of the preceding act*; as, "Some who came to *scoff*, remained *to pray*."

576. RULE 7.—*In comparisons, the infinitive mood is put after SO AS, TOO, OR THAN*, as, "Be so good *as to read* this letter." "Too old *to learn*." "Wiser than *to undertake* it."

578. The infinitive is sometimes used to assign, in an abridged form, the reason of that which goes before; as, "Base coward that they art *to flee!*" "Ungrateful man! *to waste* my fortune, *rob* me of my peace."

578. The infinitive is sometimes put absolutely, without a governing word; "*To say* the truth, I was in fault."

579. The infinitive is sometimes omitted; as, "I consider him (*to be*) an honest man."

581. The infinitive, in these several constructions, in parsing may be briefly stated thus: "The infinitive as the *subject of*—" "as the *object of*—" "as the *predicate after*—" "The infinitive of *purpose—comparison—cause—used absolutely*."

#### EXERCISES TO BE CORRECTED.

There is but little liability to err in the use of this mood, except in its tense, and in the improper use or omission of the sign *to*. When there is no rule to authorize the omission, it should be inserted.

(575.) You need not to be so serious. I have seen some young



persons to conduct themselves very discreetly. He bid me to go home. The boys were all let to go at once. Let no man to think too highly of himself. They all heard him to say it. He was heard say it by everybody. Some one saw them to pass the house. They were seen pass the house. I have observed some satirists to use the term. Dare be wise. They were bid come into the house. Be sure to write yourself, and tell him to. And live as God designed me to.

Point out the use of the infinitive in the following sentences, and show how it is governed. Analyze the sentences.

It too often happens that to be above the reach of want just places us within the reach of avarice. It does no good to preach generosity, or even justice, to those who have neither sense nor soul. He was born to be great. To accomplish these ends, savages resort to cunning. They thought to make themselves rich. Great desires are difficult to be gratified. Some people are difficult to please. To know ourselves, we must commence by knowing our own weaknesses. If we have not always time to read, we have always time to reflect. To be or not to be? that is the question.

#### QUESTIONS.

What is the rule for the infinitive? In what ways is the infinitive used? Repeat rule 1 and 2. What verbs take the infinitive as an object? As a complement? Repeat rule 3. What is the infinitive with its subject? Repeat rule 4. What does the infinitive denote when used as a descriptive? Repeat rule 5. What exceptions? May the sign of the infinitive be used without the verb?—Repeat rule 6 and 7. What is the infinitive absolute? How are the different constructions parsed?

#### THE PARTICIPLE.

381. RULE XVI.—*Participles have the construction of nouns, adjectives, and verbs.*

## SPECIAL RULES.

**RULE 1.**—A participle used as a noun may be the nominative to a verb, or the object or descriptive after a verb or preposition.

**RULE 2.**—A participle not used as a noun, belongs to a noun or pronoun.

**NOTE.** When a participle forms part of a substantive phrase, it is not to be parsed separately, the whole phrase is parsed as one word. A noun or pronoun following a participle of the verb *to be*, must be in the nominative case.

582. The participle, while used as a noun or adjective, may be modified in all respects as the verb.

## SPECIAL RULES.

583 **RULE 1.**—When the present or perfect participle is used as a noun, a noun before it is put in the possessive case; as, “Much depends on the pupil’s composing frequently.” “His having done so is evident.”

584. But a pronoun, in this construction, must be the possessive pronoun, and not the possessive case; as, “Much depends on *your* composing,” &c.; not *yours*.

585. In many cases, the nominative or objective case before the present participle as an adjective, will express nearly the same idea. Thus, “Much will depend on the pupil’s composing,” and “Much will depend on the pupil composing,” mean substantially the same thing. Still, the construction is different: in the first, the dependence is on the *composing*, in the second it is on the *pupil*; and though in these examples the sense is nearly the same, yet there are often examples in which the sense is entirely different. Thus, “What do you think of my horse’s running to-day?” implies he *has run*, and asks, “How do you think he ran?” But, “What do you think of my horse running to-day?” implies he *has not run*, and asks, “Do you think he should run?”

586. **RULE 2.**—When the present participle used as a noun, has an ARTICLE or ADJECTIVE before it, the preposi-

tion OF follows; as, "By the observing of these rules."  
 "This was a complete forsaking of the truth."

587. Both the *article* and *of* may be omitted, but not the one without the other. By this omission, the participle becomes a participial noun, and can be modified as the verb. *Of* can not be used when a preposition follows.

588. RULE 3.—When the verbal noun expresses something of which the noun following is the DOER, it should have the article and the preposition; as, "It was said in the hearing of the witness." But when it expresses something of which the noun following is not the doer, but the OBJECT, both should be omitted; as, "The court spent some time in hearing the witness."

589. RULE 4.—The past participle and not the past tense, should be used after the auxiliaries HAVE and BE; as, "I have written" (not wrote)—"The letter is written" (not wrote.)

590. So, also, the past participle should not be used for the past tense; as, "He ran," not run—"I saw," not seen—"I did," not done.

591. The participle is sometimes used absolutely, having no dependence on any other word; as, "Properly speaking, there is no such thing as chance."

#### EXERCISES TO BE CORRECTED.

In the following sentences, correct the errors, and give a reason for the change.

(587.) Its being me need make no difference. We could not be sure of its being him. The whole depended on its being them.

(588.) My rebelling against his Maker, brought him into ruin.—Joseph having been sold by his brethren, was overruled for good. God upholding all things, is an evidence of his power. He being a great man did not make him a happy man. A man being poor does not make him miserable. What do you think of my horse running to-day? Did he run well? What think you of my horse's running to-day? Will it be safe?

(586.) He spends part of his time in studying of the classics. By the obtaining wisdom you will command respect. By obtaining of the proposal. Illis was equal to rejecting of the proposal. The learning anything well requires great application. Learning of anything well requires application. Meekness is manifested in suffering of ills patiently--in the suffering ills patiently--in the suffering of ills patiently. In the patient suffering ills--in patient suffering of ills. Because of provoking his sons and daughters, the Lord abhorred them.

(588.) In the hearing of the will read, and in the examining of sundry papers, much time was spent. The greatest pain is suff red in the cutting of the skin.

(589.) His has broke his cap i have drank enough. The tree was shook by the wind. The tree has fell. Some one has took my pen. I seen the man who done it. He has began the work. Some fell by the wayside and was trade down. The French language is spoke in every part of Europe.

(590.) The fortress was being built. The spot where this new and strange tragedy was being acted. An attempt was being made in the English parliament. The magnificent church now being erected in the city of New York. While these things were being transacted in England. While the ceremony was being performed. The court was then being held. And still he being done and never done. Wheat is being sold at a fair price. Gold is being found in great quantities. A report is now being prepared. Goods are being sold off at first cost.-- While the necessary movement was being made.

#### QUESTIONS.

— What is the rule for the participle? Repeat the two special rules. Repeat the note. When must the noun before the participle be in the possessive case? Repeat the substance of 583. When must of to low the participle? What is the rule for using or omitting the article and preposition? What is the rule for the past participle? What is an absolute participle?

## CONNEXION OF TENSES.

592. RULE XVII.—*In the use of verbs, and words that in point of time relate to each other, the order of time must be observed; as, "I have known him these many years." not, "I know him these many years;" nor, "I knew him these many years."*

593. REMARK.—The particular tense necessary to be used must depend upon the sense, and no rules can be given that will apply to all cases. But it may be proper to observe—

594. An observation which is always true must be expressed in the present tense; as, "The stoics believed that all crimes are equal."

595. The present perfect, and not the present tense should be used in connexion with words denoting an extent of time continued to the present; thus, "They continue with me now three days," should be, "have continued."

596. The present perfect tense ought never to be used in connexion with words which express past time; thus, "I have formerly mentioned his attachment to study," should be, "I formerly mentioned."

597. The present and past of the auxiliaries, *shall, will, may, can*, should never be associated in the same sentence; and care must be taken that the subsequent verb be expressed in the same tense with the antecedent verb; thus, "I may or can do it now, if I choose" — "I might or could do it now, if I chose."

598. In dependent clauses, the past perfect indicative or potential is used to express an event antecedent to, but never contemporary with, or subsequent to, that expressed by a verb in the past tense in the leading clause. Thus, we can say, "I believed he had done it," but not, "I hoped he had done it;" because *belief* may refer to what is past, but *hope* always refers to something in the future.

599. When *should* is used instead of *ought* to express present duty, it may be followed by the present or present perfect; as, "You should study, that you may become learned."

600. The indicative present is frequently used after the words *when, till, before, as soon as, after*, to express the relative time of a future action; as, "When he comes, he will be welcome." When before the present perfect indicative, they denote the completion of a future action or event; as, "He will never be better till he has felt the pangs of poverty."

601. A verb in the infinitive mood must be in the *present tense*, when it expresses what is *contemporary* in point of time with its governing verb, or *subsequent* to it; as, "He appeared *to be* a man of letters."— "The apostles were determined *to preach* the gospel." Hence verbs denoting *hope, desire, intention, or command*, must be followed by the *present infinitive*, and not the *perfect*.

602. But the perfect infinitive must be used to express what is *an-  
tecedent* to the time of the governing verb; as, "Romulus is said *to have founded* Rome."

#### EXERCISES TO BE CORRECTED.

(594.) The doctor said that fever always produced thirst.— The philosopher said that heat always expanded metals. He said that truth was immutable.

(595.) I know the family more than twenty years. I am now at school six months. My brother was sick four weeks, and is no better. He tells lies long enough. They continue with me now three days.

(596.) He has lately lost an only son. He has been formerly very disorderly. I have been in London last year, and seen the king last summer. I have once or twice told the story to our friend before he went away. He has done it before yesterday. Some one has long ago told the same story.

(597.) I should be obliged to him if he will gratify me in that particular. Ye will not come to me, that ye might have life.— Be wise and good, that you might be happy. He was told his danger, that he may shun it.

(598.) We had hoped that Lord Nugent would have been able to collect much new and interesting information. Columbus hoped that he would have rendered the natives tributary to the crown of Spain. We expected that they would have come to-day. We trusted that it had been. He who should have redeemed Israel.

(599.) He should study diligently that he might become learned. We should respect those persons, because they continued long attached to us.

[600] We shall welcome him when he shall arrive. As soon as he shall return we will recommence our studies. A prisoner is not accounted guilty till he be convicted.

[601.] From the little conversation I had with him, he appeared to have been a man of learning. Our friends intended to have met us. He was afraid he would have died.

[602.] Kinstall Abbey, now in ruins, appears to be an extensive building. Lycurgus, the Spartan lawgiver, is said to be born in the nine hundred and twenty-sixth year before Christ.

#### QUESTIONS.

Repeat rule 17. How can the correct tense be ascertained?—What observation is made on the use of the present perfect? The auxiliaries *shall, will, &c.*? Dependent clauses?—*Shall* instead of *ought*? The present after *when, till, &c.*? When must the infinitive present be used? The infinitive perfect?

#### CONSTRUCTION OF ADVERBS.

693. RULE XVIII.—*Adverbs modify VERBS, ADJECTIVES and other ADVERBS; as, "John speaks distinctly; he is remarkably diligent, and reads very correctly."*

694. Adverbial adverbs sometimes modify nouns or pronouns; as, "Not only the men, but the women also, were present." "I, even I, do bring a flood."

695. Sometimes an adverb modifies a preposition, and sometimes an adjunct or clause of a sentence; as, "He sailed nearly round the globe."—"Get down the car,"—"Verily I say unto you."

#### SPECIAL RULE.

696. RULE I.—*Adverbs should not be used as adjectives, nor adjectives as adverbs.*

§ 7 The adverbs *hence, thence, whence*, meaning *from this place from that place from which place*, properly should not have *from* before them, because it is implied.

608. After verbs of motion the adverbs *hither*, *thither*, *whithor*, are now used only in solemn style. In ordinary discourse, *here*, *there*, and *where*, are used instead of them; as, "We came *here*." "They walked *there*." "Where did he go?"

609. *Where* should not be used for *in which*, except the reference is to place. Thus, "They framed a protestation, *where* [*in which*] they repeated their former claims."

610. The adverbs *now*, *then*, *when*, *where*, in such phrases as *till now*, *till then*, *since when*, *to where* &c., are sometimes used by good writers as nouns. This, however is rare in prose, and should not be imitated. In poetry it is more common.

611. Of this character are the expressions *at once*, *far from hence*, &c., but these are now established idioms, and in parsing are regarded as one word.

612. *There*, properly an adverb of place, is often used as an introductory expletive; as, "There came to the beach."

613. RULE 2 — *Two negatives are equivalent to an affirmative, and should not be used unless an affirmative is intended*; as, "I cannot drink *no* [*any*] more," or, "I can drink *no* more."

614. One negative is sometimes connected with another implied in the negative prefix *dis*, *in*, *im*, *in*, *illi*, *ir* &c.; as, "Thou art *not* *unacquainted* with his merits," that is, "You are acquainted," &c. In this way a pleasing variety of expression is sometimes produced. But the word *only* with the negative preserves the negation; as, "He was not *only* liberal, but covetous."

615. The adverbs *nay*, *no*, *yea*, *yes*, of en stand alone as a negative or affirmative answer to a question; as, "Is he at home?" "Yea" — "He is at home." *Amen* is an affirmative adverb, equivalent to "Be it so," or, "May it be so."

616. *No*, before a noun, is an adjective; as, "*No* man." Before an adjective or adverb in the comparative degree, it is an adverb; as, "*No* taller." "*No* sooner." In all other cases the proper negative is *not*; as, "He will *not* come."

#### POSITION.

617. RULE 3. — *Adverbs are for the most part placed before adjectives; after a verb in the simple form, and after*



*the first auxiliary in the compound form*; as, "He is *very* attentive, behaves *well*, and is *much* esteemed"

618. This rule applies generally to adjunct phrases as well as to adverbs.

619. *Never, often, always, sometimes*, generally precede the verb.—*Not*, with the participle or infinitive, should generally be placed before it.

620. The improper position of the adverb *only* often occasions ambiguity. This will generally be avoided when it refers to a sentence or clause, by placing it at the beginning of that sentence or clause; when it refers to a predicate, by placing it before the predicating term; and when it refers to a subject, by placing it after its name or description; as, "*Only* acknowledge thine iniquity." "The thoughts of his heart are *only* evil." "Take nothing for your journey but your staff *only*." These observations will generally be applicable to the words *merely, solely, chiefly, first, at least*, and perhaps to a few others.

621. In prose, *to*, the sign of the infinitive, should never be separated by placing an adverb immediately after it.

622. The adverb *enough* is commonly placed after the adjective which it modifies; as, "A house large *enough* for all."

623. *Ever* is sometimes improperly used for *never*. Thus, "Ask me *ever* so much," should be, "Ask me *never* so much"—that is so much as never before.

#### EXERCISES TO BE CORRECTED.

As adverbs are indeclinable, mistakes are liable to be made chiefly in their position, or in using as adverbs words that are not so, or in using adverbs where other words are required. Correct the errors in the following:—

606. They hoped for a soon and prosperous issue to the war. The then emperor was noted for his cruelty. He was befriended by the then reigning duke. She walks gracefully. He spoke eloquent. She did the work well. Our friends arrived safely. The boat moves <sup>rapidly</sup>. His expressions sounded harshly. She is a remarkable pretty girl. My foot slipped, and I pretty near fell down.

[607.] He departed from thence into a desert place. I will send thee far from hence to the Genties. From hence! away!

[608.] Where art thou gone? And he said unto me, "Come up here." The city is near, oh! let me escape there, Where I am, there ye cannot come.

[609.] He drew up a petition, where he represented his own merit. The condition where I found him was deplorable. He went to London last year, since when I have not seen him.

[613.] I can do no more. He will never be no taller. He did not say nothing at all. Neither he nor no one else can do that. I have received no information on the subject, neither from him nor from his friend. I never did repent for doing good, nor shall not now. I can not see to write no more. Nothing never can justify ingratitude. Be so kind as to tell me whether he will do it or no.

[617.] We should not be overcome totally by present events. We always should prefer our duty to our pleasure. It is impossible continually to be at work. Not only he found her employed, but pleased and tranquil also. In the proper disposition of adverbs, the ear carefully requires to be consulted as well as the sense. They seemed to be nearly dressed alike. The bark *Charissa* is soon expected to set sail. I wished that any one would hang me a hundred times.

(618.) The women contributed all their rings and jewels voluntarily, to assist the government. He determined to invite back the king, and to call together his friends. Having not known or having not considered the measures proposed, he failed of success.

[629.] Theism can only be opposed to polytheism. By greatness, I do not only mean the bulk of any single object, but the distinctness of the whole view. Only you have I known of, all the nations of the earth. In promoting the public good, we only discharge our duty. He only read one book, not two. I only, read the book but not the letter. He read the book only but did not keep it. He chiefly spoke of vice, not of vice. — He only reads English, not French.

[621.] Scholars should be taught to carefully scrutinize the sentiments advanced in all the books they read. To make this sentence perspicuous, it would be necessary to entirely remodel it.

#### QUESTIONS.

What is the rule for adverbs? Do they ever modify nouns? What other parts of speech do they sometimes modify? May adverbs be used as adjectives? What is said of *hence*, *thence*, &c.? When are *hither*, *thither*, &c., used? What is said of *where*? What of *till now*, &c.? What of two negatives? What is an implied negative? What are *nay no*, *amen*, &c.? What is *no*? What is the rule of position? What is the rule for *only*? What is said of *to* and *over*?

### CONSTRUCTION OF CONJUNCTIONS.

624. RULE XIX — *Conjunctions connect WORDS or SENTENCES.*

625. Words of the same class, having a similar relation to another to which they belong, are connected by a conjunction. Thus—

1. Nouns or pronouns; as, "James and John and I are here."
2. Adjectives; as, "A prudent, brave, and honorable man."
3. Verbs; as, "Cæsar came and saw and conquered."
4. Adverbs, or adverbs and adjuncts; as, "He won the prize fairly and honorably," or, "Fairly and with honor."
5. Prepositions; as "To and from the city"—"Up and down the hill."

626. Verbs connected have the same nominative; "James reads and writes."

627. Nouns or pronouns connected in the nominative case, either as subjects or descriptives are related as such to the same verb; as, "John and James are cousins." "He is a gentleman and scholar."

628. Nouns or pronouns connected in the possessive case are governed by the same noun; as, "John's and James's book."

629. Nouns or pronouns, connected in the objective case, are gov-

erned by the same verb or preposition; as, "He studies *grammar and logic.*" "Give the books to *him and me.*"

630. When nominatives belong to different verbs, or verbs to different nominatives, the conjunction connects the sentences, not the words; as, "*John reads and James writes.*"

631. Simple sentences or clauses are connected by conjunctions, so as to form one compound sentence; as, "*I said that ye are Gods: but ye shall die.*"

632. Similar sentences, whether dependant or independent, are connected by the conjunctions *and, or, nor, but, yet, &c.*

633. Conjunctions are frequently understood between the words or sentences connected; as, "*Cæsar came, saw, and conquered.*" "*The men, women, and children, were present.*"

#### SPECIAL RULES.

634. RULE.—*Conjunctions connect the same moods and tenses of verbs, and cases of nouns or pronouns; as, "Do good and seek peace."*—"Honor thy father and mother."

635. Verbs of the same mood and tense, under this rule, are generally also in the same form; "*He reads and writes.*" (not *does write*)

636. When verbs connected are not of the same mood, tense, or form, and especially if contrast or opposition, expressed by *but, though, yet*, is intended, the nominative is repeated; as, "*He came but he would not stay.*"

637. After expressions implying *doubt, fear, or denial*, the conjunction *that* is properly used—not *lest but, but that*; as, "*I do not doubt that he is honest.*"—"I am afraid *that* he will die." Also, *what* should not be used in the place of *that*. Thus, "*He will not believe but what I am to blame,*" should be, "*but that I am to blame.*"

638. RULE 2.—*Certain words in the antecedent member of a sentence, require corresponding connectives in the subsequent one; thus—*

1. In clauses or words simply connected—

*Both* requires *and*; as, "*Both he and I came.*"

*Either* ———— *or*; as, "*Either he or I will come.*"

*Neither* ———— *nor*; as, "*Neither he nor I came.*"

*Whether* ———— *or*; as, "*Whether he or I came.*"

*Though* ——— yet; as, "Though he slay me, yet will I trust in him."

*Not only* ——— but also; as, "Not only he but also his brother goes."

2. In clauses connected so as to imply comparison—

The *comparative degree* requires *than*; as, "He is taller than I am." Other requires *than*; as, "It is no other than he."

*Else* ——— *than*; as, "What else do you expect than this?"

*As* ——— *as* (expressing equality); as, "He is as tall as I am."

*As* ——— *so* (expressing equality); as, "As thy day is, so shall thy strength be."

*So* ——— *as* (with a negative, expressing inequality); as, "He is not so learned as his brother."

*So* ——— *that* (expressing consequence); as, "He is so weak that he can not walk."

*Such* ——— *as* (expressing similarity); as, "He or such as he."

630. In sentences implying comparison, there is commonly an ellipsis in the second member, after *than* and *as*; "My punishment is greater than (*that is which*) I can bear."

640. A relative after *than* is put in the objective case; as, "Eat, than whom none higher eat." This anomaly has not been satisfactorily explained. In this case, some regard *than* as a preposition.

641. RULE 3.—When a subsequent clause or part of a sentence is common to two different but connected antecedent clauses, it must be equally applicab'e to both; as, "That work always has been, and always will be, admired" —"He is as tall, though not so handsome, as his brother."

642. When this rule is violated, the correction is made, either—

1. By altering one of the antecedent clauses, so that the subsequent may be applicable to both. Thus, "The story has and will be believed," is not correct, because, though we can say, *will be believed*, we can not say, *has been believed*; It should be, "The story has been, and will be, believed." or—

2. If this can not be done, we may complete the construction of the first part by annexing its appropriate subsequent, and leave the subsequent of the second understood. Thus, "He was more beloved, but,

not so much admired as Cynthia," is not correct, because we not say, "He was more beloved as Cynthia." It should be, "He was more beloved than Cynthia, but not so much admired."

## EXERCISES TO BE CORRECTED.

In the following sentences point out the conjunctions, the words or sentences connected by them—see whether they correspond according to the rules, and if not correct and give a reason for the change.

(644) He reads and wrote well. Anger glances into the breast of a wise man, but will rest only in the bosom of fools. If he understand the subject and attends to it, he can so freely fail of success. Enjoying health and to live in peace are great blessings. Be more anxious to acquire knowledge than about showing it. Be more anxious about acquiring knowledge than to show it.

You and me are great friends. This is a small matter between you and I. My father and him are very intimate. He is taller than me, but I am older than him.

(645) He reads and writeth well. He reads and does write well. He reads and is writing well. Does he not read and writes well? Did he not tell thee his fault, and entreated thee to forgive him? Earth has her solitudes, and so has life.

(647.) I do not deny but he has merit. They were afraid lest you would be offended. We were apprehensive lest some accident had happened to him. We can not deny but what he was ill-treated. We can not doubt but what he is well. I can not see but what he is well.

(649 V.) It is neither cold or hot. It is so clear as I need not explain it. The relations are so uncertain, as that they require much examination. The one is equally deserving as the other. I must be so candid to own that I have been mistaken. He would not do it himself nor let me do it. He was as angry as he could not speak. So as thy days so shall thy strength be. Though he slay me so will I trust in him. He must go himself or send his servant. There is no condition so secure as can not admit of change. He is not as eminent and so much esteemed as he thinks himself to be.

(643-2.) He has little more of the scholar besides the name. Be ready to succor such persons who need thy assistance.— They had no sooner risen but they applied themselves to their studies. These savage people seemed to have no other element but war. Such men that act treacherously ought to be avoided. He gained nothing further by his speech, but only to be commended for his eloquence. This is none other but the gate of Paradise.

(651.) I always have and I always shall be of this opinion. He is bolder but not so wise as his companion. Sincerity is as valuable and even more so than knowledge. Their intentions might and probably were good. The reward has already or will hereafter be given to him. Will it be urged that these books are as old or even older than tradition. This book is preferable and cheaper than the other. He takes no care nor interest in the matter.

#### QUESTIONS.

What is the rule for conjunctions? What may be connected? What, if verbs are connected? Nouns and pronouns? If the nominatives belong to different verbs? How are compound sentences formed? Are conjunctions understood? What is the rule for moods and tenses? What is meant by verbs of the same form? When must the nominative be repeated? When is *that* properly used? Repeat the corresponding conjunctions. What occurs in sentences of comparison? What, when a clause is common to two different parts of a sentence? How can errors in this be corrected?

#### INTERJECTIONS.

643. RULE XX.—*Interjections have no grammatical connection with the other words in a sentence.*

644. After interjections, pronouns of the first person are commonly in the objective case; those of the second, in the nominative; as, "Ah me!"—"O thou!"

## GENERAL RULE.

645. *In every sentence, the words employed, and the order in which they are arranged, should be such, as clearly and properly to express the idea intended; and at the same time, all the parts of the sentence should correspond, and a regular and dependent construction be preserved throughout.*

646. Among the evils to be guarded against under the general rule are the following:—

1. The use of words which do not correctly or properly convey the idea intended, or which convey another with equal propriety.
2. The arrangement of words and clauses in such a way, that their relation to other words and clauses is doubtful, or difficult to be perceived.
3. The separating of adjuncts from their principals, and placing them so that they may be joined to words to which they do not belong.
4. The separating of relative clauses improperly from their antecedents.
5. Using injudiciously, or too frequently, the third personal or possessive pronoun, especially in indirect discourse.

## EXERCISES.

The following sentences are not grammatically incorrect, but from some of the causes mentioned above, are *obscure, inelegant, ambiguous, or unintelligible*. Let the pupil point out the error and correct it, and give a reason for the correction.

The son said to his father that he had sinned against Heaven. A farmer went to a lawyer, and told him that his bull had gored his ox. The Greeks fearing to be surrounded on all sides wheeled about and halted with the river on their backs. Nor was Phillip wanting to corrupt Demosthenes, as he had most of the leading men of Greece. Parmenio had served, with great fidelity, Phillip the father of Alexander, as well as himself, for whom he first opened the way into Asia. Belisarius was general of all the forces under Justinian the First, a man of rare valor. Lysias promised his father never to abandon his friends.



Carthage was demolished to the ground, so that we are unable to say where it stood; at this day. Thus ended the war with Antiochus, twelve years after the second Punic war, and two after it had begun. Claudius was canonized among the gods, who scarcely deserved the name of a man. He was at a window in Litchfield, where a party of the royalists had fortified themselves, taking a view of the cathedral.

## ELLIPSIS

Respecting the use of this figure, nothing more definite can be laid down than what is contained in the following.

### SPECIAL RULES

647. RULE 1.— *An ellipsis, or omission of words, is admissible when they can be supplied by the mind with such certainty and readiness as not to obscure the sense.*

648. RULE 2.— *An ellipsis is not allowable, when it would obscure the sentence, weaken its force, or be attended with an impropriety; as, "We speak that we do know," for that which, &c.*

649. Articles, pronouns and prepositions, should always be repeated when the words with which they stand connected are used emphatically. Under such circumstances, even nouns, adjectives, and verbs, must often be repeated; as, "Not only the year, but the day and the hour were appointed."

650. It is generally improper, except in poetry, to omit the antecedent to a relative; and it is always so, to omit a relative when it is in the nominative.

### EXERCISES TO BE CORRECTED.

In the following sentences, omit such words as are not necessary to the sense:—

Cicero was an eloquent man, an able man, a generous man, and he was truly a patriotic man. Avarice and cunning may gain an estate, but avarice and cunning can not gain friends. I

venerate him, I respect him, I love him, on account of his virtues.

He has an affectionate brother and an affectionate sister. — Genuine virtue supposes our benevolence to be strengthened and to be confirmed by principle. Perseverance in laudable pursuits will reward all our toils, and will produce effects beyond calculation. We often commend imprudently, as well as censure imprudently. Changes are almost constantly taking place in men and in manners, in opinions and in customs, in private fortunes and in public conduct. He is temperate, he is disinterested, he is benevolent. He regards the truth, but thou dost not regard it. We succeeded, but they did not succeed.

In the following sentences, supply the words improperly omitted, and state why they should be restored:—

We are naturally inclined to praise who praise us, and to flatter who flatter us. Who best can suffer, best can do. A beautiful garden and trees were sold. His honor, interest, religion, were all embarked in this undertaking. Many days and even weeks pass away unimproved. The captain had several men died in his ship. His conduct is not scandalous, and that is the best can be said of it. They enjoy a free constitution and laws. That is a property most men have, or at least may attain. This property has or will be sold. You suppose him younger than I. It requires few talents to which most men are not born, or at least may not acquire. He may be said to have saved the life of a citizen, and consequently entitled to the reward. The people of this country possess a healthy climate and soil. I have purchased a house and orchard. A noble spirit disdaineth the malice or fortune; his greatness of soul is not to be cast down.

#### QUESTIONS.

What is the rule for interjections? What for pronouns of the first person? What is the general rule for construction? What are the five evils to be avoided? What is ellipsis? What are the rules? The rules for nouns and pronouns? For the comparative

degree? For two or more adjectives? An adjective and article? A verb with the comparative? Several clauses having the same predicate? The verb "to be"? For poetry? The second clause of a sentence? A verb? Prepositions? Conjunction? Interjections?

## RULES OF SYNTAX.

**RULE I.**—Substantives denoting the same person or thing agree in case.

**RULE II.**—1. An adjective or participle qualifies the substantive to which it belongs.

2. Adjectives denoting *one*, qualify nouns in the singular; adjectives denoting *more than one*, qualify nouns in the plural.

**RULE III.**—1. The article *a* or *an* is put before common nouns in the singular number, when used *indefinitely*.

2. The article *the* is put before common nouns either singular or plural, when used *definitely*.

**RULE IV.**—Pronouns agree with the nouns for which they stand in gender, number, and person.

**RULE V.**—The relative agrees with its antecedent in number and person.

**RULE VI.**—The subject of a finite verb is put in the nominative.

**RULE VII.**—A substantive whose case depends on no other word is put in the nominative.

**RULE VIII.**—A verb agrees with its nominative in number and person.

**RULE IX.**—The descriptive noun after a verb is put in the same case as the subject before it.

**RULE X.**—A transitive verb in the active voice governs the objective case.

**RULE XI.**—A preposition governs the objective case.

**RULE XII.**—Certain words and phrases should be followed by appropriate prepositions.

**RULE XIII.**—One substantive governs another in the possessive, when the latter substantive limits the signification of the former.

**RULE XIV.**—The subjunctive mood is used in dependent clauses, when both contingency or doubt, and futurity, are expressed.

**RULE XV.**—The infinitive mood is governed by *verbs, nouns, or adjectives.*

**RULE XVI.**—Participles have the construction of nouns, adjectives, and verbs.

**RULE XVII.**—In the use of verbs, and words that in point of time relate to each other, the order of time must be observed.

**RULE XVIII.**—Adverbs modify *verbs, adjectives, and other adverbs.*

**RULE XIX.**—Conjunctions connect *words or sentences,*

**RULE XX.**—Interjections have no grammatical connexion with the other words in a sentence.

## SYNTAX—PARSING.

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In every sentence, the words employed, and the order in which they are arranged, should be such as clearly and properly to express the idea intended; and, at the same time, all the parts of a sentence should correspond, and a regular and dependent construction be preserved throughout.

**RULE 1.**—An ellipsis or omission of words, is admissible, when they can be supplied by the mind with such certainty and readiness as not to obscure the sense; as, "We walked by faith, not by sight."

**RULE 2.**—An ellipsis is not allowable when it would obscure the sentence, weaken its force, or be attended with an impropriety.

## SYNTACTICAL PARSING.

651. SYNTACTICAL PARSING includes *etymological*, and adds to it a statement of the relation in which words stand to each other, and the rules according to which they are combined in phrases and sentences.

Before parsing the following examples, let them be corrected in all cases giving the rule violated or requiring the change, then analyze them thoroughly (403 &c.); and then parse them fully, applying and repeating the rules of syntax.

1.—1. Too great a variety of studies perplex and weaken the judgment. 2. I called to see you, but you was not at home. — 3. To act with caution, but with steadiness, and vigor, distinguish the manly character. 4. The crown of virtue is peace and honor. 5. In the human species, the influence of instinct and habit are generally assisted by the suggestions of reason. 6. The train of our ideas are often interrupted. 7. They were both unfortunate, but neither of them were to blame.

2.—1. We arrived safely at our journey's end. 2. That is a matter of no consequence between you and I. 3. This should happen between such friends as him and me. 4. Them

that seek knowledge will find it. 5. Such are the men whom we might suppose, know better. 6. Our welfare and security consists in unity. 7. The love of virtue, and devotion to pleasure, is opposed to each other. 8. No oppressor and no tyrant triumph there. 9. Every leaf, every twig, every drop of water, teem with life. 10. All the world is spectators of your conduct.

3.—1. Nothing is more lovelier than virtue. 2 His associates in wickedness will not fail to mark the alteration of his conduct. 3. He is taller than me, but I am stronger than him.— 4. Neither riches or beauty furnish solid peace and contentment. 5. The abuse of mercies ripen us for judgments. 6. John, William, and Henry's hats, were stolen. 7. A man's manners frequently influence his fortune. 8. Much depends on this rule being observed. 9. Such will ever be the effect of youth associating with vicious companions, 10. Give to every one their due. 11. It has been fully shown that neither of them are correct. 12. Every bone, every muscle, every part of man, are known to Him which made him.

4.—1. He writes tolerable well. 2. Three months' notice are required to be given previous to a pupil's leaving of the school. 3. That rose smells sweetly. 4. He employed another friend of his father to assert his claim—(whose claim?) 5. A soul inspired with the love of truth will keep all his powers attentive to the pursuit of it. 6. It is remarkable his continual endeavors to serve us. 7. It is the duty of every one to be careful of their reputation. 8. Whatever antiquities he could procure, he purchased them at any price, 9, I am not so well as when you was here. 10. It is three days yesterday, since you have promised that money. 11. This mode of expression has been formerly in use. 12. He promised long ago, that he had attended to that matter. 3. He was expected to have arrived earlier.

5.—1. Twice three are six. 2. Six times three are eighteen. 3. As two are to four, so are six to twelve. 4. Five are the half of ten. 5. The half of ten are five. 6. Nine are not an even number. 7. One man and one boy is sufficient. 8. Two boys is equal to one man. 9. Two boys are less than t rec—

three are better than nothing. 10. Two is better than one.--  
 11. Two are an even number—three are not. 12. Two are twice one. 13. Two and two makes four. 14. Three fourths are more than one half. 15. Five men is too many for such a piece of work—three is too few. 16. Three shot was fired without effect. 17. The fleet consisted of six sails. 18. A drove of forty heads of cattle passed along.

6.—1. Molasses are thicker than water. 2. The measles are spreading through the country. 3. Wheat is being sold for a dallar a bushel, and oats is in demand. 4. The news by the last arrival is better than we expected. 5. We hoped to have heard from you before this. 6. Do you not think he writes good? 7. The wind blows coldly from the north, and the snow lies deeply on the ground. 8. James is as tall if not taller than I am. 9. He never has and he never will do so well. 10. He whoever said so was mistaken. 11. There are a heroic innocence as well as a heroic courage. 12. He puts down the mighty and exalteth the humble. 13. Piety toward God, as well as sobriety and virtue, are necessary to happiness.

7.—1. Take care who you admit into your friendship. 2. I always understood it to be he, whom they said wrote that book. 3. If I was him, I would take more care for the future. 4. There is two or three of us who have been at Europe last year. 5. We were in Havre when the revolution broke out in France. 6. I have been to Boston for a few days, and spent the time very pleasant. 7. That is the man and the horse which we met before. 8. George was the most enterprising young man whom I ever knew. 9. All who were present were pleased with the entertainment.

8.—1. This excellent person was fully resigned either to have lived or to have died. 2. Between he and I there is some disparity of years, but none between he and she. 3. To be moderate in our views, and proceeding temperately in the pursuit of them, is the best way to insure success. 4. Enjoying health, and to live in peace, are great blessings. 5. Which dictionary do you prefer, Webster or Walker? 7. Though this

event be strange, it certainly did happen. 7 If he does but consider the subject, he will no doubt change his opinion. 8. Ignorance is the mother of fear, as well as admiration. 9. Let him be whom he may, I can not wait for him. 10. We have no need for his assistance. 11. Among every class of people, self-interest prevails.

9.—1. Many have profited from the misfortunes of others.— Many ridiculous customs have been brought in use during the hundred last years. 3. Is there no person who you can send on that business? 4. Little attention to business is necessary, if you would succeed. 5. Truth is a virtue to which we should pay little regard. 6. Without firmness, nothing that is great can be undertaken; that is hazardous, accomplished. 7. That is property most men have, or at least may attain. 8. The pyramids of Egypt stood more than three thousand years. 9. It is thought they have been built by the Egyptian kings. 10. When the nation complain, the rulers should listen to their voice. 11. Whom say the people that I am?

10.—1. They that honor me, I will honor. 2. He only got the money for a few days. 3. He was mistaken evidently in his calculations. 4. No man is fit for free conversation, for the inquiry after truth, if he be exceedingly reserved, if he be haughty and proud of his knowledge; if he be positive and dogmatical in his opinions; if he be one who always affects to outshine all the company; if he be fretful and peevish; if he affect wit, and is full of puns, or quirks, or quibbles. 5. A good end does not warrant the using bad means. 6. A good end does not warrant using of bad means. 7. Humility neither seeks the last place, or the last word. 8. Either wealth or power may ruin their possessor. 9. Avoid lightness and frivolity; it is allied to folly. 10. Do you know who you are talking to? 11. Art thou the man who hast dared to insult me? 12. Oh that the winter was gone.

11.—1. We are often disappointed of things which, before possession, promised much enjoyment. 2. We can fully confide on no one but the truly good. 3. You may rely in that.— 4. The Saxons reduced the greater part of Britain to their pow



er. 5. He was accused with acting unfairly, at least in a manner ill adapted for conciliating regard. 6. If there was better management, there would be greater security. 7. The ship Panama is early expected from Canton in the spring. 8. Every year, every day, every hour, bring their change. 9. Whom say ye that I am?

12.—1. Many a youth have ruined their prospects for life by one imprudent step. 2. No power was ever yet intrusted to man without a liability to abuse. 3. A conceited fool is more abominable than all fools. 4. My gravity never did no one any harm. 5. A constant display of graces are fatiguing to a sober mind. 6. These coins of compliments and flattery circulate everywhere in society: the true is of gold, the base is of brass. 7. Expectation and reality makes up the sum total of life. 8. Music, the love of it, and the practice of it, seems to pervade all creation. 9. All soils are not adapted for cultivation. 10. The vain abhors the vain. 11. The author dreads the critic; the miser dreads the thief, the criminal dreads the judge, the horse dreads the whip, and the lamb dreads the wolf—all after their kind. 13. The intellectual and moral censor both have the same ends in view.

13.—1. I was engaged formerly in that business, but I never shall be again concerned in it. 2. We do those things frequently which we repent of afterward. 3. Not to exasperate him, I only spoke a few words. 4. Shall you attain success without that preparation, and escape dangers without that precaution which is required of others?

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## PUNCTUATION.

652. PUNCTUATION treats of the points and marks now used in writing.

653. The use of these points is to mark the division of a sentence in order to show the meaning more clearly, and to serve as a guide in the pauses and inflections required in reading.

654. The principal marks used for this purpose are the following, the *comma* ( , ), the *semicolon* ( ; ), the *colon* ( : ), the *period* ( . ), the *note of interrogation* ( ? ), the *note of exclamation* ( ! ), the *dash* ( — ), the *parenthesis* ( ( ) ), the *brackets* [ ] .

655. With respect to the length of the pauses indicated by these marks, no very definite rule can be given—the same point in certain kinds of composition, and in certain positions, requiring sometimes a longer and sometimes a shorter pause.

656. As a general rule, the comma marks the shortest pause; the semicolon, a pause double that of the comma; the colon, a pause double that of the semicolon; and the period, a pause still longer than that of the colon.

REMARK. The system of punctuation now used in English, is common to nearly all the modern languages, and also to the best editions of Latin and Greek. The chief design is to mark the divisions and clauses of a sentence, and indicate their relations both of sense and of construction. Without a knowledge of the system, it is impossible either for the writer to convey his own meaning with certainty, or for the reader accurately to comprehend what is written by another.

A good knowledge of punctuation is absolutely essential in translating Latin and Greek.

### COMMA.

657. RULE 1.—In a short, simple proposition the comma is not used.

When the subject or a transitive or descriptive predicate is followed by an adjunct, the adjunct should be separated by commas.

NOTE: When a *short* adjunct follows the subject, only one comma is used, and that is placed before the verb.

### EXERCISES.

The Lord is good to his people. The young often ruin themselves. The way of the transgressor is hard. The punishment of the reckless disturber of society tends to secure peace. The want of some pursuit to occupy our time is often productive of lasting evil. The intemixture of

evil into society seems to exercise the noblest virtues of the soul. A steady and undivided attention to one pursuit commonly gives success. Indifference to the ordinary pursuits of life is indicative of a defective judgment. The voice of reason and mercy prevailed over strong passion and revenge. The belief that God is merciful affords us relief in time of distress and trouble. Propriety of conduct and undivided attention to your profession will make you popular and esteemed. The son and daughter of the emigrant perished in the conflagration.

658.—RULE 2. In compound sentences, the clauses and members are usually separated by commas; but when the clauses are short the comma is not used.

Dependent propositions, usually introduced by *if, though, except, when, &c.* must be separated by commas.

#### EXAMPLES.

We sometimes forget our faults when we are not reminded of them. Virtue supports in adversity and moderates in prosperity. Your patron though he might have had large possessions was poor and in great want. The principles that had been instilled in his mind in boyhood influenced the whole conduct of his life. Revelation teaches us how we may attain happiness both here and hereafter. Love not sleep lest you come to poverty. Sensuality contaminates the body depresses the understanding deadens the moral feelings and degrades man from his rank in creation. The path of piety and virtue pursued with a firm and constant spirit will lead to honor. James would have gone with you to the fair if you had invited him.

659.—RULE 3. Two words of the same class, connected by a conjunction expressed, do not admit a comma between them. When the conjunction is not expressed, a comma is inserted.

**NOTE.** If the connected words have adjuncts, a comma may be inserted. Two words making a compound name do not take a comma.

**EXAMPLES.**

A man of integrity and honor may be trusted. The great oak has fallen. Long and doubtful was the conflict.

A mind of great acuteness and a heart of the noblest impulses were conspicuous in Henry Clay. Lend lend your wings

I mount I fly. Sir Walter Scott copied his scenes from nature. Victory in life triumph in death are visions of faith.

**660.—RULE 4.** More than two words of the same class connected by conjunctions expressed or understood, have a comma after each; but when the words connected are adjectives, the last should not be separated from its noun.

**661. RULE 5.** Words used in pairs, take a comma after each pair.

**EXAMPLES.**

Industry honesty and temperance are considered cardinal virtues. Wilt thou love honor serve and keep her?—

She is neither handsome talented nor agreeable. Truth is fair and artless simple and secure uniform and consistent.—

The old and the young the grave and the gay the rich and the poor are alike objects of Divine mercy. That lady is

beautiful modest unaffected and lovely. That large florid pompous man is a tyrant.

**662.—RULE 6.** Nouns in apposition are separated by a comma, when the latter noun has words or adjuncts connected with it; but a simple noun in apposition is not separated by a comma.

**663.—RULE 7.** The nominative independent, and the nominative absolute, with the words dependent on them, are separated by commas from the rest of the sentence.

664.—RULE 8. Comparative and antithetical clauses are separated by commas.

## EXAMPLES.

Herschel the greatest astronomer of his time discovered Uranus. Paul the apostle suffered martyrdom. Henry bring me some water. Continue my son to walk in the path of virtue. I remain sir your obedient servant. Shame being lost ruin is inevitable. Defeated and forsaken he abdicated the throne. The Lord the preserver of his people is gracious to all. My son give me thy heart. Youth wasted middle age will be miserable. Though deep yet clear though gentle yet not dull.

665.—RULE 9. Adverbs, adverbial phrases, and conjunctions used as adverbs, when they modify a whole clause and not any particular word, and especially at the beginning of a sentence, should be separated by commas; viz., *nay, so, hence, again, secondly, moreover, consequently, however, indeed, &c.*

666.—RULE 10. A relative with its use should be separated from the rest of the sentence.

667.—RULE 11. *That*, used as a conjunction, and preceded by another clause, has a comma before it.

## EXAMPLES.

I proceed thirdly to give my reasons. I saw the man who did me that great favor. He came to town that he might meet his friend. Such undoubtedly is my intention. The trees which he planted are dead. Well do that and I am content. Attend first to your duty that you may be entitled to pleasure. Moreover the dogs came and licked his sores. I said so consequently I must abide the issue. The man who made that application is sometimes in great distress

668.—RULE 12. When a verb is understood, a comma must be inserted.

669.—RULE 13. Words repeated are separated by a comma.

670.—RULE 14. Inverted sentences generally require a comma to separate the part inverted.

671.—RULE 15. A short expression in the manner of a quotation is separated by commas; also the words *say*, *reply* and similar expressions, introducing a quotation or remark, are separated by commas.

EXAMPLES.

You succeed by flattery; I by merit. Holy holy holy is the Lord Almighty. Verily verily I say unto you. To avoid his debts he left the country. The book of nature; said he is open before thee. In the midst of the debate he replied that the hour had come. Homer leads us by power Virgil by attraction. In hope of victory I prepare.

672.—RULE 16. Adjectives, participles, adverbs, infinitives, conjunctions, and prepositions with their cases, when separated from the word on which they depend, or when accompanied by several explanatory words, must, with the words dependant upon them, be separated from the rest of the sentence by commas.

673.—RULE 17. When a sentence or an infinitive is the subject of the verb, and the verb stands after it, the verb must have a comma before it.

674.—RULE 18. When the subject of the verb consists of many words, a comma should be placed before the verb.

675.—RULE 19. Except dates, figures consisting of four or more characters, must have a comma before every three from the end.

676. RULE 20. When no rule applies, the comma must not be used.

## EXAMPLES.

A man desirous of military fame will generally act bravely. Murat with all his military greatness was fond of gaudy dress. To win her esteem is the object of my life.— Length of days success in life and glorious peace are the fruits of virtue. To save my country I would give and dare all. The old man leaning serenely upon his staff seemed happy in his poverty. I saw the senator but in a room so crowded I could not approach him. The population of China is 148897000; Corea 8463000. The old general gave all his vast wealth to his grand-son.

## QUESTIONS.

What is the rule for a simple proposition? For a compound proposition? For dependent propositions? Two or more words of the same class? When are words of the same class? The rule for words in pairs? What is meant by pairs? The rule for nouns in apposition? The nominative independent? Absolute? How will you know when nouns are independent, absolute or in apposition? The rule for antithetical clauses? Make such a clause. The rule for adverbs, conjunctions, &c.? When is a conjunction used adverbially? The rule for the relative? What if the relative is compound? The rule for *that*? The rule when the verb is understood? For words repeated? The rule for inverted sentences? Make such a sentence. The rule for quotations, &c.? Give the rule for adjectives, participles, &c., and make a sentence for each, showing the application. When a sentence or infinitive is the subject? Give an example of each. The rule for figures?— What is the chief use of punctuation? What languages have the same system?

## SEMICOLON.

677. The semicolon is used to separate the parts of a sentence

which are less closely connected than those which are separated by a comma, and more closely than those which are separated by the colon.

## GENERAL RULE.

The parts of a sentence separated by the semicolon, should contain in themselves a complete and independent proposition, but still having a connexion with the other parts.

## SPECIAL RULES.

678. RULE 1.—When the first division of a sentence contains a complete proposition, but is followed by a clause added as an inference or reason, or to give some explanation, the part thus added must be separated by a semicolon; as, “Perform your duty faithfully; for this will procure you the blessing of Heaven.”

679. RULE 2.—When several short sentences, complete in themselves, but having a slight connexion in idea, follow in succession, they should be separated by a semicolon; as, “The epic poem recites the exploits of a hero; tragedy represents a disastrous event; comedy ridicules the vices and follies of mankind; pastoral poetry describes rural life; and elegy displays the tender emotions of the heart.”

680. RULE 3.—When a sentence consists of several members, and these members are complex, and subdivided by comas, the larger divisions of the sentence are sometimes separated by a semicolon; as, “As the desire of approbation, when it works according to reason, improves the amiable part of our species in every thing that is laudable; so nothing is more destructive to them, when it is governed by vanity and folly.”

681. RULE 4.—When a general term has several others, as particulars, in apposition under it, the general term is separated from the particulars by a semicolon, and the particulars, from each other by comas; as, “Adjective pronouns are divided into four classes; possessive, demonstrative, distributive, and indefinite.” But if the word *namely* be introduced, the separation is made by a comma only.

## COLON.

682. The colon is used to divide a sentence in two or more parts, less connected than those which are separated by a semicolon but not so independent as to require a period.



## SPECIAL RULES.

683. **RULE 1**—A colon is used when a sentence is complete in itself, in both sense and construction, but is followed by some additional remark or illustration, depending upon it in sense, though not in Syntax; as, "A brute arrives at a point of perfection that he can never pass: in a few years he has all the endowments of which he is capable."

684. **RULE 2**.—When several short sentences follow in succession, each containing a complete sense in itself, but all having a common dependence on some *subsequent* clause; these sentences are separated from the subsequent clause by a colon, and from each other by a semicolon; as, "That Nature is unlimited in her operations; that she has inexhaustible resources in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries: *these* are among the assertions of philosophers."

685. **RULE 3**.—Either a colon or semicolon may be used when an example, a quotation, or a speech, is introduced; as, "Always remember this ancient maxim; 'Know thyself.'"—"The Scriptures give us an amiable representation of the Deity in these words: 'God is love.'"

686. **RULE 4**.—The insertion or omission of a conjunction before the concluding member of a sentence, frequently determines the use of the colon or semicolon. When the conjunction is not expressed before the concluding member which would otherwise be separated by a semicolon, the colon is used; but when the conjunction is expressed, the semicolon; as, "Apply yourself to learning: it will redound to your honor."—"Apply yourself to learning; for it will redound to your honor."

## PERIOD.

687. Sentences which are complete in sense, and not connected in either meaning or grammatical construction, are separated by a period; thus, "Fear God. Honor the king. Have charity toward all men."

688. But when short sentences are connected in meaning, but not in construction, they are separated by a semicolon.

689. Long sentences, if complete, even though grammatically connected by conjunctions, often insert a period; thus, "He who lifts up himself to the notice and observation of the world, is, of all men, the least likely to avoid censure. For he draws upon himself a thousand eyes, that will narrowly inspect him in every part."

690. A period must be used at the end of all books, chapters, sections, &c; also after all abbreviations; as, A D, M. A, Art. II., Obs. 3., J. Smith, &c.

#### INTERROGATION.

691. A question is regarded as a complete sentence, and the mark of interrogation as equal to a period.

692. The interrogation is always put at the end of a *direct* question; as, "What is truth?" But the *indirect* question does not require the interrogation; as, "Pilate inquired what is truth."

#### OTHER CHARACTERS USED IN WRITING:

693. The *Dash* (—) is used where the sentence breaks off abruptly; also, to denote a significant pause—an unexpected turn in the sentiment—or that the first clause is common to all the rest, as in this definition.

694. The *Exclamation* (!) is used after expressions of sudden emotion of any kind; also, in invocations or addresses; as, "Eternity! thou pleasing, dreadful thought" *Oh* has the mark immediately after it, or after the next word; as, "Oh! that he would come." But when *O* is used, the point is placed after some intervening words; as, "O my friends!"

695. *Parentheses* ( ) include a clause inserted in the body of a sentence, in order to convey some useful or necessary information or remark, but which may be omitted without injuring the construction of the sentence; as, "Know ye not, brethren (for I speak to them that know the law,) how that the law hath dominion over a man as long as he liveth." In reading, the parenthetical part is distinguished by a lower or altered tone of voice.

The use of parentheses should be avoided as much as possible     

696. *Brackets* [ ] are properly used to enclose a word or phrase interpolated for the purpose of explanation, correction, or supplying a deficiency in a sentence quoted or regarded as such, and which did not belong to the original composition; thus, It is said, "The wisest men [and, it might be added, the best too] are not exempt from human frailty."

697. The *Apostrophe* (') is used when a letter or letters are omitted; as, *e'er* for *ever*, *tho'* for *though*; or to mark the possessive case.

698. *Quotation marks* (" ") are put at the beginning and end of a passage quoted from an author in his own words, or to mark a passage regarded as a quotation.

799. The *Hyphen* (-) is used to connect compound words which are not permanent compounds, as, *lap-dog*; also at the end of a line to show that the rest of the word not completed, is at the beginning of the next line.

700. *Section* (§) is used to divide a discourse or chapter into portions.

701. *Paragraph* (¶) was formerly used to denote the beginning of a new paragraph.

702. The *Brace* (—) is used to connect words which have one common term, or three lines in poetry having the same rhyme, called a *triplet*.

703. *Ellipsis* (—) is used when some letters are omitted; as *K—g* for *King*. Several asterisks are sometimes used for the same purpose; as *K\*\*\*g*.

704. The *Caret* (^) is used to show that some word is either omitted or interlined.

705. The *Index* (☞) is used to point out anything remarkable.

706. The vowel-marks are: The *Diæresis* (..) on the last of two concurrent vowels, showing that they are not to be pronounced as a diphthong; the *Acute* accent ('); the *Grave* ('); the *Long* sound (-) the *Short* sound (u).

707. The marks of reference are: The *Asterisk* (\*); the *Obelisk*; or *Dagger* (†); the *Double Dagger* (‡); the *Parallels* (||). Sometimes, also, the § and ¶. Also, small letters or figures which refer to notes at the foot of the page.

#### QUESTIONS.

What is the use of the Semicolon? What is the general rule? How many special rules? Recite each of them? Make an example for each rule. For what is the Colon used? Give each of the rules. Make an example for each. When is the period used? Give the rules. Give the rules for the use of the Interrogation. The Dash. The Exclamation. Parentheses. Brackets. Apostrophe. Quotation marks. The hyphen. The Section. The paragraph. The Brace. Ellipsis. The Caret. The Index. Name the marks of reference.

## PART IV.

## PROSODY.

708. PROSODY treats of the laws of versification. The usage of grammarians is very irregular, as to what things ought to be embraced under this head. We shall limit it to versification.

709. A VERSE is a certain number of accented and unaccented syllables, constituting a line of poetry.

710. A COUPLET or DISTICH consists of two lines. A Triplet consists of three lines rhyming together.

711. A STANZA is a combination of several verses, variable in number, making a regular division of a poem or song.

712. RHYME is similarity of sound between the last syllables of different verses.

713. BLANK VERSE is poetry that does not rhyme.

714. FEET are regular portions into which a verse is divided, each foot having two or more syllables.

Every accented syllable is *long*, and every unaccented syllable is *short*. Monosyllables, when alone, are regarded as without accent, and may generally be long or short at the option of the poet.

715. METRE OR MEASURE is the arrangement of a certain number of specified feet in a verse, and certain verses in a stanza.

When a verse is complete it is called *Acatalectic*; when deficient, it is *Calatectic*; when it has more than the proper quantity, it is *Hypercatectic*.

716. A verse of one foot, is called *monometer*; of two, *dimeter*; of three, *trimeter*; of four, *tetrameter*; of five, *pentameter*; of six, *hexameter*; of seven, *heptameter*.

717. Scanning is dividing a verse into the feet of which it is composed.

718. All feet in poetry are reducible to eight kinds; four of *two* syllables, and four of *three*.

719. A *Trochee* has the first syllable accented, and the last unaccented, as, *noble, music*.

720. An *Iambus* has the first syllable unaccented, and the last accented; as, *adore, defend*.

721. A *Spondee* has both the words or syllables accented; as, *vain man*.

722. A *Pyrrhic* has both the words or syllables unaccented; as, "on a (x x x)." (x x x)

723. A *Dactyl* has the first syllable accented, and the last two unaccented; as, *virtuous*.

724. An *Amphibrach* has the first and the last syllable unaccented, and the middle one accented; as, *contentment*.

725. An *Anapæst* has the two first syllables unaccented, and the last accented; as, *intercede*.

726. A *Tribrach* has all its syllables unaccented; as, *num—era—ble*.

727. Of all these, the *principal* are the *Iambus*, *Trochee*, *Anapæst*, and *Dactyl*. The other four feet are used chiefly in connection with these, in order to give variety to the measure.

728. A verse is usually named from the name of the foot which predominates in it, thus, *Iambic*, *Trochaic*, &c.

### 1. IAMBIC VERSES.

729. An iambic verse consists of iamboes, and consequently has the accent on the *second, fourth, sixth, &c.*, syllable. It has different metres, as follows:

1. *One foot, or Monometer*; as—

'Tis sweet

To meet.

2. *Two feet, or Dimeter*; as—

With thee | we rise,

With thee | we reign.

3. *Three feet, or Trimeter*; as—

In pla | ces far | or near,

Or fa | mous or | obscure.

4. *Four feet, or Tetrameter*; as

How sleep the brave, who sink to rest,

By all their country's wishes blest

5. *Five feet, or Pentameter*; as

For me your tributary stores combine;

Creation's heir, the world, the world is mine.

6. *Six feet, or Hexameter*; as

His heart is sad, his hope is gone, his light is passed

He sits and mourns, in silent grief, the ling'ring day

7. *Seven feet, or Heptameter*; thus

When all thy mercies, O my God, my rising soul surveys,  
Transported with the view I'm lost, in wonder, love and praise.

730. Each of these kinds of iambic verse may have an additional short syllable, and so be called *iambic hypermeter*; thus

1. Disdain ing.

2. Upon a mountain.

3. When on her Maker's bosom, &c.

731. It often happens that a trochee, or sometimes a spondee, is admitted in place of the first foot, which gives a pleasing variety to the verse; as

Planets and suns run lawless through the sky,  
Fierce, hard y, proud in conscious freedom bold.

732. *Iambic Pentameter*.—Iambic verse of five feet is called *Heroic* verse. Such is Milton's "Paradise Lost," &c. By the admission of trochees, anapæsts, &c., in certain places, it is capable of many varieties.

733. *Iambic Hexameter*.—A verse of six feet is called *Alexandrine*.

734. The *Elegiac* stanza consists of four pentameter lines rhyming alternately; as

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

735. The *Spenserian* stanza (which takes its name from the poet Spenser) consists of eight pentameter or heroic verses, followed by one hexameter, or *Alexandrine* verse. This is the stanza in which the "Fairie Queene," "Childe Harald," &c., are written.

#### TROCHAIC VERSE.

736. *Trochaic* verse consists of Trochees, and consequently has the accent on the *first, third, fifth, &c.*, syllables. It has different metres.

Go where glory waits thee;  
But when fame elates thee.  
On a mountain, stretched beneath a hoary willow,  
Lay a shepherd swain, and viewed the rolling billow.

737. Each of these may take an additional long syllable, and so become *hypercatalectic*, or *hypermeter*.

1 Restless mortals toil for nought,  
Bliss in vain from earth is sought.

2. Idle after dinner, in his chair,  
Sat a farmer, ruddy, fat and fair.

#### ANÆPASTIC VERSE.

738. *Anapestic* verse, consists chiefly of *anæpæsts*, and, when pure, has the accent on every third syllable. It has different metres.

O ye woods! | spread your branch | es apace,  
To your deep | est recess | es I fly;

I would hide | with the beasts | of the chase,  
I would van | ish from ev | ery eye.

739. This also admits an additional syllable which often has a pleasing effect; as—

On the warm | cheek of youth | smiles and ros | es are blend | ing.

#### DACTYLIC VERSE.

740. *Dactylic* verse consists chiefly of dactyls, and has many varieties:—

Wearing a | way in his | youthfulness,  
Loveliness, | beauty, and | truthfulness.

741. Each variety sometimes takes an additional long syllable, and so becomes *hypermeter*.

742. A dactylic verse seldom ends with a dactyl; it more commonly adds a long syllable, sometimes a trochee, as in the following lines:—

Brightest and | best of the | sons of the | morning;  
Dawn on our | darkness and | lend us thine | aid.

#### MIXED VERSES.

743. Scarcely any poem is perfectly regular in its feet. Iambi verse, for example, sometimes admits other feet into the line, particularly at the beginning, as has been already noticed.

744. In odes and lyric pieces, verses of different kinds and different metres or measures are often intermingled, after the manner of the ancient choral odes, with a pleasing effect. 'Alexander's Feast,' Collin's "Ode to the Passions," &c., are examples.

#### POETIC PAUSES.

745. Besides the usual pauses required to mark the sense in reading, and which may be called sentential pauses; indicated by the punctuation, there are other pauses in poetic composition, required by, and necessary to give proper effect to, the movement of the line.

746. These are chiefly the *Final* pause and the *Cæsural* pause.

747. The *final* pause is required at the end of every line of poetry, even where there is no sentential pause. When that is the case it consists in a brief suspension of the voice, without any change in its tone or pitch. When a sentential pause occurs at the end of the

line, as it does very often, it takes the place of, and supercedes the *final* pause.

748. The *cæsural* pause is a suspension of the voice somewhere in the line itself, for which no rule can be given, but which will always be manifest when poetry is well read. It does not occur in very short lines. In lines of some length, it generally occurs near the middle; sometimes, however, nearer the beginning, and sometimes nearer the end; often in the middle of a foot, but never in the middle of a word. Sometimes, besides this, a sort of *demicæsural* pause is required, to give full effect to the expression. The following lines furnish examples of the *cæsural* pause in different parts of the line, and also of the *demicæsural* pause. The former is marked ("), the latter (') :—

"The steer and lion" at one crib shall meet,  
 And harmless serpents" lick the pilgrim's feet."  
 "Warm's' in the sun," refreshes' in the breeze,  
 Glows' in the stars," and blossoms' in the trees;  
 Lives' through all life," extends, through all extent,  
 Spreads' undivided," operates' unspent."

749. *Levotional Hymns*.—These may be composed of any foot but are generally *iambic*.

1. *Long Metre*.—Each stanza has four verses, and each verse has four iambic feet; hence *long metre* is *iambic pentameter*.

Let, not the wise their wisdom boast;  
 The mighty glory in their might:  
 The rich in flatt'ing riches trust,  
 Which take their everlasting flight.

2. *Common Metre*.—has four verses in each stanza; the first and third each have four feet; the second and fourth each have three.

Were I possessor of the earth,  
 And call'd the stars my own,  
 Without thy graces and thyself,  
 I were a wretch undone.

3. *Short Metre*.—has four verses to the stanza; the first, second and fourth have three feet each, the third has four.

The men of grace have found  
 Glory begun below;  
 Celestial fruit on earthly ground  
 From faith and hope may grow



## EXERCISES.

750. The following exercises may be used for practice in scanning, reading or transposition.

(For want of proper type, Prosody cannot be well presented. In the next edition the subject will be amply treated )

Jesus shall reign where'er the sun  
Does his successive journeys run ;  
His kingdom stretch from shore to shore,  
Till moons shall wax and wane no more.

*Watts.*

'Tis the last rose of summer,  
Left blooming alone ;  
All her lovely companions  
Are faded and gone ;  
No flower of her kindred,  
No rose-bud is nigh,  
To reflect back her blushes,  
Or give sigh for sigh !

*Moore.*

Go, ye messengers of God !  
Like the beams of morning fly,  
Take the wonder-working rod,  
Wave the banner-cross on high !

*Marsden.*

Then in a nobler, sweeter song,  
I'll sing thy power to save,  
When this poor lisping, stammering tongue  
Lies silent in the grave.

*Cowper.*

## THE STAR ABOVE THE MANGER.

BY THEO. H. HILL.

One night, while lowly shepherd swains  
Their fleecy charge attended,  
A light burst o'er Judea's plains.  
Unutterably splendid.

Far in the dusky orient,  
A star, unknown in story,  
Arose to flood the firmament,  
With more than morning glory.

The clustering constellations, erst  
 So gloriously gleaming,  
 Waned, when its sudden splendor burst  
 Upon their paler beaming.

And Heaven drew nearer Earth that night—  
 Flung wide its pearly portals—  
 Sent forth from all its realms of light,  
 Its radiant immortals:

They hovered in the golden air  
 Their golden censers swinging,  
 And woke the drowsy shepherds there  
 With their seraphic singing.

Yet Earth on this—her gala night  
 No jubilee was keeping;  
 She lay, unconscious of the light,  
 In silent beauty sleeping.

No more shall brightest cherubim  
 And stateliest archangels  
 Symphonious sing such choral hymn—  
 Proclaim so sweet evangel.

No more appear that star at eve,  
 Though glimpses of its glory  
 Are seen by those who still believe  
 The shepherd's simple story:

In Faith's clear firmament afar—  
 To Unbelief a stranger—  
 Forever glows the golden star  
 That stood above the manger.

Go:—let the eagle change his plume,  
 The leaf its hue, the flower its bloom;  
 But ties around this heart were spun  
 That could not, would not be undone.

*Campbell.*

The one, fantastic, light as air,  
 'Mid kisses ringing,  
 And joyous ringing,  
 Forgets to say her morning prayer!

*Longfellow.*

And, lo! from the heart of that far floating gloom,  
 What gleams on the darkness so swanlike and white?  
 Lo! an arm and a neck, glancing up from the tomb!—  
 They battle—the Man's with the Element's might.  
 He—it is he!—in his left hand behold,  
 As a sign—as a joy!—shines the goblet of gold!

*Schiller.*

One more Unfortunate,  
 Weary of breath,  
 Rashly importunate,  
 Gone to her death!

Take her up tenderly,  
 Lift her with care;—  
 Fashion'd so slenderly,  
 Young, and so fair!

*Hood.*

With fingers weary and worn,  
 With eyelids heavy and red,  
 A woman sat, in unwomanly rags,  
 Plying her needle and thread—  
 Stitch! stitch! stitch!  
 In poverty, hunger and dirt  
 And still with a voice of dolorous pitch,  
 She sang the "song of the Shirt!"

*Hood.*

## THE FATHER'S SOLILOQUY FOR HIS FALLEN PATRIOT SONN.

BY DR. S. G. WARD.

Ah! I had fondly fancied, that  
 I'd spend the remnant of my days  
 With my beloved sons in peace,  
 And share with them the rich reward  
 Of all their long, long years of toil  
 And conflict on the tented field,  
 When peace, with healing, balmy wings,  
 My bleeding country's wounds should close.  
 But God, in wisdom and in love,  
 For us hath otherwise ordained,  
 The last red, precious drop, that coursed  
 Through my descendants, now hath flowed  
 In menaced freedom's sacred cause,

Now, all alone, I must descend  
 The hill of life, without a son  
 To guide my weary, tottering steps.  
 I'd not recall them, if I could,  
 To fight life's dubious battle o'er,  
 And risk their chance for Heaven again.  
 Without a murmer I submit  
 To God's all-wise and holy will,  
 Whose eye surveys all time and space,  
 Directs the currents of events,  
 And brings the greatest good to all.  
 I dedicated them to God,  
 And to my country's sacred cause,  
 But little thought that they so soon  
 Would fill the great commission up,  
 And wear the patriot martyr's crown.  
 I thank my God, that in the morn  
 Of their young life and hope, they both  
 Obeyed the Heavenly Spirit's call,  
 And heard their country's first appeal.  
 They died as heroes, not as spies  
 Or traitors to their native land.  
 They chivalrously lead the van  
 Where fiercest raged the battle-storm  
 And death held highest carnival,  
 And won a nation's grateful praise.  
 If vandal hordes from every land  
 Must sweep resistless o'er these plains,  
 (Which Heaven forbid to such a foe)  
 The darksome glass that hides from view  
 All boundless and eternal things,  
 May consolation give, to know  
 The "Free indeed" can never live  
 Poltroons, nor slaves of tyrants die.  
 I know not on what gory field  
 They sleep, I only know they're dead,  
 And with them is my broken heart.  
 I know His everlasting arms  
 Were underneath them when they fell.  
 For parent's heart, nor virtue's self  
 Could wish no more, so pure in heart  
 And life were my brave patriot boys,  
 Oh! thou Eternal God Supreme,  
 By Thy unerring wisdom guide  
 The father to his martyr'd sons,  
 That we may rest in realms of peace.  
 Where war's discordant trump no more  
 Shall break the reign of endless bliss.



The following is a list of the names of the members of the American Medical Association, as reported in the official journal of the Association, the Journal of the American Medical Association, for the year 1910. The names are arranged in alphabetical order, and are given in full, including the name of the State or Territory in which the member resides. The names are given in the following order: Members-at-Large, Members of the American Medical Association, and Members of the American Medical Association who are also members of the American Medical Association of the United States.

Members-at-Large

Members of the American Medical Association

Members of the American Medical Association who are also members of the American Medical Association of the United States









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
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