

OUR OWN

ELEMENTARY GRAMMAR,

INTERMEDIATE BETWEEN

THE PRIMARY AND HIGH SCHOOL GRAMMARS.

SPECIALLY ADAPTED TO THE WANTS OF

THE COMMON SCHOOLS

By CHARLES W. SMYTHE, A. M.,

AUTHOR OF A SERIES OF ENGLISH GRAMMARS, AND PRINCIPAL
OF THE FAYINGTON ENGLISH AND CLASSICAL SCHOOL.

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OUR OWN

ELEMENTARY GRAMMAR,

INTERMEDIATE BETWEEN

THE PRIMARY AND HIGH SCHOOL GRAMMARS,

AND ESPECIALLY ADAPTED TO THE WANTS OF

THE COMMON SCHOOLS.

By CHARLES W. SMYTHE, A. M.,

AUTHOR OF A SERIES OF ENGLISH GRAMMARS, AND PRINCIPAL
OF THE LEXINGTON ENGLISH AND CLASSICAL SCHOOL.

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P R E F A C E .

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This book is designed to occupy an intermediate place between the Primary and the High School Grammars.

The Primary Grammar is designed to present the simplest facts of the language; in such a manner as to bring them within the comprehension of children; and, thus, to prepare the way for a more complete treatment of the subject in the higher books.

The High School Grammar, on the other hand, is designed to be as minute and complete in its details as the time of pupils in our higher seminaries will admit. It also enters quite fully into the subject of analysis and composition, and partially, into the general relations and philosophy of language.

It was felt that between the two, there was too great an interval.

Therefore, in accordance with the advice and with the approbation of several of our most experienced teachers, this book has been undertaken.

Though prepared as an intermediate book, it may be used by beginners; and it will also supply the wants of a large class of pupils in our common schools who will have no time to pursue the subject farther.

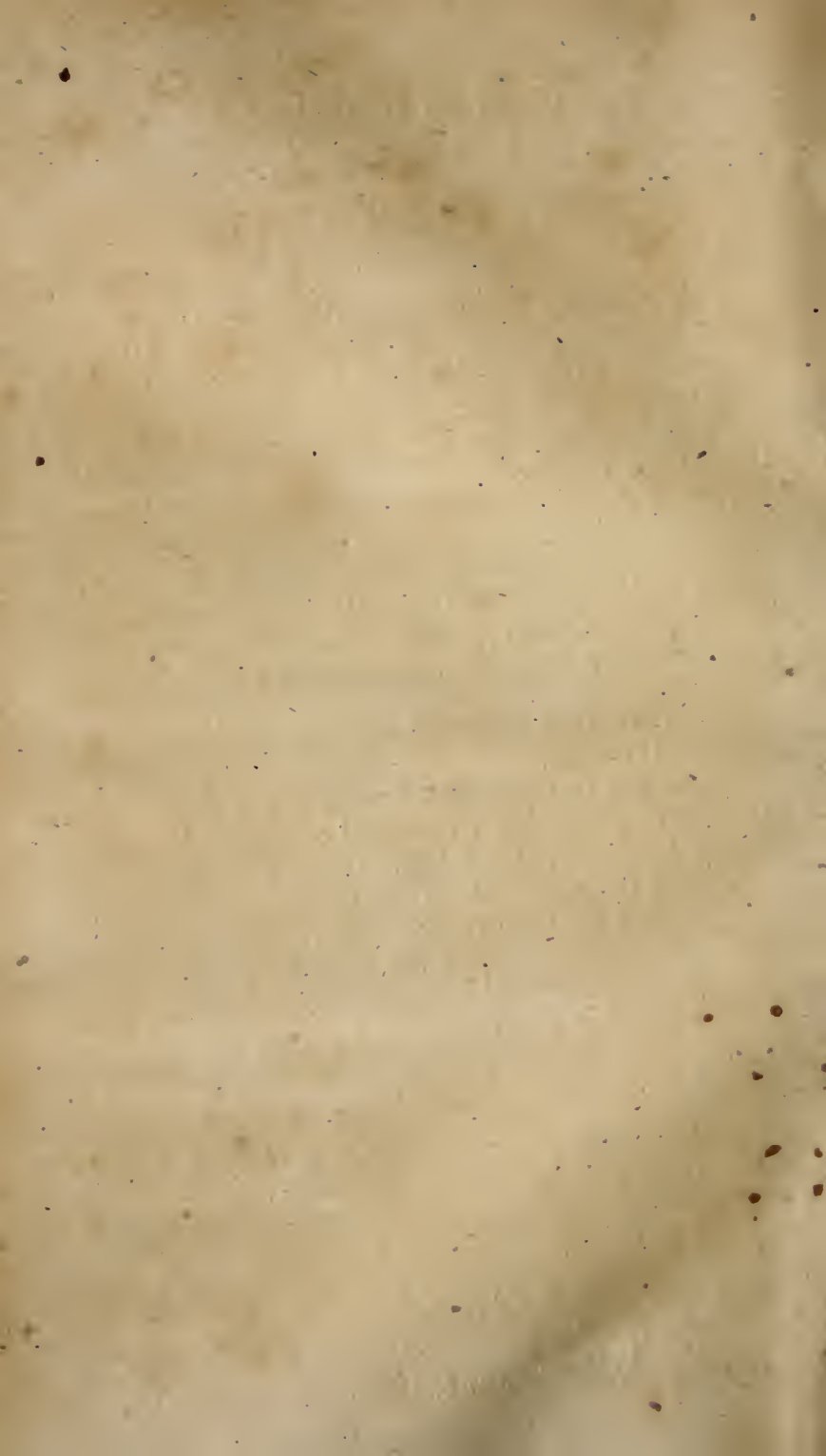
That fact has been kept constantly in view in the selection of its material.

Exercises in composition have been constantly inserted so that it will also form a simple introduction to that important subject.

Those who wish to pursue the study farther, are referred to the High School Grammar.

I will thankfully receive any suggestions from others that their experience may dictate.

24586 C. W. SMYTHE.
Lexington, N. C., June, 1863.



ELEMENTARY GRAMMAR.

LESSON I.

INTRODUCTION.

1. If we wish to say or write anything to each other, we make use of words.

2. Words are like pictures. If I show you a picture of a horse, or dog, you will instantly think of those animals, and the picture tells you, as it were, a short story.

3. So if you hear the word horse or see it in a book, you think at once of the animal called by that name.

4. Thus the spoken or written word is a picture to the mind of some thing or action.

5. We cannot think, nor speak, nor write without words. Hence it is very important to understand their meaning and use.

6. There are in our language over one hundred thousand words.

Yet, as we shall see, we can easily learn the most important things in regard to the use of all these.

7. If we go into a garden, or into the fields, we find a great many flowers and plants. But, if we look carefully at them, we shall find that there are but few kinds of flowers or plants.

One kind may be roses, another tulips; others may be wheat, corn, cotton, &c.

8. So it is with words. They all come into a few classes.

Some words tell us what the names of things are, others what they are doing, others still, tell what kind of things they are, or how they do anything.

9. These classes of words are commonly called *parts of speech*.

10. There are nine classes of words. They are the *noun*, *pronoun*, *adjective*, *article*, *verb*, *adverb*, *preposition*, *conjunction*, and *interjection*.

11. Grammar teaches us the nature and the uses of words.

LESSON II.

PROPOSITIONS.

12. In expressing our thoughts we do not use words singly but write them together; as; "John walks." "Susan reads her book." "The wind blows."

13. Each one of these collections of words makes good sense, and declares or asserts something.

They are called *propositions*.

14. A proposition is a simple assertion.

In the proposition, "John runs," *John* shows who does something, *runs* shows what he does.

John is called the *subject*, *runs* the *predicate*.

15. The subject is that of which something is said or asserted; as, *John*, in "John runs."

16. The predicate is that which is said or asserted of the subject; like *runs*, in "John runs."

Every simple proposition must contain at least two parts, a subject, and a predicate.

Point out the subjects and predicates in these propositions.

Do it in every lesson.

MODEL. John runs. *John* is the subject, because it is that of which something is said. *Runs* is the predicate, it is that which is said of the subject.

EXERCISES.

John runs. The horse neighs. The wind blows. The trees move. The grass grows. The moon rises. Apples fall. Water runs.

Complete these propositions by supplying subjects:—

MODEL. — runs. *The horse* runs. — sings. — plays. — read. — falls. — swim. — is sweet. — are playing. — came.

Complete these by supplying predicates:—

MODEL. John —. John *reads*. James —. The apple —. *Horses* —. The trees —. The winds —. Ships —. The sun —.

Form propositions of your own.

LESSON III.

NOUNS.

17. Such words as *James, Susan, Mary, chair, table, box*, we know are names of persons or things.

1. The word *noun* means *name*.
2. Hence we call all names *nouns*.

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

1. They may be either subjects, or predicates of propositions; as, "*James is a painter.*"

2. Besides the names of persons, places, and things, the names of all objects that we can think of are nouns; as, *goodness, love, joy, virtue*, which have no bodily existence.

3. Also the names of letters, figures, and words used merely as such, are nouns; as, "*A is a letter.*" "*7 is a figure.*" "*Good is an adjective.*"

Point out the nouns in these exercises and tell why they are nouns, in this way:—*James* is a noun, because it is a name.

EXERCISES.

James. Thomas. Susan. Chair. Table. Box. Desk. Ink. Mary reads. The cat mews. The dog barks. Horses run. Wisdom directs. Exercise strengthens. Eagles fly. Virtue. Gray was a poet. Franklin was a philosopher. *A* is an article. *Was* is a verb.

Supply predicates with these nouns:—

MODEL. *Water flows. Henry is a scholar. Lemons are fruit. Horses, father, mother, history, wind, stars, ducks, lilies, dogs, moon, George, acorns.*

LESSON IV.

VERBS.

19. In "John reads," "Mary sings." *John* and *Mary* are nouns because they are names.

Reads and *sings* are not names of objects, but they show what is done. They are called *verbs*.

1. Some verbs, like *reads*, show that something is done, others like *is*, *are*, and *was* show that something is.

2. To *assert* means *to tell*, *to declare*; hence we say that:—

20. A verb is a word that asserts something, or shows what is or is done.

They can form the predicates of propositions alone.

EXERCISES.

Point out the nouns and verbs in this way:—*Horse* is a noun, because it is a name. *Runs* is a verb, because it asserts something.

Cæsar conquered. Kings reign. Snow falls. Charles reads. Lions roar. Grapes ripen. Flowers bloom. William came. Jesus wept. Roses fade. Silver shines. Father came. God is. Franklin was a printer. Rivers are streams of water.

Supply subjects with these verbs:—

Sleep, studies, whistle, walk, is sweet, is strong, come, must study, swim, run.

Point out subjects and predicates, nouns and verbs in your reading lessons.

LESSON V.

PRONOUNS.

21. I may say, "John runs," or "He runs;" "Mary sings," or "She sings."

The words *he* and *she* stand for John and Mary.

1. They are called *pronouns*, because they stand for names.

2. The word *pronoun* means *for a noun*.

4. They may be used anywhere instead of nouns.

22. A pronoun is a word that stands for a noun; as, "John goes to school. *He* studies *his* book," instead of "John goes to school. *John* studies *John's* book."

Point out in these exercises, the nouns, pronouns, verbs, subjects and predicates.

MODEL. John loves *his* parents. *His* is a pronoun, because it stands for a noun, and relates to John.

EXERCISES.

John reads his book. Mary studies her lesson. The trees put forth their leaves. William studies his lesson. He will please his parents. Mary will lend her slate to her cousin. We should always be kind to our playmates.

- *Insert pronouns in these sentences:*

Mary asked ——— cousin to take ——— to ——— house. William has gone to ——— father's for ——— book. Where are ——— going. ——— brothers are playing in ——— room. ——— friend come with ———.

LESSON VI.

ADJECTIVES.

23. When I say, "The apple is sweet," *sweet* tells what kind of apple it is or describes it.

24. Words which describe are called adjectives; as, "The tree is *tall*." "The hill is *high*." "A *red* rose."

Tall, high and red are adjectives.

25. An Adjective is a word joined to a noun or pronoun to describe it.

1. They may form the predicates of propositions, but cannot be used alone as subjects; as, "The rose is *red*," "The tree is *tall*."

2. When the noun or adjective is used as a predicate, *is, am, was* or some other part of the verb *be* or *am* is used to connect them with the subject. The verb thus used is called a *copula*, which means a *link* or *joining*.

Point out in each lesson all the things you have learned and give reasons for everything.

EXERCISES.

MODEL. The apple is sweet. *Sweet* is an adjective, because it describes apple.

Love conquers all things. God is good. Mother is kind. The fields are green. The warm sun ripens the grain. The rains refresh the thirsty earth. The wind is cold. The brave soldier is worthy of honor. The bright sun drives away the dark clouds.

Insert adjectives, &c., in these sentences:—

Washington was ——. The country is ——. The —— tree is —— by the —— wind. The —— rain —— the —— grass. He that is —— and —— when —— is young, will be —— when —— is ——. William has a —— dog, a —— kitten, and a —— horse.

Form propositions containing these adjectives:—

Handsome, powerful, warm, mild, gentle, wise, strong, kind.

LESSON VII.

CLASSES OF NOUNS.

26. There are two general classes of nouns.

1. *First*, the names of objects that actually exist or that we may gain a knowledge of by our senses; as, *chair, tree, man, James*.

2. Second, those which are the names of qualities or attributes, separate from their objects; as, *Hardness* is a quality of iron, *beauty* of a flower, and *goodness* of God.

3. The first class are called *concrete* nouns; the second, *abstract*.

27. Under *Concrete Nouns* are comprised:—

1. Names of objects that exist as *individuals* and may form classes; as, *man, tree, horse*.

2. Names of objects that do not exist as individuals, as, *gold, silver, iron, wood, water, air, wheat, cotton, ashes, dregs, news, wages, &c.*

The latter are called *Material* nouns.

28. Nouns denoting individual objects are divided into *Proper, Common, Complex, and Collective* nouns.

29. A **Common Noun** is the name of a whole class of objects; as, *tree, horse, man, city, &c.*

30. A **Proper Noun** is a particular name of any person, place, or thing; as, *city* is a name common to all cities and is a common noun, while *Richmond, Raleigh, and Charleston,* are names of particular cities and are proper nouns.

31. A **Complex Noun** is a name, together with some title; as, *Mr. William Johnson, General Washington, Judge Marshall.* They are proper nouns.

32. A **Collective Noun** is a noun signifying many persons or things taken as one whole; as, *army, people, nation, society, Congress.*

They may be proper nouns; as, *Congress, Parliament;* or common nouns; as, *nation, people, army.*

To *analyze* is to point out the subject, predicate, and modifying words.

Parsing is pointing out the classes of words, their properties and relations.

EXERCISES FOR ANALYSIS AND PARSING.

MODEL. *James* is a noun, it is a name; proper, it is a particular name.

River is a noun, it is a name; common, a general name.

Barley is a noun, it is a name; material, it denotes a material substance.

Goodness is a noun, it is a name; abstract, it is the name of a quality.

Nation is a noun, it is a name; collective, it denotes many as one whole.

Studies is a verb, it asserts something.

James studies his lesson. The river is called the Nile. Barley, wheat, and corn grow in the fields. Goodness is a quality to be esteemed.

The nation is divided. Richmond is the Capital of the Confederate States. The bird was building her nest. North Carolina produces corn, wheat, oats, potatoes, tobacco, and cotton.

Insert proper nouns :

— is the Capital of —. — and — have gone to —. — and — are coming with —.

Insert common nouns :

The — sees in the dark. The — is strong. The — is called Rome. — and — are beautiful trees.

Insert material nouns :

The Southern States produce —, —, —, —, —, —, and —. — is a useful metal. We breathe —. The — of cows furnishes — and —.

Insert collective nouns :

— is dismissed. The — was victorious. — has adjourned. The — was very pleasant.

LESSON VIII.

CLASSES OF NOUNS CONTINUED.

33. Proper nouns naturally mean but one. When they stand for more than one object, they become common nouns; as, *The twelve Cæsars.* *The seven Jameses.*

34. Words like *the Russians*, *the English*, meaning the whole people are proper nouns, but when referring to individuals they are common; as “I saw several *Russians* in Paris.”

35. When *the* is affixed to common nouns they become proper, when they denote well known objects or events; as, *the Park*, *the Common*, *the Deluge*.

36. Abstract nouns are names of actions, states or conditions, properties or qualities.

These include the *verbal* noun.

37. A verbal noun is a noun derived from a verb. It is the name of the action expressed by the verb; as, “*Reading* is a pleasant employment.”

They end in *ing*. *Building*, a house or thing built, and some others have become concrete nouns.

EXERCISES.

MODEL. Writing letters to our friends is pleasant labor. *Writing* is a noun, it is a name; verbal, it is derived from a verb and is the name of an action. *Letters* and *friends* are common nouns, they are general names. *Labor* is an abstract noun, it is the name of an action. *Writing* is the subject; *labor* the predicate.

Reading good books is improving. Stealing is base. The lightning is vivid. Goodness and mercy have followed me all the days of my life. The French are an active people.

Write sentences containing these nouns: *Summer*, *snow*, *ice*, *winter*, *city*, *river*, *mountain*, *house*.

MODEL. That is my father's house.

LESSON IX.

CLASSES OF PROPOSITIONS.

38. In expressing our thoughts we may *declare* something; *ask* something; *command*, *exhort*, or *entreat* something; or *exclaim* something.

39. Hence there are four kinds of propositions; *declarative*, *interrogative*, *imperative*, and *exclamatory*.

What kind of propositions are these?

James reads. What is he reading? Let him read. How well he reads! The winds are cool. How cool the winds are! Have you seen James to-day? Come to me.

Analyze and parse these and the following propositions.

40. Declarative and imperative propositions end with periods(.); interrogative, with the interrogation point(?); and exclamatory, with the exclamation point(!).

I. *Change these into interrogative sentences:—*

MODEL. James is coming. *Is James coming?*

She is stealing. Stealing is base. Borneo is an island. Water is a liquid. Washington was wise. The country is free. The days are long.

II. *Make these imperative:*

MODEL. John studies his lesson. *Let John study his lesson, or John study your lesson.*

Is your sister coming? The dogs bark. You prize virtue highly. Bad men are not esteemed. The wind blows.

III. *Make these exclamatory:*

MODEL. The sky is beautiful. *How beautiful the sky is!*

Does Mary play well? He reads well. The moon shines brightly. Does the rain fall heavily?

IV. *Make these declarative.*

Have you seen my book? Will you lend me your slate? How brightly the sun shines. Let Susan write a letter to her mother. Will you go with me?

Write declarative sentences containing any one of these words:—

John, flows, runs, boys, more, water, horses, clouds, lessons, books.

LESSON X.

NUMBER.

41. We may say boy, *boys*; man, *men*; horse, *horses*. *Boy* means one boy; *boys*, more than one.

1. This difference in the form of words is called *number*, and it belongs to nouns, pronouns, and verbs.

42. *Number* is a change in the form of words to show whether one, or more than one is meant.

1. There are two forms, called the *singular* and the *plural*.

2. The *singular* denotes but one.

3. The *plural* denotes more than one.

43. The plural of most nouns is formed by adding *s* to the singular; as, boy, *boys*; horse, *horses*.

44. Where the *s* added to the word would be hard to pronounce, *es* is added; as lash, *lashes*; fox, *foxes*; church, *churches*.

45. The letters *a, e, i, o, u*; are called vowels. The rest are called consonants.

46. A few nouns form their plurals by changing the vowel; as, man, *men*; goose, *geese*; foot, *feet*; mouse, *mice*.

47. The nouns which add *es* are:—

1. First, nouns ending in *x, z, ss, sh, or ch*; soft.

2. Second, nouns ending in *f, or fe*; change those endings into, *ves*; as, calf, *calves*; half, *halves*; wife, *wives*.

EXCEPT nouns in *ff*, and *gulf, roof, hoof, mischief, brief, chief, strife, fife, safe, grief, dwarf, turf, proof, reproof, scarf, and surf*, which adds *s*.

3. Third, nouns ending in *y* preceded by a consonant change *y* into *ies*.

But nouns ending in *y* preceded by a vowel generally add *s*; as, day, *days*; valley, *valleys*.

4. Fourth, nouns ending in *i* generally add *es*; as, alkali, *alkalies*.

5. Fifth, nouns in *o* preceded by a consonant generally add *es*; as, hero, *heroes*; cargo, *cargoes*; negro, *negroes*.

EXCEPT *junto, canto, tyro, grotto, portico, solo, quarto, octavo, duodecimo, memento, two, zero*, which add *s*.

48. A few nouns add *n* or *en*; as ox, *oxen*; cow, *cowen* gives *kine*; sow, *sowen, swine*.

49. A few nouns have two plurals with different meanings; as,

Brother, brothers (of the same family,) brethren (of a society.)

Die, dies (for coining,) dice (for gaming.)

Fish, fishes (in number as twelve,) fish (the species.)

Fowl, fowls (in number,) fowl (the species.)

Genius, geniuses (men of genius,) genii (spirits.)

Index, indexes (tables of contents,) indices (signs in algebra.)

Pea, peas (in number,) pease (the species.)

Penny, pennies (coins in number,) pence (in value.)

50. Some are found only in the singular :

They are ; 1. most material nouns ; as, *gold, iron, wood, wheat, air, silver, sugar, wine, &c.* ; 2. most abstract nouns ; as, *goodness, virtue, wisdom* ; 3. names of the sciences ; as, *Algebra, Music, Mathematics* ; 4. the names of some diseases ; as, *cholera, measles, &c.* ; 5. the word *news*.

51. Some are found only in the plural ; as, *ashes, dregs, embers, goods, clothes, manners, morals, thanks, billows, scissors, nippers, tongs, shears, breeches, &c.*

Horse, foot, infantry, are also plural in meaning.

52. Some nouns have the same form in both numbers ; as, *deer, sheep, trout, salmon, cannon, sail, shot, head, weight, means*.

Form the plural of these nouns :—boy, girl, chair, table, desk, book, inkstand, pen, man, goose, foot, mouse, lash, miss, fox, church.

What number are these, and why ?—Man, boys, girl, men, books, guns, top, churches, dishes, mouse, lice, annals, iron, wheat, deer.

EXERCISES.

MODEL My horse trots. *Horse* is a noun, it is a name ; common, it is a general name ; singular number, it means but one ; and is the subject.

Your horse is large. My books are new.
 Those cows are fine. Trees grow. Fishes swim.
 The road is long. Snow is cold.

LESSON IX.

NUMBER CONTINUED.

53. In compounds the principal words take the sign of the plural; as, *fathers-in-law*, *courts-martial*. But compounds without the hyphen (-) make the last number plural; as, *spoonfuls*, *out-goings*.

54. Usage is still unsettled as to the plural of complex nouns.

1. When they are preceded by a numeral the noun is made plural; as, "The two Mr. Browns." The noun with *Mrs.* takes the plural; as, "The Mrs. Browns."

2. Both title and name should not take the plural. We must say either the *Misses Brown*, or the *Miss Browns*.

3. The tendency seems to be in favor of the former, especially in respectful address, while in familiar, colloquial style the latter prevails.

4. A title applied to more than one person is made plural; as, "Generals Beauregard and Johnson."

55. Many foreign words retain their original plurals. Those in *on* and *um* change those endings to *a*; those in *a* to *ae* and *ata*; those in *us*, to *i* and *era*; those in *is*, to *es* and *ides*.

56. The foreign words most frequently used, are as follows:

I. Those that retain their original plural alone are:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alumnus,	alumni.	Hypothesis,	hypotheses.
Analysis,	analyses.	Larva,	larvæ.
Axis,	axes.	Nebula,	nebulæ.
Basis,	bases.	Oasis,	cases!
Beau,	beaux.	Parenthesis,	parentheses.
Crisis,	crises.	Phenomenon,	phenomena.
Datum,	data.	Radius,	radii.
Ellipsis,	ellipses.	Stimulus,	stimuli.
Erratum,	errata.	Stratum,	strata.
Genus,	genera.		

II. Those which have both an English and foreign plural :

<i>Singular.</i>	<i>Foreign Plural.</i>	<i>English Plural.</i>
Apex,	apices,	apexes.
Appendix,	appendices,	appendixes.
Cherub,	cherubim,	cherubs.
Formula,	formulæ,	formulas.
Memorandum,	memoranda,	memorandums
Seraph,	seraphim,	seraphs.

EXERCISES.

Indices are signs in Algebra. Indexes are tables of contents. Analysis is the separation of anything into its parts. An oasis is a fertile spot in a desert. The Miss Joneses have gone to Charleston. Jefferson Davis was the first President of the Confederate States.

Complete these sentences:—

— and — gnaw — in the floor. Violent — overturn — and houses. —, —, and —, draw carts, —, and —.

Compose sentences containing these words:

Foxes. Dogs. Rabbits. Flowers. Leaves. Clouds.

LESSON XII.

PERSON.

57. We say, *I* run, *you* run, *he* runs or *John* runs.

1. *I* is the speaker, *you* the one spoken to, *he* or *John* the one spoken of.

This distinction is called *person*.

58. Person is the property of nouns and pronouns, that denotes the *speaker*, the person *spoken to*, and the person or object *spoken of*.

59. There are three persons, *first*, *second*, and *third*.

1. The first person denotes the speaker.

2. The second person denotes the person spoken to.

3. The third person denotes the person or object spoken of.

60. Nouns are generally in the third person.

1. The pronoun has different words to represent the persons.

2. *I* is always in the first; *you* in the second; *he*, *she*, and *it* in the third person.

3. Verbs have the three persons to agree with the subject.

EXERCISES.

MODEL. John sings. *John* is a proper noun, it is a particular name; third person, spoken of; singular number, it means but one, and is the subject of the proposition. *Sings* is a verb, it asserts something, third person, singular number to agree with the subject *John*, by

Rule II. *The verb must agree with the subject in number and person.*

Mary plays. The apple falls. The sun is bright. Susan reads her book. Thomas flies his kite.

The bird flies. Water flows. The rains fall. The trees put forth their leaves. The rivers flow into the sea. Columbus was born at Genoa.

Compose sentences containing these words.

I,	summer,	thou or you.
John,	river,	he.
Mary,	snow,	wheat.

LESSON XIII.

GENDER.

61. All living things are divided into two classes, *males* and *females*.

This distinction is called *sex*.

62. All nouns are divided into three classes; those that are names of males, those that are names of females, and those that are neither male nor female.

This distinction is called *Gender*.

63. Gender is a distinction of nouns in regard to sex.

64. There are three genders; masculine, feminine, and neuter.

The word *neuter* means neither. It is applied to objects which are neither male nor female.

65. The names of males are masculine. The names of female beings are feminine. The names of things without life are neuter.

66. A few nouns like *parent, cousin, deer, sheep, child, relative*, may be either masculine or feminine.

The are usually said to be of the *common* gender. If their gender is not known, they may be parsed as “of the masculine or feminine gender.”

67. In pronouns of the third person, *he* is masculine, *she* is feminine, *it* is neuter.

68. Sometimes things without life are personified, or spoken of in the same manner in which persons are.

Then they masculine or feminine.

1. In these cases, such objects as possess strength, courage, majesty, and other manly attributes, are considered masculine; and those that possess the attributes of receiving, containing, and which are gentle and lovely, are considered feminine.

2. Thus, *time, death, fear, war, the sun, winter*, are masculine; and *peace, hope, wisdom, spring, the earth, the moon*, are feminine.

3. The same distinction is made among animals, when the species is spoken of; as “The lion takes up *his* abode in the forest.” “The cat is noted for her love of home.”

5. When the distinction of gender among animals is unimportant they are considered neuter; as, "I had a kid and sold *it*."

69. Some masculine nouns have corresponding feminines. They are distinguished in three ways.

I. First, by different words.*

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid.	Man,	woman.
Boy,	girl.	Master,	mistress.
Brother,	sister.	Master,	miss.
Father,	mother.	Nephew,	neice.
Gentleman,	lady.	Papa,	mamma.
Husband,	wife.	Sir,	madam.
King,	queen.	Son,	daughter.
Lord,	lady.	&c.	

II. By difference of termination.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot,	abbess.	Jew,	jewess.
Administrator,	administratrix.	Lion,	lioness.
Author,	authoress.	Patron,	patroness.
Baron,	baroness.	Poet,	poetess.
Benefactor,	benefactress.	Priest,	priestess.
Count,	countess.	Prince,	princess.
Deacon,	deaconess.	Prophet,	prophetess.
Duke,	duchess.	Shepherd,	shepherdess.
Emperor,	empress.	Tailor,	tailoress.
Executor,	executrix.	Testator,	testatrix.
Heir,	heiress.	Tiger,	tigress.
Hero,	heroine.	Tutor,	tutoress.
Host,	hostess.	Widower,	widow.
Instructor,	instructress.	&c.	

* For full lists see High School Grammar.

III. By composition or by prefixing words.

Bridegroom, bride.	Manservant, maidservant.
Gentleman, gentlewoman.	Male-child, female-child.
He-goat, she-goat.	Schoolmaster, schoolmistress.
Landlord, landlady.	and some others.
Male, female.	

EXERCISES.

MODEL. John studies his lesson. *John* is a proper noun, it is a particular name; masculine gender, it is the name of a male; third person, it is spoken of; singular number, it means but one, and is the subject. *His* is a pronoun, it stands for a noun; masculine gender; third person; singular number to agree with *John*, by

Rule IX. *Pronouns agree with their nouns in gender, number, and person.*

Mary plays upon the piano. Jane reads her books. The green grass grows in the fields. The cat is noted for her love of home. Augustus was the patron of men of letters.

Supply masculine subjects to these propositions:

— conquered. — is prudent. — is a tailor. — is grateful. — will be thankful. — guards his flocks.

Supply feminine subjects:

— plays. — is cheerful. — is changeable. — is a tailoress. — is a teacher. — can sing.

Supply neuter subjects:

— roll. — grow. — is hard. — are green. — shines. — is falling. — is an animal.

LESSON XIV.

CASE.

70. I say, "John runs," "John's horse runs," "James teaches John," "He gave John a book," and "John come to me." Here John appears in different ways or *relations*.

These *relations* are called *cases*.

71. *Case* is the relation that nouns and pronouns have to other words in the same sentence.

72. In "John runs," *John* is the subject and is in the *nominative* case.

"In John's horse runs," *John's* denotes the possessor and is in the *possessive* case.

In "James teaches John," *John* is the object of the verb teach, or the person acted on, and is in the *objective* case.

In "He gave *John* a book," it denotes that *to* or *for whom*, anything is or is done and is the indirect object. It may be called the *dative* case. In "John come to me," it is the name of the object addressed and is in the *vocative* case.

73. The *Nominative* case is the subject of the proposition; as, "John reads."

The *Possessive* case denotes possession, origin, or fitness; as "John's hat," "The sun's rays," "Men's shoes."

The *Objective* case is the object of the verb.

The *Dative* case denotes that *to* or *for which* anything is or is done. *

* The indirect object is distinct and separate from the other relations, and though it is rare in its occurrence, must be distinguished, and may properly be called by its true name. It is the office of the dative to express this relation.

The vocative case denotes the person or thing addressed.

74. *To decline* is to give the cases, numbers, and persons.

Nouns are declined thus :

<i>Singular.</i>	<i>Plural.</i>
<i>Nominative</i> Boy,	<i>Nom.</i> Boys,
<i>Possessive</i> Boy's,	<i>Poss.</i> Boys',
<i>Objective</i> Boy.	<i>Obj.</i> Boys.

Decline *girl, bird, box, hand.*

EXERCISES.

MODEL. Susan reads. *Susan* is a noun, it is a name ; proper, it is a particular name ; feminine gender, it is the name of a female ; third person, spoken of ; singular number, it means but one ; nominative case, it is the subject, by

Rule I. *The subject of the proposition is put in the nominative case.*

Water flows. Roses bloom. Apples fall. Horses run. The Saviour lives. Abraham was faithful. England was invaded. Exercise strengthens. Stealing is base. David was king.

Write sentences containing these words as subjects :

Water. Flowers. Spring. Rivers. Country. Peaches. Flour. Iron. Molasses. Coffee.

LESSON XV.

FORMATION OF THE CASES OF NOUNS.

75. The nominative, objective, dative, and vocative cases have the same form.

This is the simple form of the noun.

76. The nominative may be determined by asking the question *who?* or *what?*; as, "John runs."

Who runs? Ans. *John.* *John* is in the nominative case.

77. The Possessive case singular is formed by adding the apostrophe (') and *s*; as, in *John's hat*.

1. When the *s* will not unite easily with the word, the apostrophe only is added; as, *for conscience' sake*, *Moses' hat*, *Thetis' son*. See II. S. Gr. 256, 6.

2. When the plural ends in *s*, the apostrophe only is added; as, *The boys' books*. *The girls' play*.

When the plural does not end in *s*, the possessive is formed as in the singular; as, *Men's hats*.

Form the possessive case of these nouns: Man, tree, girl, horse, William, Thomas, Susan, Mary, cow, horses, boys, girls, men.

78. The direct Objective may be determined by asking *whom?* or *what?*; as, "He cuts wood." *What does he cut?* Ans. *wood*. *Wood* is in the objective.

79. The indirect object or Dative by asking *to* or *for whom*; as, "He gave me a book." *To whom did he give it?* Ans. *me*. *Me* is the indirect or dative object.

EXERCISES.

MODEL. *Mary's book is new.* *Mary's* is a proper noun, a particular name; feminine gender, the name of a female; third person, spoken of; singular number, means but one; possessive case, denotes possession and limits book, by

Rule V. *A noun or pronoun limiting another noun denoting a different person or thing is put in the possessive case.*

Mary's lesson is easy. Rufus's book is new. William's uncle is a farmer. Men's shoes are large and strong. The sun's rays enlighten the earth. My garden is productive. His book is clean; your book is soiled.

Supply possessive cases in these propositions:

—— sister sings. —— father is coming. —— hat is lost. —— hats are made of fur. —— rays are not so bright as the ——. —— skin is thick. —— top is high.

LESSON XVI.

PRONOUNS.

81. A **Pronoun** is a word which is not the name of an object, but which may be used instead of a noun.

82. Pronouns are divided into **Personal**, **Possessive**, **Demonstrative**, **Interrogative**, **Relative**, and **Definitive** pronouns.

PERSONAL PRONOUNS.

83. **Personal** pronouns are those that show by their form of what person they are.

1. They are *I, thou or you, he, she, and it.*

2. *I* represents the first person, *thou or you* the second, *he, she, and it* the third.

3. They are divided into *substantive* or pure personal pronouns, which do not stand for nouns but represent persons themselves, and *demonstratives*.

84. *I*, and *thou* or *you*, are substantive pronouns.

85. *He*, *she* and *it*, are demonstratives, that is, they point out precisely the objects to which they relate; as, *He* is the man, *she* is the woman, or *it* is the thing that you seek.

He is masculine, *she* feminine, *it* neuter.

The first and second persons have no form to show their gender, since they are always present and their gender is known.

86. They are thus declined :

<i>Singular.</i>			<i>Plural.</i>		
<i>Mom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
I,	my,	me;	We,	our,	us.
Thou,	thy,	thee;	You,	your,	you.
He,	his,	him;	They,	their,	them.
She,	her,	her;	They,	their,	them.
It,	its,	it;	They,	their,	them.

1. The Dative has the same form as the objective. In fact, *him* and *them* are true *dativés* and not objective, except in usage.

2. The vocative has the same form as the nominative.

87. Some grammarians give two forms of the possessive case, as *my* or *mine*, *thy* or *thine*, *your* or *yours*.

Others consider *my*, *thy*, &c., the true possessive cases, and others still restrict the possessive case to *mine*, &c.

My and *thy* now perform the office of the possessive case; as, *My* hat.

In poetry and in solemn style *mine* and *thine* are sometimes used as possessive cases, before

the vowels and silent *h*; as, “*Mine* hour is not yet come.” *Mine* iniquity. *Thine* agony.

Thou is now used only in addressing the Deity, in the Scriptures, in solemn and impassioned writings, and among the Friends.

88. *Myself, thyself, himself, herself, itself*, with their plurals, *ourselves, yourselves, themselves* are compound personal pronouns.

1. They are joined to nouns and pronouns to make them more emphatic; as, “I myself.” “The mountains *themselves* decay with years.”

2. They are also used when the subject and object are the same person; as, “I blame myself.” “She admires herself.” They are then called Reflexive pronouns.

EXERCISES.

MODEL. *I study my lesson.* *I* is a personal pronoun, it points out the person, substantive kind; first person, it denotes the speaker; singular number, means but one; nominative case, it is the subject, by Rule I.

The *no* pronoun in the predicate of a proposition is parsed, by Rule III.

The noun or pronoun in the predicate agrees with the subject in case; as, “James is a printer.”

I am glad to see you. My horse is in the field. You yourself said it. The mountains themselves decay with years. Franklin was a printer’s apprentice. General Lee is the Commander-in-chief of the Confederate army.

Insert personal pronouns:

— am going to see — cousin. — house is near — brother’s. — may go with —. Will — bring — bonnet. — wish to see —. Come with —.

LESSON -XVII.

POSSESSIVE AND DEMONSTRATIVE PRONOUNS.

89. The Possessive pronouns are those which stand for nouns and, at the same time, denote possession.

1. They are *mine, thine, his, hers, its, ours, yours, theirs.*

2. *His* and *its* are the same as the possessive cases of the personal pronouns. *Hers, ours, yours, theirs,* are formed from the possessive cases by adding *s*.

3. They have the same person, number, gender, and case as the nouns which they represent; as, "This book is yours." *Yours* is equal to *your book* and has all the properties of *book*.

4. They are indeclinable and used in the nominative and objective cases only; as, "The book is *mine, hers* is lost, but he has found *his.*"

90. The demonstrative pronouns are *this* and *that* and their plurals *these* and *those*.

1. They point out precisely the objects to which they relate.

2. *This* and *these* refer to the nearest objects; *that* and *those* to the more distant.

EXERCISES.

This is my book; that is yours. Your pleasures are past, mine are yet to come. Mr. Bowen, my father's friend, has returned. The source of the Nile, the river of Egypt, has not yet been discovered. The white house is his.

Insert possessive and demonstrative pronouns:

— house is —? — is —. — who are industrious will —. Whose slate is —? — is —, but — is —. — are —.

LESSON XVIII.

INTERROGATIVE AND RELATIVE PRONOUNS.

91. Interrogative pronouns are those used in asking questions; as, “Who is your friend?”

1. They are *who*, *which*, and *what*.

2. *Who* is used in reference to persons; *which* and *what* in reference either to persons or things.

3. *Who* is always used without a noun or substantively; *which* and *what* are also used as adjectives; as “Which book are you reading?” “What man is that?”

4. They are declined like the relative pronouns.

5. Interrogatives refer to a noun or pronoun following them called the *consequent*; as “Whose hat is this?” Ans. *John's*. *Whose* refers to *John's*.

RELATIVE PRONOUNS.

92. “The boy, who studies, will learn.” *Who* relates to boy and stands for it. It also connects “Who studies” with “The boy will learn.”

Who is called a *relative pronoun*.

93. The Relative pronouns are *who*, *which*, *what*, and *that*. *As* is a relative after *many*, *such*, and *same*.

94. Relative pronouns stand for nouns and connect propositions or clauses.

1. The clause in which they stand is called the *relative clause* and it is always a subordinate or modifying proposition.

2. They cannot stand in principal propositions, while personal pronouns can.

3. *Who* stands for persons, *which* for animals and things. *That* is used in the place of *who* or *which*.

4. *Who* is never used as an adjective.

5. *Which* may be used as an adjective, as *for which reason*.

6. The noun for which the relative stands is called its *antecedent*.

7. The relative pronoun always relates to some definitive word expressed or understood modifying its antecedent, called the *correlative*; as, "He is *the man whom* I saw." *The* is the correlative.

95. The relatives have the same form in both numbers and are thus declined:—

<i>Nom.</i> ,	Who,	<i>Poss.</i> ,	Whose,	<i>Obj.</i> ,	Whom.
"	Which;	"	Whose,	"	Which.
"	That,			"	That.
"	Which,			"	Which.

That, the original relative, has no possessive now existing. *Whose* may be used for it when needed.

96. What is used as a relative in both numbers; as “This is *what* is wanted.” “These books are *what* are wanted.”

1. *What* is used as a relative only when the antecedent is omitted. Where the antecedent is expressed *which* is used; as, “I saw *what* I desired to see,” “I saw the *thing which* I desired to see.”

2. *What* is usually parsed as a compound relative equivalent to *that which*; as, “I know what you desire.” “I know *that which* you desire:” *that* as the antecedent and object of know, *which* as the relative and object of desire.

3. It is simpler and more consistent with the structure of propositions, to parse the clauses containing *what* and similar words as wholes, subjects or objects of the propositions; as, “What you desire” is the object of know, and “what” the object of desire.

97. *Whoever, whichever, whatever, whoso, whosoever, whichever, and whatsoever*, are called Compound Relatives.

1. They are parsed like what; as “Whoever studies will learn.” *Whoever studies* is the subject of *will learn*, and *whoever* the subject of *studies*.

2. They are also used without antecedents.

3. Only *whoever* and *whosoever* are declinable. They are the same in both numbers, as follows:

Nom. Whoever. Poss. Whosoever. Obj. Whomever.

EXERCISES.

MODEL. *Who* is a pronoun, it stands for a noun; interrogative, it asks a question; third person, singular, to agree

with the answer, *father*, by Rule IX; and in the nominative case, by Rule I.

Who is a pronoun, it stands for a noun; relative, it relates to man, and connects the clauses; third person, singular, to agree with man, by Rule IX; and in the nominative case, by Rule I.

Point out the clauses, thus: "The man is happy," is the principal clause, "Who is good," is the relative clause. *Who* connects the two together.

Who gave this book to you? My father gave it to me. Which is your book? The one with a red cover is mine. The man, *who* is good, is happy. He is the man, whom I saw. The rose, which we saw, was fading. Whoever is industrious and temperate will succeed.

Supply pronouns in these sentences:

— shall I do? — did you say it was?
— are you going to see? This is the boy —
came with us. — crosses the bridge must pay
toll. The tree, — I planted, is producing fruit
This is the dog — was barking.

LESSON XIX.

DEFINITIVE PRONOUNS.

98. The Definitive pronouns are those that are sometimes used as adjectives to define nouns, and sometimes as pronouns; as, "*This* book." "*This* is mine."

1. They are (1.) the demonstrative pronouns *this*, *that*, *these* and *those*, (2.) the distributives *each*, *every*, *either*, and *neither*, (3.) the indefinites *some*, *one*, *all*, *any*, *such*, *none*, *several*, *another*, *other*,

both, few, own, much, many, same, former, and latter.

2. *One, other, and another* are thus declined :

	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>
<i>Nom.</i>	One,	ones,	Other,	others,	Another.
<i>Poss.</i>	One's,	ones',	Other's,	others',	Another's
<i>Obj.</i>	One;	ones.	Other ;	others.	Another.

3. *Another* is not found in the plural.

4. These pronouns may be modified like nouns; as, *each one, some one.*

99. Such forms as *each other, one another* are called *Reciprocal* pronouns.

They are treated as compounds and form their possessives as such; as, *each other's, one another's.*

“Bear one another’s burdens.” That is, let each one bear the other’s burdens. “They praise each other.” *Each* is in apposition with they, and *other* the object of praise.

EXERCISES.

There are two coats, you may have either of them. This book is mine, that is yours. Some place the bliss in action, some in ease. Some one is calling you. Each one must account for himself. Bear one another’s burdens.

Complete these sentences :

Let each — assist the —. You may take — of the —. Choose — of the three. — flowers are —, — are —. No — blames —. — man praises —.

LESSON XX.

ADJECTIVES.

100. I say a *good* man, a *tall* man, *this* man, *that* man. *Good* and *tall* describe man. *This* and *that* point out which one is meant.

They are all adjectives.

101. An Adjective is a word joined to a noun or pronoun to describe or define it.

1. It may with the verb *to be* form the predicate of a proposition, but cannot of itself form the subject.

2. That it may be predicated of the subject the copula *be* is used; as. "The sun *is* bright."

3. The primary use of the adjective is to express the predicate. When we know that "an apple is sweet," we may speak of it as "a sweet apple" or use it in an attributive sense.

4. Some adjectives express the predicate only; as, *alike, alone, awake, aware, mindful, worth.*

5. Some are rarely used, except as attributes; as, *daily, hourly, golden, thievish, paternal, fraternal, &c.*

102. There are two kinds of adjectives, *descriptive* and *definitive*.

103. Descriptive adjectives describe nouns by pointing out their qualities; as, a *good* man, a *kind* man.

1. Adjectives derived from proper names are called *proper adjectives*. They should begin with capital letters; as, *Roman, American.*

2. Those derived from verbs are called *verbal adjectives*; as, *enduring* friendship, a *learned* man.

104. The adjective is sometimes used as a noun, as *good* and *evil*, *right* and *wrong*, the chief *good*.

EXERCISES.

MODEL. *Sweet* is a descriptive adjective, it is a word joined to a noun to describe it, and belongs to *apples*, by

Rule VI. *Adjectives modify the nouns which they describe or define.*

Table is a common noun, a general name; neuter gender, neither male nor female; third person, spoken of; singular number, means but one; and objective case, it is the object of strikes, by

Rule X. *The object of the the transitive verb is put in the objective case.*

The apple is sweet. James strikes the table. The bright sunlight chases away the clouds. The tall trees bend before the strong wind. The climate of this favored region is delightful.

Complete these sentences by inserting adjectives:

— houses are —. The — dog is a — animal. The — man will become —. — men are —. The pear is a — fruit. Whose — children are —?

LESSON XXI.

DEFINITIVE ADJECTIVES.

105. Definitive adjectives define or limit nouns, by pointing out which one, or how many; as, *this man*, *that man*, *each man*, *ten men*.

They are divided into *numeral* and *pronominal* adjectives.

106. Numerals are words used in counting, and are of two kinds, *cardinals* and *ordinals*.

1. The Cardinals denote how many; as, *one, two.*

2. The Ordinals denote which one; as, *first, second.*

3. The leading *cardinals, ordinals, and numeral adverbs* are:—

<i>Cardinals.</i>	<i>Ordinals.</i>	<i>Numeral Adverbs.</i>	
One,	First,	Once,	Firstly.
Two,	Second,	Twice,	Secondly.
Three,	Third,	Thrice,	Thirdly.
Four, &c.,	Fourth, &c.,	Four times,	Fourthly.
Ten,	Tenth,	Ten times,	Tenthly.
Twenty-one,	Twenty-one,	Twenty-one, &c	Twenty-first.

107. The pronominal adjectives are those that are sometimes used as pronouns.

When used with nouns, they are adjectives; when used without nouns, they are pronouns; as, *This* man. Here *this* is an adjective. *This* is mine. Here *this* is a pronoun.

108. Pronominal adjectives are divided into *demonstratives, distributives, and indefinites.*

1. The demonstratives are *this, that, these, those, yon, yonder.* They point out precisely which are meant.

2. The distributives are *each, every, either* and *neither.* They point out objects separately: as, *each* man, each separate man.

3. The indefinites are *some, any, all, such, same, former, latter, own, little, much, both, several; many, few, no or none, one, other, another, which, whichever, whatsoever, what, whatever, whatsoever.*

They point out no particular person or thing.

EXERCISES.

MODEL. *This* man is tall. *This* is a definitive adjective, demonstrative kind; it defines precisely what is meant; it defines *man*, by Rule VI.

Remark.—Definitives must agree with their nouns in number.

These apples are sweet. Ten units make one ten. Yonder tall tree is a long-leaved pine. Each hour brings its duties.

That little cottage yonder is my own. The same man whom we saw yesterday will meet us to-day.

Compose sentences containing these adjectives:—

Good, tall, excellent, high, green, each, several; many, studious, no, brave, sweet.

LESSON XXII.

COMPARISON OF ADJECTIVES.

109. I may say, this man is *tall*, that man is *taller*, but James is the *tallest*.

1. Here are three different degrees of height; *tall*, *taller*, *tallest*.

2. This distinction is called in Grammar *comparison*.

110. There are three degrees of comparison; positive, comparative, and superlative.

1. The first is the simple or positive state, *tall*.

2. It describes without comparison.

3. The second is the comparative degree, *taller*.

4. It expresses a higher or lower degree of quality than the positive and makes a comparison between two.

5. It is formed by adding *r* or *er* to the positive.

6. The third is the superlative degree, *tallest*.

7. It expresses the highest or lowest degree, and makes a comparison between three or more.

8. It is formed by adding *st* or *est* to the positive.

111. Adjectives of one syllable and many of more than one are thus compared:—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
High,	higher,	highest.
Sweet,	sweeter,	sweetest.
Happy,	happier,	happiest.

Y is changed into *I* before *er* and *est*; as, *happy*, *happier*, *happiest*.

Compare in this manner:—long, safe, light, heavy, broad, great, large, hot, noble, able, lofty.

112. The comparative degree is usually followed by *than* and a noun in the nominative to a verb understood; as, "Wisdom is better than rubies [are.]"

EXERCISES.

MODEL. Thomas is taller than James. *Taller* is an adjective, a word joined to a noun to modify it; descriptive, it describes Thomas; comparative degree, it makes a comparison between two, and modifies *Thomas*, by Rule VI.

Wisdom is better than rubies. Platinum is heavier than gold; it is the heaviest of the metals.

Mary is taller than Jane. She is the tallest of the sisters. You are stronger than he is.

Complete these sentences :—

Iron is — than lead. The pine is — than the oak.

Susan is the — of the family. The — pine is a — tree. — James is, —, and —.

LESSON XXIII.

COMPARISON CONTINUED.

113. Most long adjectives are compared by the help of *more* and *most*, or *less* and *least*; as pleasant, *more* pleasant, *most* pleasant; industrious, *less* industrious, *least* industrious.

114. Diminution of quality is expressed by *less* and *least*; as, *less* beautiful, *least* beautiful.

The ending *ish* expresses a slight degree of quality; as, *blackish*, somewhat black; *sweetish*, a little sweet.

115. Some adjectives are defective in some of the degrees, which are supplied by other words.

EXAMPLES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad, ill, or evil,	worse,	worst.
Much, or many,	more,	most.
Little,	less,	least.
Old,	older, elder,	oldest, eldest.

116. A few adjectives are irregular, but not defective; as,

Aft,	after,	aftermost.
Far,	farther,	farthest.
Fore,	former,	foremost, first.
(Forth;)	further,	furthest.
Hind,	hinder,	hindmost, hindermost.
Late,	later,	latest, or last.
Low,	lower,	lowest, lowermost.
Near,	nearer,	nearest, next.

117. Some are defective in the positive forming their comparative and superlative from prepositions and adverbs; as,

(Out,)	outer, or utter,	outmost, uttermost,
(In,)	inner,	innermost, inmost.
	hither,	hithermost.
[(Be)neath,	nether,	nethermost.
	under,	undermost.
Rear,		rearmost.

Like *rear* are compared, *front*, *mid*, *middle*, *north*, *south*, *east*, *west*, *northern*, *southern*, *eastern*, *western*.

118. In the double forms, *much* is used in speaking of quantity, *many* of number; *nearest* is used in reference to place; *next*, to time; *later* and *latest*, in reference to time; *latter* and *last*, to order; *further* means more in front; *farther* more distant.

119. A few descriptive adjectives cannot be compared; as, *Almighty*, *chief*, *circular*, *continual*, *dead*, *empty*, *everlasting*, *eternal*, *false*, *free*, *infinite*, *natural*, *perfect*, *solid*, *sound*, *square*, *free*, &c.

1. Some of these are used by good writers in the different degrees; as, "A more perfect resemblance."

Compare these words :—

Beautiful, courageous, grateful, unmindful, high, generous, small, penurious, empty, eternal lofty.

EXERCISES.

The best men are not the most successful.*

The worst men are often successful. Honesty is the best policy. Truth is more wonderful than fiction.

His oldest brother's son was sick. William, the Conqueror, defeated Harold, the Saxon king. Joseph, Jacob's favorite son, was sold.

Compose sentences containing these words :—

Everlasting, good, industrious, manly, amiable, lovely, tall, handsome, delightful.

LESSON XXIV.

ARTICLES.

120. The words *a* or *an* and *the* are called articles.

121. *A* or *an* is called the indefinite article.

The is called the definite article.

122. The noun without the article is used in its widest sense. *Man* means all men, the race of men.

1. *A man* means one man, but no particular man.

* *Most successful* and similar forms should be parsed together as comparatives or superlatives.

2. *The* man means a particular man, who was mentioned or known before; as, "I met a man and a boy. The man said to the boy, &c." Here *the* refers back to the man and boy just mentioned. Also, "The man *whom* you saw."

3. Certain words which are definite in themselves, do not require this reference; as, *The President*. *The horse*, when the species is meant; &c.

123. *An* is used before vowel sounds, but drops the *n* before consonant sounds; as, *An apple, an inkstand, an hour, a horse, a man*.

124. *A* or *an* is used with singular nouns, *the* with singular or plural.

Correct these exercises.

A apple. A hour. A ounce. An horse. An high hill. A industrious man. An horse is an useful animal. A inkstand was on an book. A honest man sold me a ox. A old coat is an useless garment. She has an handsome goat and an ewe.

Articles modify nouns by these rules:—

Rule VII. *The indefinite article modifies nouns in the singular number.*

Rule VIII. *The definite article modifies nouns in the singular or plural number.*

Insert articles, &c., here:—

— cherry is — pleasant fruit. — honest man is always —. James saw — hawk and — dove. — dove flew from — hawk. Milton — poet. Edward — Black Prince.

LESSON XXV.

THE VERB AND ITS CLASSES.

125. The verb is a word that asserts something. It is a word that by itself may form the predicate of a proposition.

126. In respect to the proposition, verbs are divided into two classes, *Abstract* and *Concrete*.

127. Abstract verbs do not of themselves form the predicates of propositions, but serve as copulas to connect the subject and predicate; as, "The apple *is* sweet." "He *seems* well." "He *appears* cold."

Is when asserting *being* may form the predicate; "God *is*." "I *am*."

128. Concrete verbs are those which may form the predicates; as, "John *runs*." "Mary *reads*."

129. When I say "John runs" I express a complete thought, but when I say "John reads" something else, a book or paper is necessary to complete the thought.

130. Hence in construction there are two classes of verbs; Complete and Incomplete, or Intransitive and Transitive.

131. Complete or Intransitive verbs are those that do not require the addition of an object to complete the sense; as, "John runs." "The rain falls."

132. Incomplete or Transitive verbs are those that require the addition of an object to complete the sense; as, "He reads a paper, book, or letter."

133. Transitive means *passing over*; intransitive, *not passing over*.

1. The incomplete verbs are called transitive, because, physically speaking, the action passes over from the actor to the object.

2. If we can place *it* or *them* after a verb and make sense it is transitive, otherwise, it is intransitive.

134. In transitive verbs the action or state terminates upon some object; in intransitive verbs, it terminates in the subject.

Hence transitive verbs are called *objective*; intransitive verbs *subjective*.

135. A few intransitive verbs require a modification to complete the sense; as, he *behaves well* or *ill* or he *behaves himself*. In the last case the action still ends in the subject, and it belongs to the subjective or intransitive verbs. They are called reflexive verbs.

They are such as *behaves, bestir, bethink, boast, delight, exercise, foresee, fret, repent, and vaunt*.

1. Others are both reflexive and transitive; as I examine *myself*, I examine *him*. They are such as, *examine, honor, purify, kill, praise, &c.*

2. A few intransitives by a change of form become transitive; as, "The tree falls." "He fells the tree," that is, causes it to fall. "It lies there." "He lays it there," that is, causes it to lie. They are called causative verbs.

3. Others do not change their form; as, "The ship sinks." "The pirate sinks the ship." "Fire burns wood." "The wood burns." "The man burns wood," that is, causes it to burn.

EXERCISES.

MODEL. James studies his book. *Studies* is a verb, it asserts; transitive, it requires an object to complete the sense; third, singular, to agree with *James*, by Rule II.

Rain falls. The snow melts. The warm sun revives the earth. The trees put forth their leaves. The flowers and grass spring up.

The woodman fells trees. He praises himself. Fire burns wood and coal. The robbers burned the house.

LESSON XXVI.

THE VOICES.

136. Transitive verbs have two forms, called the *active* and *passive* voices.

137. In the *active* voice the subject is represented as acting upon some object; as, "John strikes William."

138. In the *passive* voice the subject is represented as being acted upon; as, "William is struck by John." The object of the active voice becomes the subject of the passive.

1. The *passive* is a convenient form of expression, when we wish to state what has been done without naming the actor; as, "John has been struck."

2. Intransitive verbs do not admit the *passive* voice, since they have no object.

3. Some intransitive verbs are modified by prepositions, so that the verb and preposition are

treated as compounds. They then receive a passive voice; as, "They laughed at him." "He was laughed at by them."

4. There are a few forms like "He is 'come,'" "He is gone," &c., that appear like a passive voice of intransitive verbs.

5. They must be looked upon as peculiar forms of the present perfect tense. "He *is come*" for "He *has come*," &c., which should be used in their stead. See H. S. Gr.

Change these sentences into passive forms:—

MODEL. John strikes the table. The table *is struck* by John.

Fire burns wood. The rains refresh the earth. Cæsar conquered Gaul. The wind blew down the tree. James studies grammar.

Change these to active forms:—

The enemy was defeated by Jackson. The victory was gained by the Confederates. This house was built by my father. The trees were planted by the gardener.

EXERCISES.

MODEL. The bell was rung by me. *Was rung* is a verb;* transitive; passive voice, the object is used as the subject; third, singular to agree with *bell*, by Rule II.

John was injured by a fall. William conquered England. Columbus discovered America. Africa was first circum-navigated by the Portuguese. The British army was captured at Yorktown. The Confederates gained a great victory at Manassas.

* The reasons should be assigned until, in the judgement of the teacher, they are thoroughly understood.

Insert verbs here:—

Cattle — upon grass. The cow — milk, butter, and cheese. The tree — by my brother. We — our parents, and — by them. The tree — by the wind.

LESSON XXVII.

THE MODES.

139. Verbs assert action, or being in different ways or manners.

When I say, "James runs," I assert something positively, as actual.

When I say "I may go," "I can run," I assert something as possible.

When I say, "If he study," I assert something as doubtful or contingent.

When I say, "Go," "Come here," I assert something as necessary in the form of a command.

140. These four forms of assertion, as *actual*, *possible*, *contingent*, and *necessary*, are called Modes. The word *mode* means manner.

They distinguish the *manner* of the action or state asserted.

141. There are four modes, *Indicative*, *Pôtential*, *Subjunctive*, and *Imperative*.*

1. The *Indicative* is used to assert positively.

* See High School Grammar.

2. The Potential asserts power, ability, or necessity.

3. The Subjunctive is used to assert something as uncertain, doubtful, or contingent.

4. The Imperative mode expresses a command, exhortation, or entreaty.

The subjunctive is now rarely used.

The potential mode belongs to the proposition rather than to the simple verb.

EXERCISES.

MODEL. The warm sun shines. *Shines* is a verb; intransitive; indicative mode, it asserts positively; third, singular, to agree with *Sun*, by Rule 11.

James goes to school. He is fond of his books. The cold wind blows. America was discovered by Columbus. I may go.

Compose sentences containing these words:—

Study, run, play, make, strive, find, came, sing.

LESSON XXVIII.

THE PARTICIPIALS.

142. There are certain forms attached to nearly all verbs, which do not assert and are therefore not modes.

143. They are the Infinitives, Participles and Verbal noun.

They are called Participials. *Participle* and *participial* mean *partaking of*.

144. The infinitives and verbal noun partake of the nature of the *verb* and *noun*; the participles partake of the nature of the *verb* and *adjective*.

145. The Infinitive is found in two forms:

1. First, the simple infinitive, without the sign *to*. It is used after *may, can, must, will, shall, let, make, have, need, do, dare, bid, help, see, hear, feel*.

2. Second, the infinitive with *tō* or the prepositional infinitive.

3. For example the Saxon infinitive of love was *lufian*, while the *supine* was *to lufigenne* or *to lufenne*. From this comes our English *to love*. This form has nearly taken the place of the true infinitive.

4. Its proper name is the *Supine*.

146. The Participle like the adjective expresses both the predicate and the attribute; as "The sun is *rising*." "The *rising* sun." "The man is *learned*." "The *learned* man."

1. Like a verb it denotes the completion or incompleteness of an action, and receives the same modifiers that it does.

2. There are three participles, the Imperfect *loving*, the Perfect *loved*, and the Compound *having loved*.

147. The Imperfect represents an action or state as continuing; the Perfect, as finished; the Compound as completed before some other action or state.

148. The Verbal noun ends in *ing* and is the name of an action.

1. It is distinguished from the participle in *ing* by its ability to form the subject of a proposition, which the participle cannot do; as, "*Writing* is fatiguing."

2. It is a participial, because it receives the modifications of the verb; as, "*Writing letters* is a pleasant employment."

3. The verbal noun is closely connected in meaning with the infinitive; as, "I love to play." "I love playing." "To play is pleasant," or "playing is pleasant."

The infinitives are parsed by Rule XXI. Lesson XLVIII.

The participles are parsed by Rule XXIV.

EXERCISES.

Playing in the open air, is pleasant. Having learned his lesson, he ran out to play. It is base to tell an untruth. Seeing the multitudes, he went up into a mountain.

Compose a short exercise describing what you saw on your way to school.

LESSON XXIX.

THE TENSES.

SECTION I.

149. There are three divisions of time, present, past, and future.

In each of these an action may be asserted as indefinite, going on or progressive, and completed.

He writes is indefinite. *He is writing* is progressive. *He has written* is completed.

150. The forms of the verb made use of to express these relations are called *tenses*.

1. The word tense means time.

2. It denotes not only relations of time, but also the completion or incompleteness of the action or state asserted.

151. There are nine such relations, which are usually included in English under *six tenses*; *Present, Past, Future, Present Perfect, Past Perfect, Future Perfect*.

1. The *Present, Past, and Future* express indefinite action; the others express completed action.

2. Progressive action is expressed by joining the Imperfect participle to the forms of the verb *be* or *am*.

152. *Our tenses* are divided into two classes, simple and compound.

1. The simple tenses are the *Present* and *Past*.

2. The compound tenses are of two kinds, those formed with *have*, and those formed with *shall* and *will*.

3. The first are the *Present* and *Past Perfect*; as, "I have learned," "I had learned."

4. The second are the *Future* and *Future Perfect*.

5. There are also compound forms, composed of the auxiliary *do* and its past tense *did*, which are used to express emphasis; as, "I do learn," "I did learn."

THE PRESENT TENSE.

153. The Present Tense denotes present time.

1. The simple form is indefinite and asserts what is true and customary; as, "Vice produces misery." "He writes well," that is, "He is accustomed to do it."

2. It sometimes denotes a progressive action; as, "He breathes slowly."

3. The progressive form asserts what is now going on; as, "He is writing," "I am studying my lesson."

4. I *do write* is the emphatic form.

THE PAST TENSE.

154. The Past tense denotes past time.

1. The simple form represents an action merely as past; as, "I wrote." "He studied."

2. The progressive form represents an action as going on, at some past time mentioned; as, "He was writing, when we came."

155. The Past tense is formed in two ways, by adding a syllable, as in *learn, learned*; and by changing the vowel of the present, as in *sing, sang*.

1. The second, by recent scholars, is called the *strong* form, and the first is called the *weak*.

2. The Past of weak verbs is formed by adding *d, t, or ed*, to the present; as *learn-ed, love-d*; *bend, ben(d)t*; *seek, sough-t*; *buy, bough-t*.

3. The Present and Past are the only simple tenses, and strictly speaking, the only tenses of

the English *verb*. The other relations of time are expressed by means of *helping words* or *auxiliaries*.

EXERCISES.

MODEL. Mary plays well. *Plays* is a verb, intransitive, indicative mode, present tense, it denotes present time, third singular to agree with *Mary*, by Rule II.

Thomas reads his book. Dido founded Carthage. Gentle manners are winning. The boys were playing in the streets. William listened attentively. The village master taught his little school. Cæsar leaves Gaul, crosses the Rubicon, and enters Italy. When he comes, we will return.

Compose six sentences containing verbs in the present tense. Also six containing past tenses.

LESSON XXX.

SECTION II.

THE COMPOUND TENSES.

1st. With *shall* and *will*.

THE FUTURE.

156. The Future Tense denotes future time.

1. It is composed of *shall* and *will* and the simple infinitive of any verb.

2. The simple form asserts merely that an action will take place hereafter; as, "I shall write."

3. The progressive form asserts that an action will be going on at some future time; as, "I shall be writing, when he arrives."

157. There are two forms of the Future, the *predictive* and the *promissive*.

1. *Shall* in the first person and *will* in the second and third simply foretell, and form the *predictive*.

2. *Will* in the first person, and *shall* in the second and third refer to the will of the speaker, and form the *promissive* future.

2d. Compound Tenses with *have*.

158. They are the Present Perfect, the Past Perfect, and the Future Perfect tenses.

They are called perfect tenses since their action is completed at the time mentioned, or implied.

THE PRESENT PERFECT.

159. The Present Perfect denotes, *first*, a completed action; *second*, an action completed in time connected with the present.

1. When *time* is referred to it must be connected with the present, otherwise it is completely indefinite.

2. Hence it cannot be used in reference to any particular past time. I cannot say, "I have written yesterday," but "I wrote yesterday."

3. The progressive form denotes an action going on in past time connected with the present; as, "He has been writing to-day."

THE PAST PERFECT.

160. The Past Perfect Tense denotes an action finished before some past time mentioned; as, "I had written the letter, *before he came*."

1. In its form it is the past tense of *have* together with the participle.

2. The progressive form denotes an action or state going on before some past time; as, "He had been writing before I came."

THE FUTURE PERFECT.

161. The Future Perfect Tense denotes an action or state that will be completed before some other action mentioned; as, "I shall have written my letter, before the mail arrives."

The progressive form denotes an action or state going on before some future time: as, "He will have been traveling a week to-morrow."

162. SIGNS OF THE TENSES.

Present. The simple form of the verb. In the emphatic form *do*.

Past. In strong verbs, a change in the vowel; in weak verbs *ed*; in the emphatic form *did*.

Future. *Shall* and *will*. *Shalt* and *wilt*.

Pres. Perf. *Have*, *hast*, *has*.

Past Perf. *Had*, *hadst*.

Fut. Perf. *Shall* or *will have*, *shalt* or *wilt have*.

163. A Synopsis is given by naming the first person singular in each tense.

164. SYNOPSIS OF LEARN.

Simple Form.

Progressive Form.

Present, I learn,

I am learning.

Past, I learned,

I was learning.

Future, I shall or will learn,

I shall or will be learning.

Pres. Perf. I have learned,

I have been learning.

Past Perf. I had learned,

I had been learning.

Fut. Perf. I shall have learned, I shall have been learning.

Give a synopsis of *love*, *study*, *play*, *desire*.

EXERCISES.

MODEL. He has written a letter. *Has written* is a verb, it asserts; transitive, it requires an object; indicative mode, it asserts positively; present perfect tense, it denotes an action completed at the present time; third, singular to agree with *he*, by Rule II.

James' father has come. I have heard the report once or twice. Thomas had gone before the stage came. The messenger will have reached him by to-morrow.

Compose six sentences containing verbs in the present perfect tense; six containing the past perfect tense, and six containing the future perfect.

LESSON XXXI.

TENSES OF THE POTENTIAL.

164. The six tenses belong only to the indicative mode, since that, only, asserts positively.

The tenses do not have the same definite meaning in the other modes.

165. The Potential has four forms:

Present, Past, Present Perfect, Past Perfect; as, "I may go," "I might go," "I may have gone," "I might have gone."

They are, in their origin, indicative tenses of the verbs, *may*, *can*, *must*, (*shall*) *should*, and (*will*) *would*, followed by the simple infinitives.

For an explanation of these forms see "High School Grammar."

166. In respect to time these tenses are indefinite, especially in the *Present* and *Past* forms.

167. The *Present* is composed of the present indicative of *may*, *can*, *must*, and the present infinitive.

It implies present or future time, according to the modifying words; as, "I can go *now*." "I may go *to-morrow*."

168. The *Past* is composed of the past indicative of *may*, *can*, *will*, *shall*, (might, could, would, and should) and the present infinitive.

It implies present, past, or future time; as, *Present*, "I would go now if it were possible." *Past*, "I could not go last year." "He said last week I might go yesterday." *Future*, "You should by all means return next week."

169. The *Present Perfect* is composed of the present tenses of *may*, *can*, *must*, and the perfect infinitive.

It implies that an action may have taken place in past time; as, "James may have returned."

170. The *Past Perfect* is composed of the past tenses of *may*, *can*, *will*, and *shall* and the perfect infinitive.

It implies that it was possible that an action might have taken place in past time; as, "He might have studied." "He could have returned."

171. The signs of the *Present* are *may*, *can*, *must*.

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

The signs of the *Present Perfect*, *may have*, *can have*, *must have*.

The signs of the Past Perfect, *might have, could have, &c.*

172. SYNOPSIS OF LEARN IN THE POTENTIAL.

Present, I may, can, or must learn, or be learning.

Past, I might, could, would, or should learn, or be learning.

Pres. Perf., I may, can, or must have learned, or been learning.

Past Perf., I might, could, would, or should have learned, or been learning.

EXERCISES.

He may come to-morrow. You may read the second chapter. His employer said he might. Susan might learn, if she would study. He may have come. The work might have been done, if he had been more industrious.

Complete these sentences:—

The tree ——— overturned. You ——— and then you ——— ——— out to play. William ——— ——— a scholar, if he had been industrious. The train ——— ——— arrived.

Write a short account of your last ride.

LESSON XXXII.

TENSES OF THE SUBJUNCTIVE, IMPERATIVE, &C.

173. The Subjunctive mode has two forms called the Present and Past tenses.

1. It is found in the present and past tenses of *to be*, and in the present tense of other verbs.

2. It is used only in conditional sentences after *if, though, unless, except, whether, and lest.*

3. It has also been used after some of the conjunctive adverbs; as, "Until the day *dawn* and the day star *arise.*"

4. The Present denotes a future condition; as, "If he learn" means "if he shall learn," and has been called the Future contingent tense.

5. The indicative form, "if he learns," is now almost universally used in its place.

6. The Past denotes a supposition, or hypothesis, in present time which is known not to be real; as, "If he were studious, he would learn," but he is not studious.

174. The tenses of the Subjunctive are a *Present*, or *Contingent Future* and a past or *Hypothetical*.

Contingent Future, If I be. If I learn, if thou learn, if he learn.

Hypothetical or *Past*. If I were. It has no reference to past time.

175. The Imperative has only the Present tense and second person.

1. It expresses a command; as, "Love thou;" an exhortation, "Come ye to the waters;" an entreaty, "Return O Lord;" a wish, "O king live forever," "farewell," "good-bye;" permission, "Go in peace."

2. It agrees with *thou* or *you* expressed or understood.

176. The Infinitive has two forms. Present, To love; and Perfect, To have loved.

1. The first expresses an action or state indefinitely without regard to time; as, "He desires to learn." "Eager to study." "He desired to write." "He will be ready to go."

2. The second expresses a completed action or state without reference to time; as, "He is said to have done well."

3. The leading verb expresses the time, while the infinitive modifies it like a noun or a clause; as, "He reads to learn." "He reads that he may learn."

177. The Participle has three forms, the Imperfect, Loving; the Perfect, Loved; and the Compound, Having Loved.

Transitive verbs have, besides these three participles, three corresponding to them in the passive voice; as, active, *loving, loved, having loved*; passive, *being loved, loved, having been loved*.

178. The imperfect participle ends in *ing*, and denotes an action or state continuing in the time of the leading verb; as, "He was *reading*." "He entered *singing*."

179. The perfect participle implies an action or state completed.

In weak or regular verbs it ends in *ed*: in strong verbs it generally ends in *en*.

180. The compound of the perfect denotes an action or state finished before some other; as "Having learned my lesson, I went to school."

EXERCISES.

If it were not so, I would have told you. Ye will not come unto me, that ye may have life.

Fulton is said to have invented the steam-boat. John strives to improve. Susan loves to read. Bring me those new books. I saw a man plough in the fields.

Complete these sentences by inserting infinitives and participles:

While I was — in the grove, I heard a bird —. I saw a horse — in the pasture. Mary is — by all. Susan tries —. I am going — a letter. — his lesson, he came up — it. He — in the garden.

Compose short sentences containing these words:

Studying, reading, singing, to study, to play, written, having heard, walking.

LESSON XXXIII.

THE REGULAR AND IRREGULAR OR STRONG AND WEAK VERBS.

181. The *principal parts* of a verb are the Present and Past tenses indicative and the Perfect Participle; as, *learn, learned, learned; sing, sang, sung.*

From these the other parts of the verb are formed.

182. There are two ways of forming these principal parts, and therefore two classes of verbs.

1. One class adds a syllable to the present tense, the other changes the vowel; as, *learn, learned, learned; sing, sang, sung.*

2. They are commonly called Regular and Irregular, and are thus defined:

183. The Regular verbs add *d* or *ed* to form their principal parts.

184. The Irregular verbs do not add *d* or *ed* to form their principal parts.

185. The later and more correct division is into *Strong* and *Weak* verbs.

1. Verbs that change the vowel are called *strong*, because they form their parts within themselves.

2. Verbs that add a syllable are called *weak*, because they require an addition from without.

3. They add *d*, *t*, or *ed*, to form their principal parts.

AUXILIARY VERBS.

186. *Do*, *be*, *have*, *may*, *can*, *must*, *will* and *shall*, are called auxiliary verbs; because by their help the other verbs are conjugated.

187. *Do*, *be*, *have* and *will*, are also used as principal verbs.

188. The conjugation of the verb is the regular arrangement of its voices, modes, tenses, numbers, and persons.

189. *Will*, *shall*, *may*, *can* and *must* are thus conjugated.

SINGULAR.

PLURAL.

1st per. 2d per. 3d per. 1st per. 2d per. 3d per.

I, Thou, He; We, You, They.

Pres., Will, wilt, will; will, will, will.

Past, Would, wouldest, would; would, would, would.

Pres., Shall, shalt, shall; shall, shall, shall.

Past, Should, shouldest, should; should, should, should.

Pres., May, mayst, may; may, may, may.

Past, Might, mightest might; might, might, might.

Pres., Can, canst, can; can, can, can.

Past, Could, couldest, could; could, could, could.

Pres., Must, must, must; must, must, must.

EXERCISES.

MODEL. He had studied. *Had studied* is a verb, it asserts; regular (or weak) it adds *ed* to form its past tense; transitive, it requires an object; indicative mode, it asserts positively; past perfect tense, it denotes an action completed before some other action; third, singular, to agree with *he*, by Rule II.

James has come. The birds will sing. Samuel will have recited his lesson before you return. Have you heard the news? My father came yesterday. The stage has gone. Will you come with me.

Compose sentences containig these words :

Flowers, has come, will be delighted, will go, was heard, is growing, learned, blooming.

Compose different sentences upon the same words.

LESSON XXXIV.

CONJUGATION OF THE VERB BE OR AM.

190. The verb be is a defective verb made up of the verbs, *am*, *be* and *was*.

PRINCIPAL PARTS.

Present, am. *Past*, was. *Perfect Part.*, been.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

Ptural.

1st Person, I am,

1st Perron, We are,

2d Person, Thou art,

2d Person, You are,

3d Person, He is;

3d Person, They are.

PAST TENSE.

*Singular.**Plural.*

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

FUTURE TENSE PREDICTIVE.

*Singular.**Plural.*

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

FUTURE TENSE PROMISSIVE.

*Singular.**Plural.*

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

PRESENT PERFECT TENSE.

*Singular.**Plural.*

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

PAST PERFECT TENSE.

*Singular.**Plural.*

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

FUTURE PERFECT TENSE PREDICTIVE.

*Singular.**Plural.*

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

FUTURE PERFECT TENSE PROMISSIVE.

*Singular.**Plural.*

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

POTENTIAL MODE.

PRESENT.

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

- | | |
|-------------------|----------------|
| 1 I may be, | 1 We may be, |
| 2 Thou mayest be, | 2 You may be, |
| 3 He may be; | 3 They may be. |

PAST.

Signs—*might, could, would, should.**Singular.**Plural.*

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

PRESENT PERFECT.

Signs—*may have, can have, must have.**Singular.**Plural.*

- | | |
|-------------------------|-----------------------|
| 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 PERFECT.

Signs—*might have, could have, would have, should have.**Singular.**Plural.*

- | | |
|---------------------------|-------------------------|
| 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 MODE.

CONTINGENT FUTURE OR PRESENT.

*Singular.**Plural.*

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

HYPOTHETICAL FORM OR PAST.

- | | |
|-----------------|-----------------|
| 1 If I were, | 1 If we were, |
| 2 If thou wert, | 2 If thou were, |
| 3 If he were; | 3 If they were. |

IMPERATIVE MODE.

*Singular.**Plural.*

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

INFINITIVES.

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

PARTICIPLES.

Imperf., Being. *Perf.*, Been. *Comp.*, Having been.

SYNOPSIS.

*Indicative.**Potential.*

<i>Present</i> , I am.	<i>Present</i> , I may, can or must be
<i>Past</i> , I was.	<i>Past</i> , I might be.
<i>Future</i> , I shall or will be.	<i>Pres. Perf.</i> , I may have been.
<i>Pres. Perf.</i> , I have been.	<i>Past Perf.</i> , I might have been
<i>Past Perf.</i> , I had been.	
<i>Fut. Perf.</i> , I shall or will have been.	

SUBJUNCTIVE.

<i>Present</i> , If I be,	<i>Past</i> , If I were.
---------------------------	--------------------------

IMPERATIVE.

*Singular.**Plural.*

2 Be thou.

2 Be you.

INFINITIVES.

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

PARTICIPLES.

*Imperf., Being.**Perf., Been.**Comp., Having been.*

EXERCISES.

The warm sun is pleasant. The prospect was a delightful one. The industrious youth will be respected. I have been young, but now am old. The day may be rainy. He might have been respected. Be cheerful and hopeful.

LESSON XXXV.

191. CONJUGATION OF THE VERB LOVE.

PRINCIPAL PARTS.

Present, love. Past, loved. Perfect Part., loved.

INDICATIVE MODE.

PRESENT TENSE.

*Singular.**Plural.*

1 I love,

1 We love,

2 Thou lovest,

2 You love,

3 He loves;

3 They love.

PAST TENSE.

*Singular.**Plural.*

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

FUTURE TENSE.

Let the pupil give the predictive and promissive forms separately.

*Singular.**Plural.*

- | | |
|----------------------------|----------------------------|
| 1 I shall or will love, | 1 We shall or will love, |
| 2 Thou shalt or wilt love, | 2 You shall or will love, |
| 3 He shall or will love; | 3 They shall or will love. |

PRESENT PERFECT TENSE.

*Singular.**Plural.*

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

PAST PERFECT TENSE.

*Singular.**Plural.*

- | | |
|---------------------|-------------------|
| 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 PERFECT TENSE.

*Singular.**Plural.*

- | | |
|-------------------------------------|-------------------------------------|
| 1 I shall or will have loved, | 1 We shall or will have loved |
| 2 Thou shalt or wilt have
loved, | 2 You shall or will have
loved, |
| 3 He shall or will have
loved; | 3 They shall or will have
loved. |

POTENTIAL MODE.

PRESENT.

*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. |

PAST.

*Singular.**Plural.*

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

PRESENT PERFECT.

*Singular.**Plural.*

- | | |
|--------------------------|------------------------|
| 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. |

PAST PERFECT.

*Singular.**Plural.*

- | | |
|----------------------------|--------------------------|
| 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 MODE.

CONTINGENT FUTURE OR PRESENT.

*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. |

The present is the only conditional form that differs from the indicative except the past of *be* or *am*.

IMPERATIVE MODE.

*Singular.**Plural.*

2 Love thou or you ;

2 Love ye or you.

INFINITIVES.

Present, To love ;*Perfect*, To have loved.

PARTICIPLES.

Imperf., Loving. *Perf.*, Loved. *Comp.*, Having loved.

Let the pupil write or give a synopsis of this verb.

Like love conjugate *learn*, *study*.

EXERCISES.

MÔDEL. He may have loved. *May have loved* is a verb, it asserts, regular or weak, it adds *ed* to form the past tense; transitive, it requires an object; potential, it implies possibility; present perfect, it asserts what may have taken place; third, singular to agree with *he*, by Rule II.

I learn my lesson by hard study. James had played until he was tired. We play ball after we have learned our lessons. Have you heard the train? If he studies well this session, he can enter college this fall.

Compose sentences containing these words :

Learns, studies, has played, may read, will come, had heard, might have returned, shall go.

Require various sentences to be formed upon the same word.

LESSON XXXVI.

PROGRESSIVE FORM OF LEARN.

191. The progressive form is conjugated by adding the Imperfect Participle of any verb to the forms of *be* or *am*.

192. *Synopsis of Learn, Progressive Form.*

INDICATIVE MODE.

POTENTIAL MODE.

Present, I am learning.

I may be learning.

Past; I was learning.

I might be learning.

Future, I shall or will be learning.

Pres. Perf., I have been learning.

I may have been learning.

Past Perf., I had been learning.

I might have been learning.

Future Perf., I shall have been learning.

SUBJUNCTIVE MODE.

Contingent Future or Present, If I be learning.

Hypothetical or Past, If I were learning.

IMPERATIVE MODE.

Singular.

Plural.

2 Be thou learning.

2 Be ye learning.

INFINITIVES.

Present, To be learning.

Perf., To have been learning

Conjugate thus: I am learning, Thou art learning, He is learning, We are learning, &c.

EXERCISES.

MODEL. If he learn, he will please us. (*If he*) *learn* is a verb, it asserts; regular or *weak* it adds *ed* to form the past tense; transitive, it requires an object; subjunctive mode, it expresses something doubtful or uncertain; present tense, in its form; third, singular to agree with *he*, by Rule II.

If it rain to-morrow I cannot go. If it were he, he would come to see us. Come to me and bring me your book. I saw a boy reading his book. The trees were bending under their load of fruit. The girls are playing in the garden.

Complete these sentences:

The farmer — his field. The class — the last lesson well. The good man — his neighbor. The guilty — no accuser. — may have gone —. — will be —.

Point out the properties of an apple.

LESSON XXXVII.

THE PASSIVE VOICE OF LOVE.

193. The Passive voice is formed by adding the perfect participle of any transitive verb to the forms of the verb *be* or *am*.

INDICATIVE MODE.

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.

PAST TENSE.

*Singular.**Plural.*

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

FUTURE TENSE, PREDICTIVE FORM.

*Singular.**Plural.*

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

FUTURE TENSE, PROMISSIVE FORM.

*Singular.**Plural.*

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

PRESENT PERFECT TENSE.

*Singular.**Plural.*

- | | |
|-------------------------|-------------------------|
| 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 PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--------------------------|------------------------|
| 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 PERFECT TENSE.

*Singular.**Plural.*

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

POTENTIAL MODE.

PRESENT.

*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 |

PAST.

*Singular.**Plural.*

- | | |
|--------------------------|------------------------|
| 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. |

PRESENT PERFECT.

*Singular.**Plural.*

- | | |
|-------------------------------|-----------------------------|
| 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 PERFECT.

*Singular.**Plural.*

- | | |
|---------------------------------|-------------------------------|
| 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 MODE.

PRESENT.

*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.

*Singular.**Plural.*

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

IMPERATIVE MODE.

*Singular.**Plural.*

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

INFINITIVE.

<i>Present,</i> To be loved.	<i>Perfect,</i> To have been loved.
------------------------------	-------------------------------------

PARTICIPLES.

<i>Imperfect,</i> Being loved.	<i>Perfect,</i> Loved.	<i>Compound,</i> Having been loved.
--------------------------------	------------------------	--

Conjugate in like manner, *learn, place, teach.*

EXERCISES.

MODEL. I am praised. *Am praised* is a verb, it asserts; regular or weak, * it forms its past tense by adding *ed*; transitive, it requires an object; passive voice, the object is used as subject, indicative, present, first singular to agree with *I*, by Rule II.

You are loved. They are blessed. We were esteemed. James was accused. He has heard the news. She had learned her lesson. They

* The teacher may use the terms *weak* or *regular* as he may desire. The terms *regular* and *irregular*, though long used, are not scientifically correct and are objectionable. I prefer to follow the highest authorities in the use of *weak* and *strong*.

will be loved. The report may have been false. The book can not have been returned. I am pleased with my situation.

Compose sentences containing these words :

Is praised, was esteemed, have been heard, were loved, are made, may be fought, might be found.

LESSON XXXVIII.

194. CONJUGATION OF THE STRONG VERB TAKE.

PRINCIPAL PARTS.

Present, take. Past, took. Perf. Participle, taken.

INDICATIVE MODE.

PRESENT.

Singular.

Plural.

1 I take,	1 We take,
2 Thou takest,	2 You take,
3 He takes ;	3 They take.

PAST.

Indicative.

Potential.

1 I took,	1 We took,
2 Thou tookest,	2 You took,
3 He took ;	3 They took.

FUTURE.

Singular.

Plural.

1 I shall take.	1 We shall take.
-----------------	------------------

PRESENT PERFECT.

*Singular.**Plural.*

1 I have taken.

1 We have taken.

PAST PERFECT.

*Singular.**Plural.*

1 I had taken.

1 We had taken.

FUTURE PERFECT.

*Singular.**Plural.*

1 I shall have taken.

1 We shall have taken.

POTENTIAL MODE.

PRESENT.

*Singular.**Plural.*

1 I may, can, or must take.

1 We may, can, or must take.

PAST.

*Singular.**Plural.*

1 I might, could, would, or should take.

1 We might, could, would, or should take.

PRESENT PERFECT.

*Singular.**Plural.*

1 I may, can, or must have taken.

1 We may, can, or must have taken.

PAST PERFECT.

*Singular.**Plural.*

1 I might, could, would, or should have taken.

1 We might, could, would or should have taken.

SUBJUNCTIVE MODE.

PRESENT.

*Singular.**Plural.*

1 If I take, If thou take, &c. 1 If we take.

IMPERATIVE MODE.

*Singular.**Plural.*2 Take thou *or* you. 2 Take ye *or* you.

INFINITIVES.

Present, To take.*Perfect*, To have taken.

PARTICIPLES.

Imperf., Taking. *Perf.*, Taken. *Comp.*, Having taken.

Give a synopsis in full of this verb.

EXERCISES.

I have been taking a rest. He has gone.
 Mary was singing. John may have taken it.
 Joyous spring has come again. Have you for-
 gotten what I told you. Whoever can do this
 will deserve a reward.

Compose sentences containing these words:

Bright, moon, runs, battle, pale; fight, sing,
 may write, whoever, praise.

LESSON XXXIX:

INTERROGATIVE AND NEGATIVE FORMS.

195. *Learn* is conjugated interrogatively as follows:

INDICATIVE.

POTENTIAL.

<i>Present</i> , Do I learn?	<i>Present</i> , May I learn?
<i>Past</i> , Did I learn?	<i>Past</i> , Might I learn?
<i>Future</i> , Shall I learn?	<i>Pres. Per.</i> , May I have
<i>Pres. Per.</i> , Have I learned?	learned?
<i>Past Per.</i> , Had I learned?	<i>Past Per.</i> , Might I have
<i>Fut. Per.</i> , Shall I have	learned?
learned?	

Also, am I learning? Was I learning? &c.

196. Verbs are conjugated negatively as follows:—

*Indicative.**Potential.*

<i>Present</i> , I love not, am not loving, do not love.	<i>Present</i> , I may not love.
<i>Past</i> , I loved not, was not loving, did not love.	<i>Past</i> , I might not love.
<i>Future</i> , I shall not love, be loving.	<i>Pres. Perf.</i> , I may not have loved.
<i>Pres. Perf.</i> , I have not loved.	<i>Past Perf.</i> , I might not have loved.
<i>Past Perf.</i> , I had not loved.	
<i>Fut. Perf.</i> , I shall not have loved.	

*Subjunctive.**Infinitives*

<i>Present</i> , If I do not love.	<i>Present</i> , Not to love.
	<i>Perfect</i> , Not to have loved.

PARTICIPLES.

<i>Imperfect</i> , Not loving.	<i>Perfect</i> , Not loved.	<i>Compound</i> , Not having loved.
--------------------------------	-----------------------------	--

197. NEGATIVE INTERROGATIVE FORMS.

Do I not love? Did I not love? Shall I not love? May I not love? Might I not love? &c.

EXERCISES.

Will you come with me? Were you listening?
 Is he not at home? Will your father not come?
 Might he not have learned? Did you not hear
 the news? He has not arrived.

Write several short sentences describing *a horse*.

LESSON XL.

THE "IRREGULAR" VERBS.

198. The Irregular verbs, as commonly given, contain several distinct classes.

1st. The strong verbs which form their past tense by changing the vowel of the present and do not add *t*, *d*, or *ed*. Their participle past regularly ended in *en*, which is now often wanting.

2d. Those which now form their past tense in *ed*, but their participle in *en*. They were formerly pure strong verbs.

3d. Those that have both a strong and weak form.

4th. Those that both change the vowel and add *t* or *d*, as *seek*, *sough-t*; *bring*, *brough-t*; *sell*, *sol-d*.

5th. Some Defective verbs; as, *am*, *was*, *been*.

For convenience in reference they will be given together. Those that add a termination to form the past tense must be parsed as-weak; those that do not, as strong.

Verbs are naturally divided into Strong, Weak, and Defective verbs. See High School Grammar, Art. 444.

The third class will be marked *R.*; the fourth, *W.*; the fifth *D.*; Forms not now used are put in *italics*.

199. LIST OF VERBS COMMONLY CALLED IRREGULAR.

PRESENT.	PAST.	PER. PARTICIPL.
Abide,	abode,	abode.
Am, D.	was,	been.
Arise,	arose,	arisen.
Awake;	awoke, R.	awaked.
Bear, <i>to bring forth</i>	bore, <i>bare</i> ,	born.
Bear, <i>to carry</i> ,	bore, <i>bare</i> ,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Beseech,	besought, W.	besought,
Bid,	bid, bade,	bidden, bid,
Bind.	bound,	bound, <i>bounden, rare</i>
Bite.	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke, <i>brake</i> ,	broken.
Bring,	brought, W.	brought,
Burst,	burst;	burst.
Buy,	bought, W.	bought,
Cast,	cast,	cast,
Catch,	caught, W.	caught,
Chide,	chid,	chidden, chid.
Choose,	chose,	chosen.
Cleave,	cleaved, <i>clave</i> .	cleaved.
Cleave,	clave, <i>cleft</i> ,	cloven.
Cling,	clung,	clung,
Clothe,	clad, R.	clad.
Come,	came;	come.
Cost,	cost,	cost.
Crow,	crew, R.	crown.

PRESENT.	PAST.	PER. PARTICIPLE.
Cut,	cut,	cut.
Dare,	durst, R.	durst.
Dig,	dug, R.	dug.
Do,	did,	done.
Draw,	drew,	drawn.
Drink,	drank,	drunk.
Drive,	drove, <i>drave</i> ,	driven.
Eat,	ate, eat,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Fight,	fought, W.	fought,
Find,	found,	found.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forget,	forgot,	forgotten.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got, <i>gat</i> ,	gotten, got,
Give,	gave,	given.
Go, D.	went,	gone.
Grave,	graved, <i>grove</i> .	graven.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung.
Heave,	hove, R.	hoven.
Hew,	hewed,	hewn.
Hide,	hid,	hidden, hid.
Hit,	hit, R.	hit.
Hold,	held,	held, holden.
Hurt,	hurt,	hurt.
Knit,	knit, R.	knit.
Know,	knew,	known.
Lade,	laded,	laden.

PRESENT.	PAST.	PER. PARTICIPLE.
Let,	let,	let.
Lie,	lay,	lain.
Light,	lit, R.	lit.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown.
Put,	put,	put.
Quit,	quit,	quit.
Read,	read, (pron. <i>red</i> .)	read, (<i>red</i> .)
Rid,	rid,	rid,
Ride,	rode,	ridden, rid.
Ring,	rang, rung,	rung.
Rise,	rose.	risen.
Rive,	rived,	riven.
Run,	ran,	run.
Saw,	sawed,	sawn.
See,	saw,	seen.
Seek,	sought. W.	sought,
Seethe,	sod,	sodden.
Sell,	sold, W.	sold,
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shapen.
Shave,	shaved,	shaven.
Shear,	sheared,	shorn,
Shed,	shed,	shed.
Shine,	shone, R.	shone.
Shoot,	shot,	shot.
Show,	showed, <i>shew</i> ,	shown.
Shrink,	shrunk, <i>shrank</i> ,	shrunk,
Shut,	shut,	shut,
Sing,	sung, <i>sang</i> ,	sung.
Sink,	sunk, sank,	sunk.

PRESENT.	PAST.	PER. PARTICIPLE.
Sit,	sat, sate,	sat, sitten.
Slay,	slew,	slain.
Slide,	slid, <i>slode</i> ,	slidden.
Sling,	slung, <i>slang</i> ,	slung.
Slink,	slunk,	slunk.
Slit,	slit, <i>slat</i> , R.	slit.
Smite,	smote,	smitten.
Sow,	sowed,	sown.
Speak,	spoke, spake,	spoken.
Speed,	sped,	sped.
Spin,	spun, <i>span</i> ,	spun.
Spit,	spit, <i>spat</i> ,	spit.
Spread,	spread,	spread.
Spring,	sprang, sprung,	sprung.
Stand,	stood,	stood.
Steal,	stole, <i>stale</i> ,	stolen.
Stick,	stuck, <i>staek</i> ,	stuck.
Sting,	stung, <i>stang</i> ,	stung.
Stink,	stunk, <i>stank</i> ,	stunk.
Strew,	strewed,	strown.
Stride,	strode,	stridden.
Strike,	struck, <i>strake</i> ,	stricken, struck.
String,	strung, <i>strang</i> ,	strung.
Strive,	strove.	striven.
Strow,	strowed,	strown.
Swear,	swore, <i>sware</i> ,	sworn.
Swell,	swelled, <i>swoll</i> ,	swollen.
Swim,	swam, swum,	swum.
Swing,	swung, <i>swang</i> ,	swung.
Take,	took,	taken.
Teach,	taught, W.	taught.
Tear,	tore, <i>tarc</i> ,	torn.
Tell.	told, W.	told

PRESENT.	PAST.	PER. PARTICIPLE.
Think,	thought, W.	thought,
Thrive,	throve,	thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden.
Wax,	waxed,	waxen.
Wear,	wore,	worn.
Weave,	wove,	woven.
Wed,	wed, R.	wed.
Wet,	wet, R.	wet.
Win,	won,	won.
Wind,	wound,	wound.
Work,	wrought, W. R.	wrought.
Wring,	wrung, R.	wrung.
Write,	wrote,	written.

In this table all such words as *cut, cost*, that do not receive any modification are really weak or regular verbs. They cannot, from the laws which govern our sounds, receive an addition. The same is the case with *bleed, bled*, &c. High School Grammar, Art. 441.

They are placed here for convenience.

200. The past tense and Perfect Participle of these verbs should not be used for each other.

EXERCISES FOR CORRECTION.

The horses drawed the carriage. The horses were drove. The birds have flew away. The stream has froze over. They have wrote to-day. The meeting has began. She has sang a song. The sun has rose. They done their work. My watch was stole. The ball was throwed. The apples have fell. The letter was writ. The let-

ter was wrote badly. We rid a mile. I have not saw him. My uncle has came. The bird has flew away.

Compose sentences containing these words:—

Arise, awake, begin, bite, bring, choose, do, drink, find, give, hide, know, ride, run, see, sing, spring, swim, take, think, wring.

LESSON XLI.

DEFECTIVE AND UNIPERSONAL VERBS.

201. A few verbs are defective or wanting in some of their parts, which are partly supplied by other words; as, *am, was, been*, from the verbs *am, was*, and *be*; *go, went, gone* from *go* and *wend*.

202. The other defective verbs are entirely wanting in some of their parts. They are:—

Present. Past. Perf. Part. Present. Past. Perf. Part.

Can,	could,	———.	Quoth,	quoth,	———.
Will,	would,	———.	Wit,	wot,	———.
Shall,	should,	———.	Beware,	———,	———.
May,	might,	———.	Hark,	in the imperative only.	
Must,	must,	———.			

Do in “this will do,” “this will answer the purpose,” is a different verb from *do* to act.

203. A few verbs are found only in the third person, singular.

They are called unipersonal, that is, having but one person; as, *it rains, it hails, it snows*.

204. *Methinks, methought* are unipersonal compounds of the Dative case *me*, and the verb *think*

which means *seems* or *appears*. *Methinks* means, it seems or appears to me. This verb *think* is not of the same origin as the verb *think*, to consider. The first is from *thincan*, the second from *thencan*.

EXERCISES.

Did you see the rainbow after the shower? Victory perched upon our banners. It is raining on the hills. How hard it rains! Thou canst not do it. Incline my heart unto thy testimonies. Bind them upon thy fingers, write them upon the table of thy heart. Methinks I hear him coming. It thundered heavily. It seemed as if the fountains of the great deep were broken up.

Write sentences describing a rose.

LESSON XLII.

ADVERBS.

205. When I say "He runs swiftly," "She speaks correctly," *swiftly* and *correctly* tell how the thing or action is done, and modify the verb.

They are called adverbs, which means *to a verb*, that is, added to a verb.

Adverbs also modify adjectives and other adverbs; as, *most pleasant*, *very slowly*.

206. Adverbs are words joined to verbs, adjectives, and other adverbs to modify them.

207. They are divided into classes according to their meaning.

Adverbs of manner; *justly, pleasantly, sweetly, manly, kindly, &c.*

The most of these end in *ly*. Others are *so, thus, however, somehow, else, well, ill.*

Adverbs of place; *here, there, where, yonder, hither, thither, whither, hence, thence, whence, hitherward, forward, backward, &c.*

Adverbs of time; *now, to-day, lately, since, then, soon, ago, when, then, while, before, after, till, until, early, late, ever, always, never, often, oft, rarely, &c.*

Adverbs of order; *first, secondly, thirdly, lastly, finally.*

Adverbs of degree; *more, most, less, least, well, better, as, so, &c.*

Adverbs of number; *once, twice, thrice, four-times, &c.*

Adverbs of doubt; *perhaps, peradventure, possibly, perchance, &c.*

Adverbs of interrogation; *how, why, when, whence, where, &c.*

Adverbs of affirmation; *yea, yes, truly, verily, certainly, &c.*

Adverbs of negation; *nay, no, not, nowise.*

208. Some adverbs are used independently, or rather, they embrace a whole proposition; as *aye, yea, no, amen.* As, "Are you going?" *Yes.* That is, "I am going."

209. *There* at the beginning of sentences does not modify any word, and is a mere expletive. It serves to throw the subject after the verb; as, "There is no doubt of the fact." "There was a man."

210. Some adverbs not only modify, but also connect sentences; as, "I saw him when he came." *When* connects "I saw him" and "He came" and modifies *came*. "When he came," modifies *saw*. They are called *conjunctive* adverbs.

211. The conjunctive adverbs are: *after, before, ere, even, since, how, till, until, when, where, while, whilst, whenever, no sooner; as soon as, as far as, &c.*

212. Phrases like "as far as" should be analyzed. "He writes as well as his brother." *As well as* connects the two sentences. The first *as* modifies *well*; *as well* modifies *writes*; the second *as* modifies *writes* understood and is equal to *as well*. *As well as* is equivalent to *that well which*. The first *as* is demonstrative, the second relative.

COMPARISON OF ADVERBS.

213. Some adverbs, especially those of manner, are compared. They are compared like adjectives.

1. Those ending in *ly* are compared by *more* and *most, less* and *least*; as, *wisely, more wisely, most wisely; kindly, less kindly, least kindly*.

2. Others are compared by adding *er* and *est*; as, *soon, sooner, soonest; often, oftener, oftenest*.

3. A few are irregular; as, *little, less, least; much, more, most; badly or ill, worse, worst; well, better, best; far, farther, farthest; forth, further, furthest*.

EXERCISES.

MODEL. He sleeps soundly. *Soundly* is an adverb of manner, it is a word used to modify verbs, &c., and modifies *sleeps*, by Rule XVI.

Adverbs modify verbs, adjectives and other adverbs.

The sun shines brightly. Thomas learns rapidly. Susan is very diligent. He drove very swiftly. They came to-day. They are very young. The trees bend, when the wind blows. Where is my friend? When the rain ceases, I shall return. Roots grow downward, trees mount upward.

Insert adverbs in these sentences :

The pupil studies ——. The horse runs ——. The sun shines ——. The corn grows ——. The lion roars ——. He will come ——. — you arrive, I will meet you. — are you going? The boat starts —.

Compose sentences containing these adverbs :—

Diligently, truly, where, nobly, proudly, often, most, afterward, presently, before, patiently, hereafter.

LESSON XLIII.

PREPOSITIONS.

214. He came *with* me. *With* connects the objective case *me* with *came*, and shows the relation between them.

It is called a preposition.

The word which follows the preposition is always in the objective case.

215. A Preposition is a word which shows the relation between its ob-

jective case and some other word in the same sentence.

The preposition with its object is called an *adjunct*; as, "He came *with me*." *With me* is an adjunct modifying came.

216. Prepositions are of two classes, simple and compound or derived prepositions.

217. The simple prepositions are:—

At, by, down, ere, for, from, in, of, on, over, past, round, since, till, to, through, under, up, with. Also, *after*, the comparative of *aft*.

218. The compound prepositions are:—

First, compounds with *a*. *A* in *a-board* is a preposition meaning *on* or *in*.

Examples: *A-board, a-bove, about, across, against, along, amid, amidst, among, amongst, around, arthwart.* *Aboard* is equal to *on board*; *amid*, *on* or *in mid*, &c.

Second, compounds, with *be*, which means *by*; as, *before, behind, below, beneath, beside, besides, between, betwixt, beyond.*

Third, compounds of prepositions with prepositions or adverbs. *In-to, out-of, through-out, to-ward, towards, upon, until, unto, underneath, within, without.*

Prepositional phrases, *according to, in respect of, &c.* *Notwithstanding* is compounded of *not, with*, and participle *standing*.

219. *Bating, barring, concerning, during, excepting, regarding, respecting, touching, &c.*, usually treated as prepositions are properly participles.

1. *Save* and *except*, are properly imperatives.

2. *Near, nigh, like* and *unlike* are adjectives fol-

lowed by the objective or more properly the dative.

220. Prepositions also modify verbs, and form parts of compounds; as, "He *casts up* his accounts." "He *rides about*," *down-fall*, *out-cry*, *over-flow*, &c.

Their primary force seems to be like that of adverbs; as "He went *up*." This expression may now be modified by various objects; as, He went *up the hill*, *up the road*, *up the street*, &c.

See farther in H. S. Grammar.

EXERCISES.

MODEL. He came with me. *With* is a preposition, it shows the relation between *me* and *came*, by Rule XVII.

Prepositions show the relation between nouns and pronouns and other words in the same sentences.

Me is in the objective case after *with*, by Rule XVIII.

Prepositions are followed by the objective case.

He resides in Richmond. Flowers bloom in summer. Rivers flow into the sea. He came from Rome. Birds fly through the air. The ball rolls along the ground.

Insert prepositions, &c.

The river — flows — the — sea. — brother came — home — a wagon.

Compose short sentences containing these prepositions:

In, on, up, down, from, out of, under, behind, across, beyond, beneath.

LESSON XLIV.

CONJUNCTIONS.

221. John writes and Thomas reads. Here *and* connects two propositions without forming a part of either.

It is called a *conjunction*, which means *joining together*.

222. A *conjunction* is a word used to connect words and propositions.

They are: *and*, *although*, *as*, *because*, *both*, *but*, *either*, *except*, *if*, *lest*, *nor*, *or*, *since*, *than*, *that*, *though*, *unless*, *whether*, *yet*.

For the classes of conjunctions and conjunctive word, see H. S. Gr.

EXERCISES.

MODEL. Thomas and James have come. *And* is a conjunction; it is used to connect words and sentences. It connects *Thomas* and *James*, by Rule XIX.

Conjunctions connects words and sentences.

Mary and her sister have come. The winter is past and spring has come. James or his brother will come to-morrow. Peaches, apples and pears grow in the orchard.

Write sentences describing *a garden*.

LESSON XLV.

INTERJECTIONS.

223. *Interjections* are exclamatory words thrown between propositions to express emotions or to call attention.

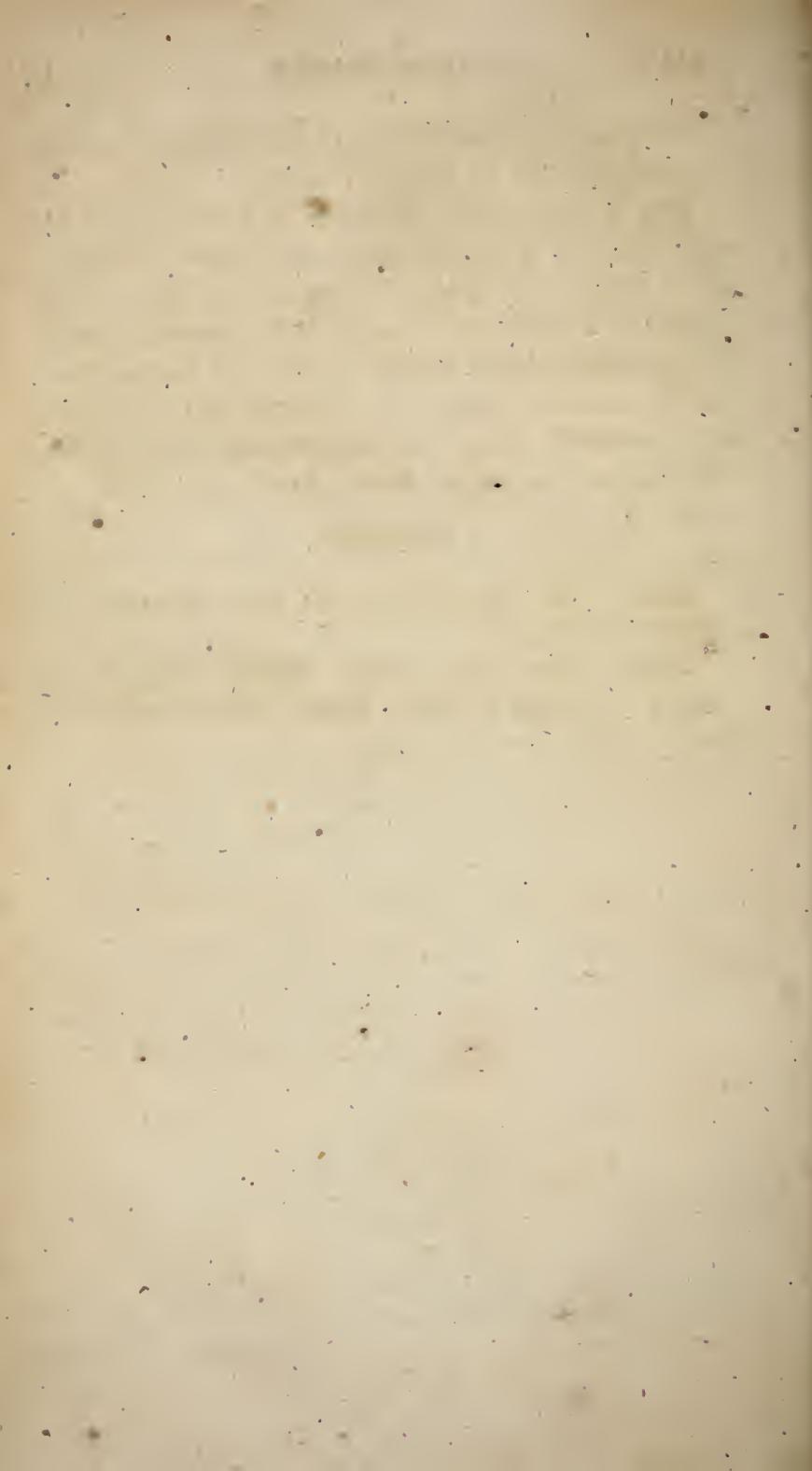
They are not members or modifiers of propositions and not do connect them.

224. Interjections express, 1. Sorrow: as, *oh!* *ah!* *alas!* 2. Exultation: as, *hurrah!* *huzza!* *aha!* *bravo!* 3. Disgust: as, *fie!* *fudge!* *tush!* *pshaw!* 4. Wonder: as, *indeed!* *strange!* *what!* 5. A sudden call: as, *ho!* *hallo!* 6. Salutation: as, *O, welcome!* *hail!* 7. Taking leave: as, *good bye,* *farewell,* *adieu.* 8. A demand for attention or silence: as, *hark!* *hush!* *hist!* *lo!* *behold!*

EXERCISES.

MODEL. Ah! woe is me. *Ah!* is an interjection, it expresses sorrow.

Hark! some one comes. Hush! here he is. Alas! my hope is fled. Hark! what sound was that. Hist! he is coming.



PART SECOND.

SYNTAX.

LESSON XLVI.

PROPOSITIONS.

225. Syntax treats of the arrangement and construction of words in propositions and sentences.

226. Language consists of propositions, single or united, and modified in various ways.

227. Propositions may be declarative, interrogative, imperative, and exclamatory.

228. A perfect proposition consists of two parts, *subject* and *predicate*.

229. The subject and predicate may be *simple* or *compound*, *grammatical* or *logical*.

230. The simple subject or predicate consists of but one word or clause; as, *John runs*; *To lie is base*.

Here *John* is the simple subject; *runs*, the simple predicate. *To lie* is the subject; *base*, the predicate.

231. The compound subject or predicate consists of two or more simple subjects or predicates united; as, "*John and James have come.*" "*Mary sings and plays.*"

232. The grammatical subject or predicate is the same as the simple; as, *John runs.* *John* is the grammatical subject, *runs* the grammatical predicate.

233. The logical subject or predicate is the grammatical, with its various modifiers; as "The loud winds roar through the forest." *The loud winds*, is the logical subject; *roar through the forest*, is the logical predicate.

EXERCISES.

Point out the classes of propositions and the forms of subject and predicate.

God is the maker of all things. Industry and perseverance will overcome every obstacle. When will James and his brother return? Mary plays and sings sweetly. How beautiful are the starry heavens! Call your brother. Let us walk in the shady groves.

Write six declarative sentences, containing any words the teacher may assign.

Also, in the same manner, six interrogative sentences.

LESSON XLVII.

SENTENCES, CLAUSES, AND PHRASES.

234. When a sentence contains but one proposition, it is a *simple* sentence; when more than one, a *compound* sentence.

235. The propositions contained in a sentence are called members.

236. The clause is a proposition or a collection

of words introducing some new fact, and which is dependent upon some word in the sentence ; as, “ The tree which you see is a maple.” “ Which you see,” is a clause dependent upon tree.

Clauses may be used as members of propositions.

237. A Phrase is a short expression like, *in vain, in fine, in short, to be sure, &c.*

They express a single idea when taken together. Taken word by word they have no grammatical connection with the rest of the proposition.

238. Clauses may be divided into *substantive, adjective, relative, adverbial, and conditional* clauses.

1. A Substantive clause is one that performs the office of a noun in the nominative or objective case ; as, “ I do not know *whether he came.*” “ Whether he came ” is the object of *know.*

2. A Relative clause is one introduced by a relative pronoun.

3. An Adjective clause is one introduced by an adjective or participle ; “ James, *eager to learn,* applied himself to study.” “ *Tempted by pleasure,* he forgot the lessons of his youth.”

4. An Adverbial clause is one that performs the office of an adverb ; as, “ *Where thou lodgest,* I will lodge.”

5. A Conditional clause is one that expresses a condition ; as, “ *If he comes to morrow,* I will return.”

6. There is also the Absolute clause which forms no part of the proposition. It consists of a noun or pronoun joined with a participle ; as, *The sun having risen,* the clouds disappeared.

239. The first five clauses may be reduced to three, Substantive, Adjective, and Adverbial, uniting the relative with the adjective; and the conditional with the adverbial clauses.

EXERCISES.

Point out the clauses, and phrases; and analyze and parse the sentences.

Some, presuming on the good nature of their friends, write their letters in a hasty and unconnected manner. In short, if a man prefers a life of industry, it is because he has an idea of comfort. The measure is so exceptionable that we can by no means permit it. The youth fond of play, neglects his studies. Pleased with the sight he returned homewards. When the sun arises, the clouds will disappear. Having learned his lesson, he went out to walk.

Write sentences describing a farm yard.

LESSON XLVIII.

THE RULES OF SYNTAX.

240. Rule I. The subject of the proposition is put in the nominative case.

Rule II. The verb must agree with the subject in number and person.

Rule III. The noun or pronoun in the predicate agrees with the subject in case.

Rule IV. A noun or pronoun limiting another noun or pronoun denoting the same person or thing, agrees with it in case.

Rule V. A noun or pronoun limiting another noun denoting a different person or thing, is put in the possessive case.

Rule VI. Adjectives modify nouns and pronouns.

Rule VII. The indefinite article limits nouns in the singular number only.

Rule VIII. The definite article limits nouns in the singular or plural number.

Rule IX. Pronouns agree with their antecedents in gender, number, and person.

Rule X. The direct object of the Transitive verb is put in the objective case.

Rule XI. Verbs of asking and teaching are followed by two objective cases, one of the person, and the other of the thing.

Rule XII. Verbs of giving, granting, allowing, &c., are followed by two objects; the direct and the indirect in the objective case.

Or better, Verbs of giving, granting, allowing, &c., are followed by the objective of the direct object, and the dative of the indirect object.

Rule XIII. Verbs of making, choosing, rendering, and constituting are followed by two objectives; the one of the person, and the other of the effect produced.

Rule XIV. Nouns denoting duration of time, distance, weight, measure, and price, are put in the objective case.

Rule XV. The words like, unlike, near, and nigh are followed by the objective case. [Or, better, by the dative, as that was their former power.]

Rule XVI. Adverbs modify verbs, adjectives, and other adverbs.

Rule XVII. Prepositions connect words and show the relation between them.

Rule XVIII. The object of the preposition is put in the objective case.

Rule XIX. Conjunctions connect sentences, and parts of sentences.

Rule XX. The interjections O! oh! ah! are followed by the objective of the first person.

Interjections are generally followed by the vocative of the second person.

Rule XXI. The Infinitive depends upon verbs, adjectives, and nouns.

Rule XXII. The simple infinitive without to is used after bid, do, feel, have, hear, let, make, need, see; and also after may, can, will, shall, and must, in the compound tenses.

Rule XXIII. The infinitive has sometimes a subject in the objective case.

Rule XXIV. Participles refer to nouns and pronouns.

Rule XXV. Oerbal nouns are followed by the same cases as the verbs from which they are derived.

Rule XXVI. A noun or pronoun joined with a participle having no dependence upon other words is put in the nominative case absolute.

Rule XXVII. The name of the person or thing addressed is put in the vocative.

LESSON XLIX.

ANALYSIS OF SIMPLE PROPOSITIONS.

241. The simple proposition consists of a subject and a predicate.

242. The subject may be various.

First, a noun; as, "*John runs.*"

Second, a pronoun; as, "*He studies.*"

Third, an adjective used as a noun; "*The good are happy.*"

Fourth, an infinitive; as, "*To deceive is base.*"

Fifth, any word used merely as such; as, "*Good is an adjective.*"

243. The predicate may be various.

First, the verb; as, "*John runs.*" "*God is.*"

Second, the adjective; as, "*God is good.*" "*James is studious.*"

Third, a noun; as, "*James is a painter.*"

Fourth, an infinitive; as, "*To falter is to lose everything.*"

Fifth, a noun and preposition or the adjunct; as, "*He is in good spirits,*" that is, "*He is cheerful.*"

Sixth, an adverb; as, "*The tide is up.*"

244. *Is* in these sentences is a copula connecting the subject and predicate.

The word *copula* means a *link* or *joining*.

245. All these forms are predicative combinations.

EXERCISES.

Analyze these sentences and point out the different forms of subject and predicate.

Water flows. Rain falls. Trees grow. Mary is singing. The sun is shining. The sun is hot. The rose is beautiful. Mary and her sister are happy. He is in Paris. The tree is under the hill. The stone is above the spring. The tide is out. The wind is up. To deceive is base.

Write sentences containing these words as subjects:—

Sun, birds, boys, horse, he, they, the wise, the industrious, to do wrong, to tell an untruth, A, six.

Write sentences containing these as predicates:—

Blows, sing, mows, reap, laugh, play, prudent, industrious, glad, merry, tall, sour, sweet, blacksmith, shoemaker, farmer, lawyer, student, mason.

LESSON L.

ATTRIBUTIVE MODIFIERS.

246. Any word modifying a noun or pronoun standing either in the subject or predicate is an attributive modifier.

They are:—

First, the adjective; as, “A sweet apple.” “A high hill.”

The participle and the adverb used adjectively

belong to this class; as, "The *rising sun*." "The *above statement*."

Second, the noun *in apposition*, or the noun joined to another denoting the same person or thing; as, "Thomas, *the carpenter*, is a good man."

Third, the possessive case; as, "*John's hat*."

Fourth, the adjunct; as, "The house *of my father*."

Fifth, the infinitive with *to*; as, "A time *to play*." "A *play time*."

The attributives may change for each other; as, "A *golden crown*" is equal to "A crown *of gold*;" "An old man *from Italy*" to "An old *Italian* (man;)" "The house *of my father*" to "My *father's* house."

247. The principal word together with the modifier forms the attributive combination.

EXERCISES.

Hugh Miller, the Geologist was a mason. The tall pine is a valuable tree. Newton, the great philosopher, was an humble Christian. Mr. Mason's house is elegant. The king of Italy is a brave soldier. The chest of oak is heavy. The brave soldier, fighting for his native land, should be held in lasting remembrance. There is a time to weep and a time to laugh.

Compose sentences containing these words as attributive modifiers;—

Tall, beautiful, pleasant, high, sweet, strong, mason, painter, shoemaker, farmer, Susan's, his, Mary's, Thomas's, of my brother, in the garden.

LESSON LI.

ANALYSIS CONTINUED.

OBJECTIVE MODIFIERS.

248. Any word modifying a verb, an adjective, an adverb, or preposition is an objective modifier.

They are:—

First, the direct object, or objective case; as, “Mary reads her *book*.”

Second, the indirect object, or the dative case; as, “My father gave *me* this book.”

Third, the factitive object, or the effect produced; as, They made *him* chairman. “Making chairman” is the assertion, *him* its object. *Him* is the direct object; *chairman* the factitive.

That which any person or thing is appointed, chosen, or constituted, is called the factitive object.

Fourth, the remote object, expressed by an adjunct; as, “He repents *of his folly*.” “He is fond *of study*.”

Fifth, the object of place; as, “James is *at home*.” “He lives *here*.”

Sixth, the object of time; as, “He came *yesterday*.” “He started *before day*.”

Seventh, the object of cause; as, “Socrates died *from poison*.”

Eighth, the object of manner; as, “He speaks *kindly*.”

249. The principal word together with the modifier forms the objective combination.

250. These combinations are the elements of all sentences. They, together with contracted constructions, form language.

EXAMPLES.

“A wise man governs his passions.” “Man governs” is the predicative; “a wise man” the attributive; “governs his passions,” the objective combination.

EXAMPLES FOR ANALYSIS.

Washington, the father of his country, was born in Virginia. The wise Socrates taught the immortality of the soul. The happy children of our friend were playing in the garden. Mary's sister reads well. James will return to-morrow. He conversed with us pleasantly.

Compose sentences containing these words as objective modifiers:—

Field, arithmetic, house, him, me, James, president, secretary, to-day, in Charleston, there, in the country, kindly.

LESSON LII.

ANALYSIS CONTINUED.

CONTRACTED PROPOSITIONS.

251. There are certain forms in which the subject and predicate are not fully expressed, but where they are found in a contracted form.

They are:—

• *First*, the participles; as, “He *answering* said,” which is, when fully expressed, equal to “He answered and said.”

Second, by the participle used adverbially; as, "He fell *fighting*," that is, "He fell and he was fighting when he fell."

It modifies the verb, by expressing an action or state taking place or existing at the same time.

Third, the case absolute, or the noun joined with a participle independent of the rest of the sentence; as, "*The enemy advancing*, he retreated," that is, "Because the enemy advanced he retreated."

Fourth, the infinitive with *to*, or the Supine; as, "He prepared *to go*," that is, "He prepared that he might go."

This is the infinitive of purpose; as, "He reads *to learn*," "He reads that he may learn."

Fifth, the infinitive with an objective case; as, "I advised *him to go*." "I advised him that he should go" or "I advised that he should go."

EXERCISES.

Expand the contracted sentences as shown above.

Walking down the street, I met a friend. Having been elected, he accepted the office. His story having been told, he departed. He went away rejoicing. He labored hard to prepare himself for his position. He was anxious to learn. I advised him to return. He bade me go.

Complete sentences containing these contracted propositions:—

The weather being pleasant. The storm having passed. Walking down the street. Running out. While walking by the river. Playing and shouting in the street.

By reading good books. Came running and saying.
Lesson having been learned. Work being completed.
Sisters approaching. Desires to learn. Strives to gain.
Anxious to go. Labors to become. Urged him to go.

LESSON LIII.

ANALYSIS CONTINUED.

COMPOUND SENTENCES.

252. Simple propositions may be used in two ways.

1. They may be used like single words as modifiers or members of other propositions.

2. Or, they may be placed by the side of each other, as independent members uniting in the expression of a single thought.

The first method is called Subordination; the second, Coordination.

I. SUBORDINATE PROPOSITIONS.

253. Subordinate propositions are of three kinds; substantive, adjective, and adverbial.

254. A substantive proposition is one that may be used in the place of a noun.

255. They may be used, *first*, as the subject; as, "*That all must die, is certain.*" *Second*, as the direct object; as, "*We know that summer will come again.*" *Third*, as the second object; as "*The Bible teaches us that God is eternal.*"

256. The adjective proposition is one that performs the office of an adjective; as, "The man

who is prudent provides for the future,' is equal to *the prudent man, &c.*

257. An adverbial proposition is one that modifies the leading verb like an adverb.

258. It expresses, *first*, the place; as, "*where thou lodgest, I will lodge;*" *second*, the time; as, "*when the mail arrives, we shall hear the news;*" *third*, the manner; as, "*Forgive us our debts, as we forgive our debtors;*" *fourth*, the cause; as, "*The pear fell off because it was ripe;*" *fifth*, intensity; as, "*He is as rich as his brother.*"

Conditional propositions also belong to this class.

EXERCISES.

That the earth is a sphere, is easily proved. When letters were first used, is uncertain. Why he resigned his office, will soon be made known. He whom I loved, is dead. The rewards which are promised, shall be given. Whither thou goest, I will go. When the bell rings, we must go to school. If it does not rain, I will come. If I had not the book, I would purchase it. Peter, who had a sword, drew it. Thomas is as tall as his brother.

Write a few short sentences describing your slate.

LESSON LIV.

ANALYSIS CONTINUED.

II. COORDINATE PROPOSITIONS.

259. In the next condition of sentences, independent propositions are brought by the side of each other, and joined together to express one

thought; as, “The sun shines, and the air is mild.”

260. This is done in three ways; by uniting them, by opposing them, by accounting for one by means of the other.

261. The first class are called copulative; the second, adversative; the third causal.

Point out in these propositions the members and connectives.

COPULATIVE PROPOSITIONS.

The sun shines and the clouds are breaking away. Heaven and earth shall pass away. He has not only heard the lecture, but also understood it. He is both learned and wise. He is poor and happy. He is wise as well as learned.

ADVERSATIVE PROPOSITIONS.

He is not an Englishman, but a Frenchman. The house is convenient, but the garden is in waste. Either John or his brother will come.

In such sentences as the last the conjunctive words enter in pairs expressed or understood; as, “*Whether James or John will come is uncertain.*” “*Neither Mary nor her sister are here.*”

CAUSAL PROPOSITIONS.

Enoch was not, for God took him. He is idle, therefore he is poor. He is quarrelsome, therefore people avoid him. He is guilty, for he blushes.

262. When the propositions are so connected together as to express a complete thought, they

form a *Period*; as, "God is loved, for he is good."

263. Periods may be simple or compound.

"Though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me," is a compound period.

"Though I walk through the valley of the shadow of death, I will fear no evil," is one period. "I will fear no evil for thou art with me," is another.

264. -Periods singly or combined form the highest condition of language.

EXERCISES IN COMPOSITION.

Let the the teacher select some interesting little story or short description, and require the pupils to read it carefully and then give a written abstract of it in their own language.

A similar exercise may frequently and profitably be given.

Indeed, the teacher should regard all the exercises given in composition as models, which he may use according to his judgment.

LESSON. LV.

THE RULES OF SYNTAX WITH REMARKS AND ILLUSTRATIONS.

RULE I. THE SUBJECT OF THE VERB.

265. The subject of the proposition is put in the nominative case.

1. In contracted propositions the subject is put in the objective with the infinitive.

2. The subject of the imperative is generally understood; as, *Go* (thou.) *Come* (ye.)

3. In answers to questions the noun is frequently used without a verb expressed; as, "Who gave it to you?" *Ans.* "John" (gave it to me.)

4. The noun and pronoun must not be used with the same verb; as, "The king is just," not "The king he is just."

5. *Them* should not be used for *these* and *those*.

EXERCISES.

Stephen was stoned. Napoleon Bonaparte was the first emperor of France. God tempers the wind to the shorn lamb. The trees are laden with fruit. The prudent will be respected, but the careless will be despised.

*Correct these sentences:—*Them are delightful. Him and me were there. You and me saw them. Are not him and her cousins. The Queen she is a noble lady. John he has gone to school.

RULE II. AGREEMENT OF THE VERB.

266. The verb must agree with the subject in number and person.

1. A singular noun used in a plural sense takes a verb in the plural; as, "Twenty *sail* were seen."

2. An intransitive verb between two nominatives of different numbers usually agrees with the first; as, "His meat was locusts and wild honey."

3. *As regards, as appears, as follows, &c.*, are equal to *as it regards, as it follows, &c.*

4. When *they* may be substituted for a collective noun with a singular form, the verb must be plural; as, "The assembly were divided in their

opinions," that is, *they*; *the individuals* were divided.

5. When *it* may be substituted, it is singular; as, "The nation is powerful." "*It* is powerful."

267. Two or more different subjects connected by *and* require a plural verb.

1. When the nouns thus connected are modified by *each*, *every*, *either*, *neither*, and *no*, the verb is singular.

2. A verb may agree with the first noun and be understood with the rest; as, "Thy beauty walks, thy tenderness and love."

3. When the subjects are of different persons the verb prefers the first to the second, and the second to the third; as, "James and I are going."

268. Two or more singular subjects connected by *or* or *nor* require a singular verb.

When they are of different numbers the verb should be plural and the plural subject should be placed nearest to it.

EXERCISES.

Varrō was esteemed a learned man, but Aristides was called just. To see the sun is pleasant. Titus has been called the delight of the human race. A variety of blessings has been conferred upon us. Riches, honors, and pleasures, steal away the heart from religion. He and I are foes. My aunt, with her daughter, was here yesterday. To fish and hunt are pleasant. Either sex and every age was engaged in the pursuits of industry. Ignorance or negligence has caused the mistake. Neither the captain nor the sailors were acquainted with the coast. One or both of the witnesses were present. Thou mayst go, or he; but not both.

TO BE CORRECTED.

The clouds has dispersed. The birds sings. There was three men in the company. Thereis men who never think. Idleness and ignorance is the parent of many vices. James and John was there. John or William have come. The horse or cow are his. A meeting were called. The crowd were very great. The council was unanimous. The assembly was divided in opinion. Either George or I has the work to perform. Have the horse or cow been found.

Write an *abstract* as directed in the previous lesson.

LESSON LVI.

RULES CONTINUED.

RULE III. THE PREDICATE NOUN OR PRONOUN.

269. The noun or pronoun in the predicate agrees with the subject in case.

1. It does not always agree with it in number; as, "Honest *men* are the *salt* of the earth." "*Six-pence* is *twelve half pennies*."

2. The verbs that admit a noun in the predicate are *to be*, *to become* and the passive voice of such verbs as *to name*, *to render*, *to make*, &c.

3. When the infinitive has a subject in the objective case the predicate noun or pronoun is put in the objective.

4. In contracted propositions after the infinitives and participles of intransitive verbs, the noun

or pronoun is put in the nominative ; as, " Being a soldier, I could not resist the call," that is, " Since I was a soldier."

EXERCISES.

It was he that said it. It is they who are to blame. James is a skillful workman. We thought him to be a rogue. Brutus is represented as having been an ardent lover of his country. I have a faint recollection of his being a classmate.

TO BE CORRECTED.

It was not him that said it. It cannot be him. Whom are you? I did not think of its being him. I could not believe it was her. It was me that you saw. It is them. If it is them whom you saw, it is right.

RULE IV. APPPOSITION.

270. A noun or pronoun limiting another noun or pronoun denoting the same person or thing, agrees with it in case; as, " Paul, the apostle." " Ye men of Athens."

1. The limiting noun is said to be in apposition with the other.

2. The names of persons form complex nouns and are parsed as one word; as, "*Mark Antony* mourned the death of *Julius Caesar*."

3. *As* sometimes connects words in apposition; as, " Clay *as* an orator was unrivalled."

4. Distributive pronouns and nouns modified by distributive adjectives, in the singular agree with nouns in the plural; as, " They fled, *every*

man to his tent," that is, "They fled, every man fled to his tent.

"They love each other," that is, "They each love the other." *Each* is in apposition with they, and *other* is the object of love.

5. A noun may be in apposition with a sentence, and an infinitive or sentence may be in apposition with a noun.

6. When two nouns come together in the possessive case, the sign is annexed to the last; as, "John, the Baptist's head."

7. A noun in apposition with two or more nouns is put in the plural; as, "Romulus and Remus, grandsons of Numitor."

EXERCISES.

Newton, the great philosopher, was an humble Christian. *We men* are mortal. *Ye men* of Athens. Jane and Mary, our cousins. *Thou, even thou* art feared. Washington the father of his country was born in Virginia. They praise each other.

TO BE CORRECTED.

It was Virgil, him who wrote the *Acneid*. I speak of Cromwell he who beheaded Charles. Thomas and Maria, our cousin. I saw Mr. Brown he who lives near the river. Give it to James he who is standing yonder.

Arrangethese sentences differently without changing the meaning, thus:— "The tree is high which stands yonder." "The tree which stands yonder is high."

The man whom you saw has returned. The river which you crossed is rapid. The night was dark and

cold. The Mississippi is the longest river in the world.
Yonder stands the home of my youth.

LESSON LVII.

RULES CONTINUED.

RULE V. THE POSSESSIVE CASE.

271. A noun or pronoun limiting another noun denoting a different person or thing is put in the possessive case, as "John's hat." "His book."

1. The limited noun is often omitted when it may be easily known; as, "I dined at Johnson's (house)."

2. When the thing possessed belongs to two or more persons, the sign is annexed to the last; as, "John, James, and William's house."

3. But when it belongs to each person separately it must be added to each; as, "Worcester's and Webster's dictionaries."

4. Words united so as to form a complex noun add the sign to the last; as, "Henry the eighth's reign."

5. When possessive cases are in apposition the sign is annexed to the last only; unless the limited noun is omitted, when it is annexed to the first; as, "I saw him at Brown, the bookseller's store," or, "at Brown's the bookseller."

6. The noun and preposition *of* are often used instead of the possessive case; as, "The hat of John," for "John's hat." "The advice of my mother," for "My mother's advice."

EXERCISES.

Man's extremity is God's opportunity. Whose works are these? They are Cicero's, the most eloquent of men. He accompanied me to St. Mary's. Peter, John, and Andrew's occupation was that of fishermen. The name of Jackson, the Christian soldier, the heroic and skillful general will live forever in the memory of his countrymen. The great heart of the nation throbs heavily at the portals of his grave.

TO BE CORRECTED.

This was your fathers estate. One mans loss is often another mans gain. These books are their's, those are your's. The men shoes are in the box. David and Solomon's reign were prosperous. Mary's sister's cousin's child is sick. This was a discovery of Sir Isaac Newton. The medicine was procured at Jones, the apothecary and druggist's.

RULE VI. ADJECTIVES.

272. Adjectives modify nouns and pronouns, as, "A good man." "He is wise."

1. They modify infinitives; as, "To see the sun is *pleasant*;" and sentences; as, "That he should have refused the appointment is *extraordinary*."

2. They sometimes modify other adjectives; as, "*Red* hot iron."

3. They modify also a noun and adjective taken together as one idea; as, a *poor* old man. A *fine* bay horse.

4. With infinitives and participles the adjective is sometimes used indefinitely; as, "To be

wise and *good* is to be *great* and *noble*." "Being *honest* is better than being *wealthy*."

These are contracted expressions in which *wise* and *good* stand in the predicate.

5. They modify intransitive verbs, and with them form the predicate; as, "He fell *ill*." "He looks *pale*."

6. They modify also transitive verbs, to show the effect produced; as, "He made me *glad*." "Thou makest the earth *soft* with showers." *Making glad* is the assertion, and *me* is the object of it. See Rule XIII.

7. Adjectives should not be used in the place of adverbs, except in cases like those just given.

With *the* they are used as nouns; as, "*The rich* are not always happy."

8. When comparison is made between two objects the comparative degree must be used; when it is made between three or more, the superlative is used.

9. Double comparatives and superlatives must be avoided.

10. Adjectives that have number must agree with their nouns in number; as, *one day, ten days, this man, these men*.

EXERCISES.

The good man is happy. To advance was difficult, to retreat dangerous. A fair young girl was leading a venerable old man. The hay smells sweet. Thou makest the earth soft with showers. This boy is industrious, that one is idle.

TO BE CORRECTED.

A new barrel of flour. (It should be "A barrel of new flour.") A clear spring of water. A green load of wood. A new pair of boots. She reads proper, writes neat, and sings elegant. A tree fifty foot high. Twenty ton of hay. James is the tallest of the two. He is the oldest of the two. It is the most best. His is the bestest. Eve was the fairest of all her daughters. A more healthier place cannot be found. I do not like those kind of apples. Will you have some of those molasses? I walked ten mile in three hour. He sat silently. The apple tastes sourly.

Write a short letter to some friend describing your school room.

LESSON LVIII.

RULES CONTINUED.

RULE VII. THE INDEFINITE ARTICLE.

273. The indefinite article limits nouns in the singular number only.

RULE VIII. THE DEFINITE ARTICLE.

274. The definite article limits nouns in the singular or plural numbers; as, "The man;" "the men."

1. When the meaning of the noun requires no limitation the article is omitted; as, "Man is mortal." "Honor to whom honor is due."

2. Proper and abstract nouns are definite in themselves and do not require the article.

1. Before certain proper nouns which are preceded by adjectives or are used like adjectives themselves the article is used; as, "The great Milton." "The French (people.)" "The Andes (mountains.)"

4. When proper nouns are used to represent a class the article is used; as, "He is the Cicero of his age." "He is not a Washington."

5. The article is sometimes used to modify the meaning of an adjective or adverb; as, "A few men." "A hundred men." Compare *five hundred men.* "The more." "The Stronger." "The oftener I see it, *the* better I like it."

6. When two or more adjectives modify one object the article is placed before the first only; as, "A red and white flag." "A large and convenient house."

But if they modify different objects it must stand before each; as, "A red and white flag," that is, two flags.

7. Where each adjective is to be made emphatic the article is to be repeated, as, "The learned, the eloquent, the patriotic Chatham."

8. Where from habit, two different objects are associated together, the article is not repeated; as, "I saw a man and horse." "The father and mother of the child."

EXERCISES.

I saw a white and black horse. A white and a black horse were in the pasture. He has a little reverence, but not much. He has little, if any, reverence.

TO BE CORRECTED.

I have a lemon and orange. He may be a judge or doctor. Oak produces acorns. A rose is a beautiful flower. She lived in an age of chivalry. Practice the forbearance and the charity. A horse is strong. He claimed the title of a captain.

RULE IX. PRONOUNS.

275. Pronouns agree with their antecedents in gender, number, and person.

Their case depends upon the construction of the sentence.

1. Pronouns, referring to two or more nouns taken together, must be plural; as, "George and Thomas excel in their studies."

2. When the nouns are taken separately the pronoun must be singular; as, "Neither James nor John is diligent in his studies."

3. When the nouns are of different persons the pronoun is first rather than second and second rather than third; as, "Thou, he, and I must study our lessons." "Thou and he must find your books."

4. *It* is often used without reference to the gender, number, or person of its antecedent; as, "It is he." "It is she." "It is they." "It is I."

5. It sometimes stands for a phrase or sentence; as, "*It is certain that all must die.*"

6. *Who* is applied to persons, *which* to animals and things, *that* is used for who or which.

7. *That* is preferred after the superlative degree, after *same*, *very*, and *all*, and after the interrogative *who* to prevent repetition.

EXERCISES.

The trees are putting forth their leaves. My brother gave me his book. James and his sister will go to their uncle's. You, Susan, and I must recite our lessons. The boy who is diligent will improve. Who is coming? John. The dog which you saw, was mine. He is the same man that he always was.

TO BE CORRECTED.

Every person should love their friend and do good to them. No person should boast of themselves. Every one must judge of their own feelings. The nobility usually have some title conferred upon them. He is the same man whom I saw. Who which has common sense can think so. The army whom he commands is well disciplined. James and you must study their lessons. The dog who barked was killed. The horse what I saw was black.

Write sentences describing the different trees in the woods: Describe their form, size, height, the color of their leaves, &c.

LESSON LIX.

RULES CONTINUED.

RULE X. THE DIRECT OBJECT.

276. The direct object of the transitive verb is put in the objective case; as, "James reads his book." "I love him."

1. Infinitives, phrases, and sentences may be used as the object; as, "He loves *to study*." "He saw *how few returned*." "I hope *that they are safe*."

2. A few verbs not transitive take after them a noun of similar meaning, as to *run a race*, to *live a life*.

3. Some interrogative verbs are used with an objective case; as, "Look *danger* in the face." "We talked the *hours* away." "The trees wept odorous *gums*." These verbs are used in a peculiar or idiomatic sense.

4. Some causative verbs govern the objective, which are otherwise intransitive: as, "Dance the *child*." "Trot the *horse*."

5. The infinitives, participles, and verbal *nouns* have the same government as their verbs; as "To make *clothes*." "The man making *clothes*." "Making *clothes* is the tailors employment." *Clothes* is the object in each case.

6. Some verbs naturally intransitive, when compounded with prepositions, govern a case and are called *compound transitive* verbs; as, "She smiled on him." "He laughed at him." The preposition is retained in the passive; as, "He was laughed at." "He was much thought of:" better say "He was much esteemed."

EXERCISES.

The farmer is ploughing in the fields. He will soon sow his grain. The farm produces wheat, corn, tobacco, oats and many other things.

TO BE CORRECTED.

Who did you see? He I must punish. Thou I have chosen. She who you met. He and they we know, but whom art thou art? No one should practice of stealing.

Who do you think I saw? The man who you raised from obscurity is my friend. He that is idle reprove. They that honor him, he will honor.

RULE XI. THE DOUBLE OBJECT.

277. Verbs of asking and teaching are followed by two objective cases, one of the person, and the other of thing; as, "He asked him a question."

1. Sentences like "He taught him Grammar," may be resolved into two independent sentences; as, "He taught him." "He taught Grammar."

2. When they are changed into the passive voice, either object may become the subject, while the other remains in the objective; as, "Grammar was taught him," or "He was taught Grammar." The first is generally preferred.

RULE XII. THE DIRECT AND INDIRECT OBJECTS.

278. Verbs of giving, granting, allowing, &c., are followed by two objects, the direct and indirect in the objective case.

Or better. *Verbs of giving, granting, allowing, &c., are followed by the objective of the direct object and the dative of the indirect; as, "He gave me a book." Book is the direct; me, the indirect.**

1. The indirect object precedes the direct, when it occupies its natural position; as, "He gave him a book."

* Two different forms of this rule are given to meet the different opinions of teachers.

2. If it follows, it becomes a noun and preposition, or adjunct; as, "He gave *me* a book." "He gave a book *to me*."

3. When these verbs take the passive voice, the direct object becomes the subject, while the indirect remains unchanged; as, "A book was given *me*."

4. There is also a form where the indirect object becomes the subject; as, "He promised *me* a present." "I was promised a present. The first is to be preferred.

RULE XIII. THE OBJECT OF EFFECT OR FACTITIVE OBJECT.

279. Verbs of making, choosing, rendering, and constituting are followed by two objectives, one of the person, and the other of the effect produced; as, "They made *him* a judge."

1. They are *make, appoint, elect, create, constitute, render, name, style, call, esteem, think, consider, regard, reckon,* and some others.

2. The object of the effect is now called the *factitive* object from *factus* made.

3. In "They chose *him* President," *him* is the direct object, and *president* is what he becomes by the act of choosing.

4. In the passive voice the direct object becomes the subject, and the object of effect is put in the same case; as, "*He* was chosen *general*."

5. The object of effect may be a noun; as, "They elected *him* *President*;" an adjective; as, "They make us *glad*." "They esteemed Socrates

wise ;” or, an infinitive; as, “They made him go.” “Thou wilt make us *to live*.”

6. The adjective in such cases agrees with the noun, but modifies the verb by expressing the effect produced by its action.

RULE XIV. TIME, DISTANCE, WEIGHT, &C.

280. Nouns denoting duration of time, distance, weight, measure, and price, are put in the objective case.

1. *Home* is also put in the objective case after verbs of motion; as, “He has gone home.” “He is coming home.” *Home*, however, is considered by many an adverb in such cases.

2. When any particular time is referred to, a preposition is commonly used; as, “He arrived on Wednesday last.”

RULE XV. LIKE, UNLIKE, &C.

281. The adjectives *like*, *unlike*, *near*, and *nigh* are followed by the objective case. [Or more correctly, the dative, as that was their former power.]

James taught his brother Arithmetic. Geography is taught in our school. He asked us a question. He gave me a book. A present was promised me. Thomas bought his brother a book. They allowed him credit. They chose him secretary. He was chosen clerk. It made them delirious. They were made delirious. He remained at home forty days. The storm continued three hours. I have walked five miles this morning. The tree is one hundred feet high. The house is twenty

feet square. This field contains ten acres. Wheat is worth seven shillings a bushel. It cost five dollars. James is like his father. The house is near the river. His son is unlike him.

Write a description of a garden. Point out the different vegetables it contains; the manner of cultivating them and their uses.

LESSON. LX.

RULES CONTINUED.

RULE XVI. ADVERBS.

282. Adverbs modify verbs, adjectives, and other adverbs; as, "The horse ran rapidly." "It is very pretty." "He was treated most kindly."

1. They sometimes modify prepositions, nouns, adjuncts, and phrases; as, "*Just* below the surface;" "Not in word *only*, but in power;" "*Independently* of these things;" "I lived *almost* in vain."

2. Adverbs are sometimes used independently. This is especially the case with, *yea*, *yes*, *no*, *nay*, *amen*. They are equivalent to a whole sentence; as, "Are you going? Yes; that is, "I am going." Properly they are not *adverbs*, but *affirmative* and *negative* particles.

3. Adverbs are sometimes used as expletives without any special modification; as, "*why*, I had not heard it." "*Indeed*, is it so?"

4. *There* is used as an introductory word, when the subject is placed after the verb; as, "*There was a man.*" It has then no modifying power.

5. Adverbs are sometimes used as nouns; as, "Since *when* has this state of things come about?" "Till *then.*" "Until *now.*"

6. Two negatives in the same sentence are equivalent to an affirmative, and should not be used unless an affirmation is intended; as, "I am *not unacquainted* with him." This means "I am somewhat acquainted with him."

7. Adverbs should stand near the words they modify; as, "We always find them ready." "We find them always ready."

Here *always* is correctly placed in both instances but conveys a different meaning in each.

EXERCISES.

The old man walks slowly. We should always reverence the aged. Our friend lives there. When will you come? The journey was very tiresome. Just above the house there was a large tree.

TO BE CORRECTED.

We always should prefer duty to pleasure. The house will be never finished. The sentence sounds rather harshly. I have near finished this lesson. I saw the kettle had been scoured with half an eye. He rode to town and drove twelve cows on horseback. He only read one book. I never drink nothing. I dont know nothing about it. I cannot see to study no more.

RULE XVII. THE RELATION OF PREPOSITIONS.

283. Prepositions connect words and show the relation between them; as, "He came with me."

1. The preposition with its object is called an adjunct.

2. It shows the relation between its object and the word that they as an adjunct modify.

3. The preposition stands regularly before its object.

4. Two or more words are sometimes combined as a compound preposition; as, "*From between* the arcades the eye glances up to a bit of blue sky."

5. Appropriate prepositions must follow certain words; as, "I am interested in the book" not *with*.

For a list of words and prepositions most liable to erroneous use, see High School Grammar.

6. *In* denotes a *place where*; into, *entrance*; as, "He got *into* a coach and rode *in* it."

7. *At* is used before the names of *houses, villages, and foreign cities*, and after the verbs *arrive, touch, and land*; "He boards *at* the American house" "At Greensboro." "At Rome." "He touched at Liverpool on the 1st, and arrived at Norfolk on the 20th."

8. *In* is used before names of *countries and large cities not foreign*; as, "In North Carolina." "In Memphis."

9. *Between* relates to two objects, *among* to more than two.

EXERCISES TO BE CORRECTED AND PARSED.

Who did you speak to? Whom do you labor for. He walked by a staff with moonlight. He has a capacity in learning. He is reconciled with his brother. You may safely confide on him. I differ with you in regard of that measure. He died by the yellow fever. There is a necessity of immediate action. There is no need on it. Do you live in the white Sulphur Springs? They have gone in the field. Come in the garden. He divided the money between the four persons. He is dependant of the public. He is independent on his father. We should profit from experience. He died for thirst. He lives at New Orleans. They remained sometime at England.

RULE XVIII. OBJECTIVE AFTER PREPOSITIONS.

284. The object of the preposition is put in the objective case.

1. Transitive verbs governing a case should not at the same time be followed by a preposition; as, "This allows of no trifling."

2. *But* meaning except is sometimes followed by the objective. In the older writers it is followed by the nominative; as, "There is none other but he," that is, *but he is*.

3. *Than* after the comparative degree, is followed by objective case of the relative pronoun in some instances; as, "Beelzebub than *whom* none higher sat."

The nominative is the more natural and correct construction.

EXERCISES.

The steamer from Havanna arrived at Charleston on the 25th of May. Let us strive to improve in all things. We may profit by the errors of others. On his return he was captured by the enemy. Dr. Kane penetrated far into the Arctic regions. Get into the carriage and shut the door.

Write a letter to some friend giving an account of your studies.

LESSON LXI.

RULES CONTINUED.

RULE XIX. CONJUNCTIONS.

285. Conjunctions connect sentences, and parts of sentences; as, "The sun shines and the clouds disappear;" "William and Mary are a happy pair."

1. When conjunctions connect single words they must be in the same class and in the same construction; as, "Between you and I," should be "between you and me." "Men sincerely *loving* their fellow creatures and *who hate* oppression," should be "and *hating* oppression."

2. When they connect words they may be considered as connecting sentences; as, "James and John were studying," that is, "James was studying, John was studying."

3. The connectives are conjunctions, connective adverbs, and relative pronouns.

EXERCISES.

James and his sister are coming to-morrow. The sun was rising in the eastern sky and dispelling the mists that hung over the valley. Neither despise the poor nor envy the rich. Idleness and ignorance are the parents of many vices. Cast thy bread upon the waters and it shall return unto thee again. When the sun shines the air is mild. Whoever strives to improve will succeed.

RULE XX. INTERJECTIONS; O! OH! AH!

286. The interjections O! oh! ah! are followed by the objective of the first person; as, "O me!" "Ah me!"

Interjections are generally followed by the vocative of the second person; as, "Oh thou!" "O virtue!"

1. The first expressions may be regarded as cases of ellipsis; as, "Ah me!" "Ah *pity* me." "Woe is me." "Woe is *to* me." "Me miserable." "*Alas for me miserable one*" or "It is miserable to me."

2. O! or oh! is frequently used as expressive of wishing; as, "Oh that I had wings like a dove." "I *wish* that I had wings like a dove."

RULE XXI. THE INFINITIVE.

287. The Infinitive depends upon verbs, nouns, and adjectives; as, "He studies to learn;" "He has time to go;" "James is anxious to learn."

RULE XXII. THE INFINITIVE WITHOUT TO.

288. The simple infinitive without to, is used after bid, do, feel, have, hear, let, make, need, see; and also after may, can, will, shall, and must, when used as auxiliaries.

1. The infinitive in its nature is a verbal noun. They differ from other nouns by having the government and modifications of a verb.

2. It may be used as the subject, "*To err* is human;" as predicate, "His object is *to improve*;" as object, "He loves *to play*;" as the second object, "He taught him *to write*;" as the factitive object, "They chose him *to lead* the way."

3. It also denotes a purpose or result; as, "He studies *to learn*"—*that he may learn*. "He stood up *to read*"—*that he might read*. "He is willing *to suffer*"—*that he may suffer*. "He is liable *to be robbed*"—*that he may be robbed*.

(1.) In this manner it modifies adjectives; as, "He is eager *to learn*"—*that he may learn*. "He was ambitious *to rule*"—*that he might rule*. "The fruit is good *to eat*"—*so that it may be eaten*.

(2.) It modifies nouns in a similar manner; as, "It is time *to study*"—*that we should study*. "He showed an eagerness *to learn*"—*that he might learn*.

4. The infinitive also modifies some adverbs; as, "He is old enough *to write*." "He knows how *to write*."

5. It is sometimes used absolutely; as, "*To confess* the truth I was in fault."

EXERCISES.

To steal is sinful. To be wise is to be happy. It is pleasant to see the sun. I hope to see you. Boys love to play. I heard him speak. They would have him go. We are anxious to learn. We were all eager to hear the news. My father taught me to write. I am in haste to return. The ship was ready to sail.

TO BE CORRECTED.

He bids me to go. Do you hear the bell to ring? I see the sun to rise. We dare not to disobey him.

RULE XXIII. THE INFINITIVE AND OBJECTIVE CASE.

289. The infinitive has sometimes a subject in the objective case; as, "I believe him to be dishonest."

1. Certain verbs of thinking and judging; such as, *think, judge, hold, consider, regard, admit, believe, know, suppose, suspect, acknowledge, declare, warrant*, are followed by an objective case, and infinitive, standing in the relation of subject and predicate.

2. The objective case thus used as the subject of the infinitive is always different from the subject of the leading verb; both in the contracted and expanded form.

EXERCISES.

I thought him to be innocent. He judged it to be wrong. We know him to be honest. They supposed him to be there. We hold these truths to be self evident.

Write a description of a chair. Point out its parts; the material employed, the tools used in making it; its different forms and uses. Write anything you know of its history.

LESSON LXII.

RULES CONTINUED.

RULES XXIV. PARTICIPLES.

290. Participles refer to nouns and pronouns; as, "James, seated at the table, was reading;" "He stood leaning on his staff."

1. The participle may also refer to a clause or sentence; as, "*He was detained a day beyond the time, owing to the the bad state of the roads.*" Here *owing* refers to the sentence preceding.

2. The participle is sometimes used absolutely; as, "*Generally speaking, his conduct was honorable.*"

3. When a participle is compounded with *in* it becomes an adjective unless the verb is also a compound with the same; as, "*Unhonored.*" "*Unsung.*"

4. The participle may be used as an adjective; as, "*The beaten track.*" "*The rising sun.*"

RULE XXV. THE VERBAL NOUN.

291. Verbal nonouns in ING have the same government as the the verbs from which they are derived; as, "*Writing letters is a pleasant employment.*" "*She was engaged in reading Plato.*"

1. The verbal noun in *ing* may be distinguished from the participle in *ing* by its ability to form the subject of a proposition.

2. The compound participle is sometimes used as a verbal noun; as, "Caesar's *having crossed* the Rubicon spread consternation throughout Rome."

3. If the verbal noun is preceded by *the*, it is followed by *of* or both should be omitted; as, "By the observing of truth" or "By observing the truth."

EXERCISES.

I saw a man ploughing in the fields. But yonder comes the powerful king of day, rejoicing in the east. Crowned with her pail the tripping milkmaid sings. Having learned his lesson, he went out to play. She was engaged in writing a letter. Thomas went away without taking leave of either of us. The trumpet having sounded the combatants charged.

RULE XXVII. THE NOMINATIVE ABSOLUTE.

292. A noun or pronoun joined with a participle having no dependence upon other words is put in the nominative case absolute; as, "Tarquinius reigning, Pythagoras came into Italy."

In such cases the noun with the participle is different from the subject of the participial sentence.

RULE XXVIII. THE VOCATIVE CASE.

293. The name of the person or thing addressed is put in the vocative; as, "James, listen to me."

In titles of books, heads of chapters, &c., and in abrupt exclamatory expressions the noun is sometimes apparently used independently. They are rather to be regarded as cases of ellipsis; as, "Johnson's works." "There are Johnson's works."

EXERCISES:

Supper being ended we went out to walk. Jesus had conveyed himself away a multitude being in that place. Shame being lost, all virtue is lost. Ho! every one that thirsteth, come ye to the waters. Men, brethren, and fathers hearken.

Write a letter to some friend describing what you saw on your last ride.

LESSON L.

RULES CONTINUED.

RULE XXVIII. FUTURE CONTINGENCY.

294 The subjunctive mode is used to express future contingency after the conjunctions *if, though, whether, &c.*; also, after *lest* and *that* joined to a command, that denoting a wish, and sometimes after the conjunctive adverbs.

The subjunctive mode is used only when the contingency relates to the future and when an auxiliary may be understood; as, "If he be studious he will learn," that is, "If he shall be studious."

EXERCISES.

If he acquire riches, they will corrupt him. He will not be pardoned unless he repent. Wait till I come. Despise not any condition lest it happen to be your own. See that thou reform. Oh! that I were at home!

RULE XXIX. THE USE OF THE TENSES.

295. Those tenses only should be employed, which express correctly the sense intended.

1. The perfect participle must not be used for the past indicative, nor the past tense for the perfect participle; as, "I *done* it in great haste," for *I did*; she *come* for she *came*; he *began* for he *began*; the river has *froze* over for *has frozen*; the horse was *drove* hard for *was driven*.

2. The present perfect must not be used with modifiers expressing past time; as, "I have finished the work two days ago."

3. The tenses of the potential should correspond with each other, not "Ye will not come unto me that ye might have life," but "Ye would not."

4. The verbs *sit* and *lie* must not be confounded with *set* and *lay*. To *sit* means *to rest on a seat*, to *set* means *to place*. We *sit* down, but *set* things in order. There is, also, an intransitive verb *to set*; as, "The sun sets." To *lie* means *to recline*; to *lay* means *to place*. We *lie* down; we *lay* a thing down. In "I *lay* down yesterday," *lay* is the past of *lie*.

TO BE CORRECTED.

They desired to have seen you respected. I expected to have seen them before the news should have reached

them, but urgent duties will have prevented. I began to think I had done wrong. His children have all forsok him. The bell has rang. Robert has come to the same conclusion last week. A beggar was setting by the way-side. A stone was laying in the street. "Let us set down.

GENERAL EXERCISES ON THE RULES OF SYNTAX.

The committee will visit the school. I saw James walking in the garden with his mother. Cary translated the works of Dante, the great Italian poet.

"How shall I praise thee, Lord of light?
How all thy generous love declare?"

This is a faithful saying, and worthy of all acceptation, that Jesus Christ came into the world to save sinners.

James will assist you most cheerfully.

"Liberal, not lavish, is kind Nature's hand."
"To err is human, to forgive divine."
"Some place the bliss in action, some in ease;
Those call it pleasure, and contentment, these."

Admitting this, the point is not proved.

He looks downcast and weary. Mary appears contented with her lot. James and I have been studying our lessons. You and Mary have improved your time. This is the book of which we were speaking. He is the same generous hearted man he always was. Who is that talking with your friend yonder? Which is the easiest road. Whoever does wrong should receive punishment.

Whence and what art thou execrable shape?

“Full many a flower is born to blush unseen.”
They that are whole need not a physician, but
they that are sick.

“But strew his ashes to the wind
Whose sword or voice has served mankind;
And is he dead whose glorious mind
Lifts thine on high?
To live in hearts we leave behind
Is not to die.”

Thrice is he armed that hath his quarrel just.
Time and tide wait for no man.
Each man has his task to perform.

“I dare do all that may become a man;
Who dares do more, is none.”

The passions under control, a man's enemies
are subdued.

Upon the landlord's leaving the room I could
not avoid expressing my concern for the stranger.

The youth desires to learn. I cannot tell who
it is: They elected Cicero, the distinguished
orator, consul. He sleeps the sleep of death.
Charles the Fifth appointed Phillip his successor.
Give us this day our daily bread. I will send you
a present.

He did the favor without being requested.

My father returned three days ago.

My judgment approves this measure, and my
whole heart is in it. All that I have, and all that
I am, and all that I hope, in this life, I am now
ready here to stake upon it; and I leave off, as I

began, that live or die, survive or perish, I am for the declaration.

“Thou kingly spirit throned among the hills;
Thou dread Ambassador from earth to heaven,
Great Hierach, tell thou the silent sky,
And tell the stars, and tell the rising sun,
Earth with her thousand voices praises God.”

How many hired servants of my father's have bread enough and to spare, and I perish with hunger! I will arise and go to my father, and will say unto him, Father, I have sinned against heaven and before thee, and am no more worthy to be called thy son; make me as one of thy hired servants.

“For mine is the lay that lightly floats,
And mine are the murmuring dying notes,
That fall as soft as snow on the sea,
And melt in the heart as instantly.”

Let any man resolve to do right now leaving then to do as it can; and if he were to live to the age of Methuselah he would never do wrong.

“Like leaves on trees the race of man is found;
Now green in youth, now withering on the ground.”

“He stood and called
His legions, angel forms, who lay entranced,
Thick as autumnal leaves that strow the brooks,
In Vallambrosa.”

When I consider Thy heavens, the work of Thy fingers; the moon and the stars, which Thou hast ordained; what is man that Thou art mind-

ful of him, and the son of man that Thou visitest him?

“Oh? that this lovely vale were mine!
Then, from glad youth to calm decline.
My years would gently glide;
Hope would rejoice in endless dreams,
And memory's oft-returning gleams
By peace be sanctified!”

The Throne of eternity is a throne of mercy and love. God has permitted and invited us to repose ourselves and our hopes on that which alone is everlasting and unchangeable. He takes us from earth that He may lead us to heaven, share with us His own immortality, admit us to His everlasting habitation, and crown us with his eternity.

Doing well has something more in it than the fulfilling of a duty. It is the cause of a just sense of elevation of character; it clears and strengthens the spirits; it gives higher reaches of thought; it widens our benevolence, and makes the current of our peculiar affections swift and deep.

FINIS.







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