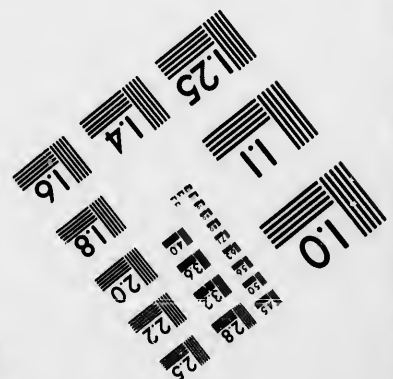
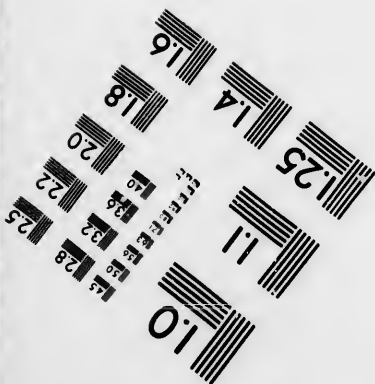
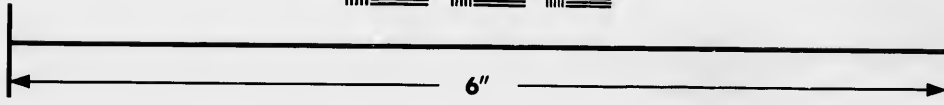
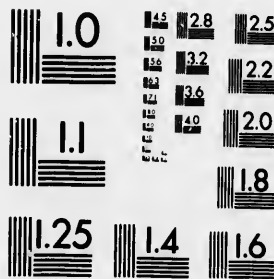


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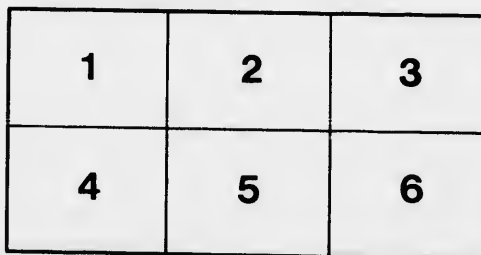
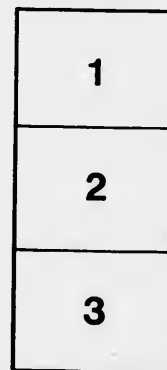
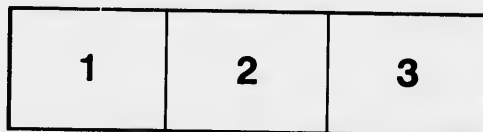
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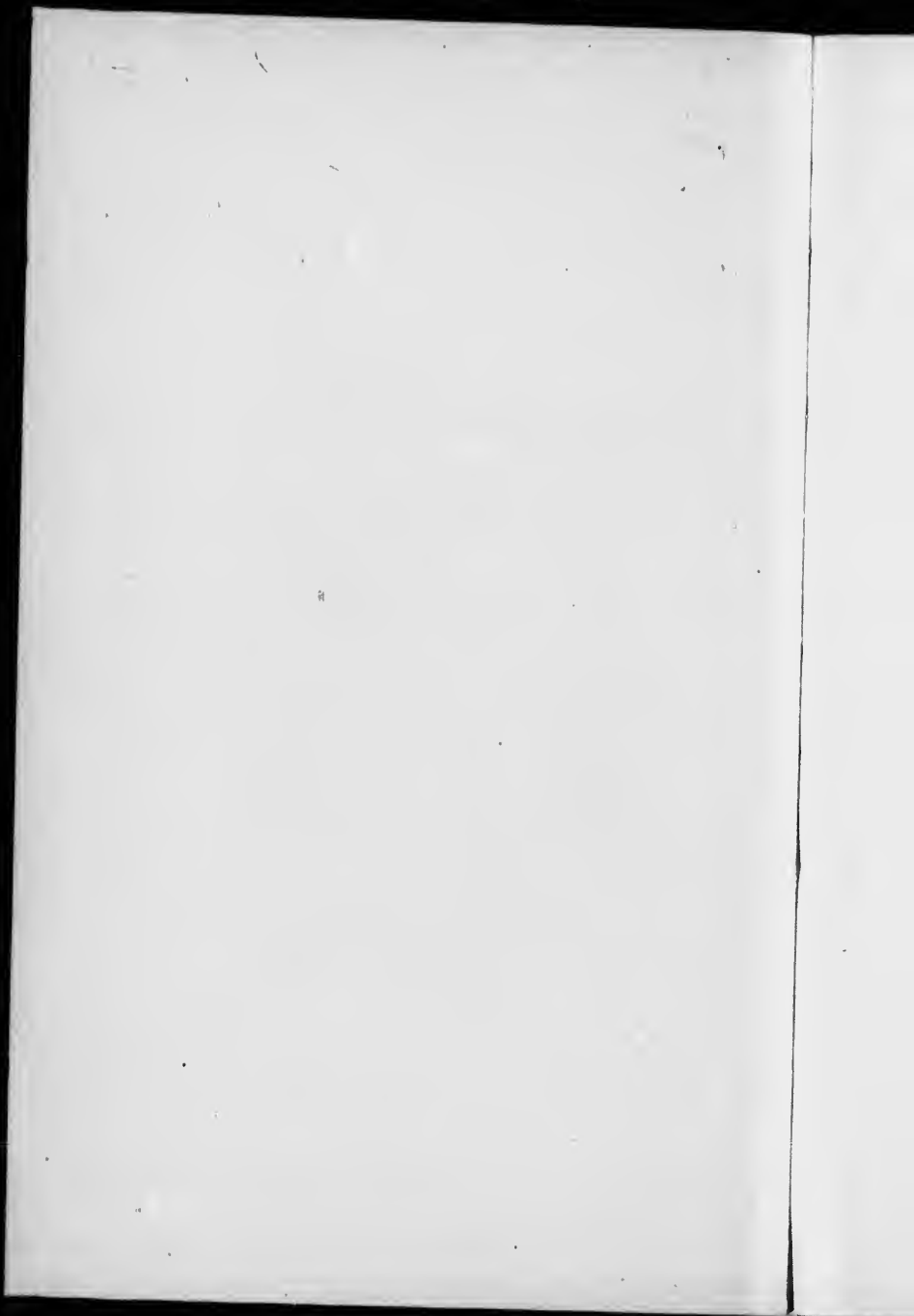
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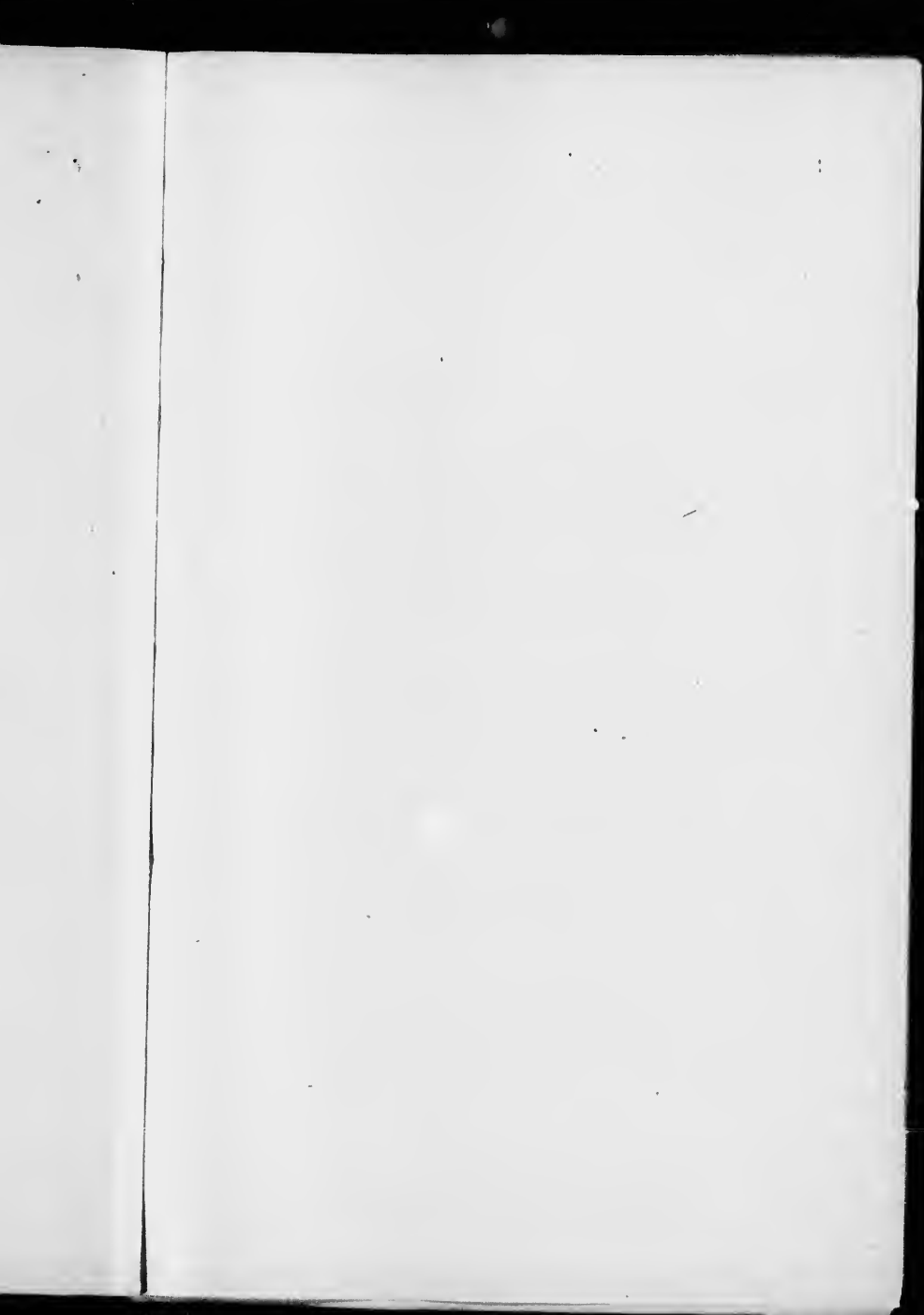
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BARNARD'S COMPREHENSIVE GRAMMAR.

A TREATISE

ON

ENGLISH GRAMMAR

AND

COMPOSITION.

CONTAINING COPIOUS EXERCISES

IN

THE STRUCTURE OF LANGUAGE, CLASSIFICATION, ANALYSIS, PARSING, RULES
OF SYNTAX, FALSE SYNTAX, AND PUNCTUATION, ARRANGED
IN A SUITABLE FORM FOR

DICTATION EXERCISES.

ALSO,

EXAMPLES OF SOCIAL AND BUSINESS CORRESPONDENCE,

ILLUSTRATING THE USE OF THE ACTIVE, PASSIVE, AND PROGRESSIVE
FORMS OF THE VERB, AND THE ARRANGEMENT OF PARAGRAPHS AND SENTENCES.

BY

WILLIAM H. BARNARD.

CHARLOTTETOWN.

BARNARD BROTHERS & CO.

1880.

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INTRODUCTION.

The object of this work is three-fold; first, to reduce to practice the principles of English Grammar; second, to convert what has always been a disagreeable and repulsive study into an attractive and pleasing exercise; third, to improve the classification and definitions, systematize the work of instruction, and render effectual the efforts of the teacher.

Part I. is chiefly devoted to the transposition of Sentences in the Active, Passive, and Progressive Forms, structure of Relative Clauses, Infinitives, Participles, and variety of expression as used in English Composition.

Part II. embraces all the Definitions that are necessary to be known in order to command a thorough knowledge of the English Language and its structure.

Part III. contains a series of Exercises in Parsing. Most of the sentences are of difficult construction, and the lessons will serve as models for similar work.

Part IV. treats of Analysis and Synthesis, a knowledge of which is quite as essential as that of Parsing, if not more important. It also contains the complete Rules of Syntax, and the Exercises in False Syntax are most thorough and complete.

Part V. is devoted to the Rules of Spelling and general principles of Orthography.

Part VI. presents numerous examples of Correspondence. Most of the letters are written in several forms. The advantage of using the Passive Form in preference to the Active is thus shown; and the mode of suppressing the egotistical expressions in which the Pronoun "I" appears is illustrated.

HOW TO USE THIS TEXT-BOOK.

There are two methods of conducting the Exercises that are more effectual than any other. The first is to give them as

Dictation Exercises, and the second to use them in the form of Written Lessons. The following is a description of the two methods of employing them:

THE WRITTEN LESSONS.

For private instruction the Written Lessons may be preferable. After writing the preceding half of any lesson on the left page in a blank book, the text-book should be closed and laid aside. The transpositions, or corresponding sentences, should then be written *on sheets of paper or slates*; and if, on comparing them with the text-book, they are found to be correct, they should be copied into the blank book on the opposite page. But for class-room work, the most desirable way, for many reasons, is to use the sentences for

DICTATION EXERCISES.

The teacher will select the preceding of two corresponding exercises and pronounce each sentence as if it were to be written. Instead of writing what has just been dictated, however, the class should be required to write what is contained on the succeeding page, which will require some previous study. If this is doubted or disputed, select such a page as the eighteenth, and without allowing the transpositions upon page nineteen to be seen, use Exercises XXV., XXVI., and XXVII. as a test; or, take one of the letters in Part VI. for a trial. After each Dictation Exercise an oral recitation should be conducted, and original examples required from the class similar to those of the lesson. The slates or papers should be exchanged and corrected by the pupils themselves, under the teacher's directions.

Though at first sight they may appear very simple, the importance of these Exercises, as a means of becoming familiar with all the Moods and Tenses in both the Active and the Passive Forms, and as a Spelling Lesson, will become apparent after one or two trials, not only with the intermediate grades, but even in advanced classes.

DESCRIPTION OF THE EXERCISES.

On page 3 only the simple Tenses have been employed, requiring *be* in the Passive. No change should be permitted in the modifying words of the Subject or the Object.

INTRODUCTION.

Page 5 requires the use of **been**, another variation of the Verb **to be**, and consists of the Perfect Tenses.

Another part of the Verb **to be** has been selected for page 7, and the Singular and Plural forms, **was** and **were**, are alone employed.

We find on page 9 the Singular and Plural forms of the Present Tense, **is** and **are**.

The **Preposition** most commonly required is **by**, but others are interspersed where more suitable.

Pronouns make their appearance for the first time on pages 10 and 11, illustrating the change in spelling.

It will be found that most pupils over ten years of age have already acquired a sufficient knowledge of the leading **Definitions**, and that what they lack is practice. Lessons may be assigned from Part II., however, as soon as the Definitions are needed by the class.

Page 13 contains a promiscuous arrangement of the simple and Perfect Tenses, **Regular Verbs** being chiefly employed.

Irregular Verbs become more frequent on page 15.

Some of the sentences on page 16 have no Passive Form, the Verbs being **Intransitive**. When the Passive is wanting, the sentence dictated by the teacher should be written by the class; but they must determine for themselves whether it has a Passive Form or not.

On page 19 the reconstruction is more difficult, as the **Antecedent** must be mentioned before the **Pronoun**.

Page 20 consists entirely of the **Interrogative** form.

Compound Subjects are introduced on page 22.

Compound Objects distinguish page 24.

Page 26 is characterized by longer sentences.

Some of the sentences on page 28 refer to preceding ones.

On pages 32 and 34 the Tenses of the Indicative Mood are all used in consecutive order. Many other sentences should now be required, all arranged in the same manner.

The Potential Mood is fully represented on page 36.

The class must not be informed whether there is any Passive Form or not. They should simply be instructed to write the **Active** or **Common**, as dictated, when they can not supply the

Passive, on the pages following 36, where we also find Ad-verbs and Adverbial Phrases.

Page 44 introduces **Inseparable Prepositions**.

The Progressive Form first appears on page 47, and is continued up to page 53.

When page 55 is to be written, the dictation must be from page 54, and page 56, with the Progressive, must also be dictated from page 54. After completing page 62, continue the same exercises with other Verbs.

On page 63 the four sentences must be written by dictating any one of them. Those Forms that are wanting must be so marked. These may be continued to any desired extent.

From page 65 to page 76 the Complex Sentences must be written from the dictation of the Simple ones that precede them.

The Simple Sentences on page 78 must be written from the dictation of the preceding Complex ones on page 77.

Page 80, with Simple Relative Pronouns, must be written at one Exercise, from the dictation of page 79, and page 81 from page 80; while page 83 must be written from the dictation of page 82, and page 84 from page 83.

Pages 85, 86, 87, and 88 may be deferred until after the Rules of Syntax in Part IV. shall have been studied.

The Definitions in Part II. should not be required to be committed to memory in successive lessons. It will be found best to begin by using the Parsing Exercises and studying the Definitions as required. To this end only one Part of Speech should be considered at once, as on page 143 and the following six pages. Copious exercises of this kind should be selected from the sentences found in other parts of the book before taking up the difficulties presented in such examples as are contained in Part III.

All the lessons in Part III. should be well prepared at home. At recitation, all books must be laid aside and the words of the lesson written on the left margin of the blackboard. Each successive point, with the reason, should be stated, calling on each member of the class for only one statement at a time. The teacher may write as the pupils recite, or call upon each one, as his statement shall be made, to do the writing.

In commencing Analysis, which is found in Part IV., conduct a number of lessons after the method illustrated on page 194. Then use page 199 and the four that follow, disposing of the sentences, after they have been composed from the material given, in the same manner as on pages 196, 197, and 198. More advanced classes should begin at page 204. A sufficient number of sentences have been completely analyzed to serve as models, and these lessons can be indefinitely extended.

The False Syntax may be used for Dictation Exercises, by dictating the incorrect sentences, which are to be written correctly; or, if used for written lessons at home, the incorrect sentence should be followed by the words **should be**, and these by the correct sentence, the whole forming one distinct paragraph by itself; and each subsequent pair may be arranged similarly. A colon is used immediately after the words **should be**, and a capital letter should follow the colon.

The exercises in Punctuation are correctly punctuated. In dictation, do not dictate the points.

Part V. may be used altogether for dictation. Pronounce twenty words at each lesson to be written in blank books or slates. Make corrections by exchange of books, allowing the scholars to correct each other's errors by striking out incorrectly spelled words, as you spell for the class. Request each one to keep a list containing only the words that shall have been stricken out, written both correctly and incorrectly, and carry it constantly in the pocket-book, to be studied during leisure moments. All will soon be interested in these exercises.

Part VI. will not only furnish many valuable Dictation Exercises, but also serve as models for correspondence. Contents of letters should be mapped out, and the scholars required to write the same in proper form, properly addressed. They may even correspond with each other or with friends.

It has been the aim of the author to make a marked improvement in the definitions; how far he has succeeded it remains for the experienced teacher to judge. Difficulties and trials that would perhaps be hard to describe are constantly recurring, and it is the object of this volume to make everything so plain and perspicuous that these annoyances shall be so infrequent as to be no longer a source of trouble. The following will illustrate

a scene that must be of almost daily occurrence in every school-room. The sentences are to be written only as required in the explanation:

1. The horse ran.
2. The horse ran away.
3. The cow died.
4. The man went.
5. The merchant talked.
6. The horse disappeared yesterday.
7. His father came home last night.
8. His father brought home last night.
9. His father brought a gun home last night.
10. His father came a gun home last night.

(Write No. 1 on the blackboard.) Did the horse run anything? *Yes, sir; he ran a race.* (Write No. 2.) Well, did he run away anything? *Yes, sir; he ran away the buggy.* (Write No. 3.) Did the cow die anything? *Yes, sir, I think she did.* What did she die? *She died a natural death.* (How aggravating! Write No. 4.) What did the man go? *He went a journey.* (How persistent! Write No. 5.) Did the merchant talk anything? *Yes, sir; he probably talked business.* (Still obstinate. Write No. 6.) What did the horse disappear? *He disappeared yesterday.* (Now you have him.) And **when** did he disappear? *Yesterday.* Well, **what** did he disappear? *He disappeared himself.* (Provoking, is it not? Write No. 7.) What did he come? *He came home.* (It will soon culminate. Write No. 8.) Does this sentence tell **what** he brought home? *No, sir. Is it complete as it is? No, sir; you must put something after "home."* (Now it appears to dawn upon their benighted vision. Write No. 9.) What did he **bring** home? *A gun.* What did he **come** home? *Nothing.* (Write No. 10.) Would it be proper to say that he **came** a gun home last night? *No, sir. Who can tell me the difference between **came** and **brought**? Hands up! Sam? *He could bring something, but he could not come anything.* Charlie? **Brought** can have the name of something written after it, but **came** can not. Willie? **Brought** can have an object. Yes, that is correct. And any Verb like **brought** is said to be . . . *Transitive*, because it is capable of having . . . *an object after it.* Sarah, repeat that.*

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PART I.

THE PRINCIPLES

OF

ENGLISH COMPOSITION.

Embracing Active or Common, Passive, Progressive, and Emphatic Forms; Simple Sentences, with Simple and Compound Subjects and Predicates; Complex Sentences with Relative Clauses; the use of Simple and Compound Relative Pronouns; construction of Infinitives and Participles; Idioms of the English Language; and the correction of False Syntax.

TO BE USED AS WRITTEN EXERCISES, OR FOR DICTATION, ACCOMPANIED BY ORAL RECITATIONS AND EXPLANATIONS, ACCORDING TO THE DEFINITIONS OF PART II.

ACTIVE FORM.

To be taken with the following page.

EX. I.

A *book* **should contain** no errors.
 This *man* **will buy** a watch.
 Children **should obey** parents.
 That *boy* **will bring** the books.
 The *tree* **may produce** cherries.
 My *sister* **could receive** the letters.
 These *people* **can provide** the money.
 Every *girl* **must write** these words.
 Any *boy* **might win** the race.
 His *father* **shall send** a messenger.

EX. II.

Your *dog* **may eat** that meat.
 My *pencil* **should make** better marks.
 The second *drawer* **must contain** his knife.
 His *key* **might unlock** my drawer.
 The *janitor* **will unlock** all the doors.
 Such a *lecture* **would accomplish** much good.
Vice **might contaminate** an angel.
 This *announcement* **will secure** a good attendance.
 The *teacher* **will correct** our mistakes.
 Each *student* **should examine** the lesson.

EX. III.

Conductors on this line **must admit** no dogs.
 This hot *weather* **may produce** rain.
 Everybody **must pay** the admission fee.
 All **should preserve** the utmost silence.
 Your *report* **will surprise** the community.
 Such *reading* **will produce** no good result.
 This *treatment* **may remove** the difficulty.
 Any *one* **may bring** contributions.
 Few *men* **can attain** distinction.
 This *sentence* **must terminate** the lesson.

See p. 54 for the Active Form in full. Also, assign a lesson for study from sec. 15, p. 115, for the Rule for formation of the Passive Form.

PASSIVE FORM.

To be taken with the preceding page.

EX. I.

No errors **should be contained in** a book.
 A watch **will be bought by** this man.
 Parents **should be obeyed by** children.
 The books **will be brought by** that boy.
 Cherries **may be produced on** the tree.
 The letters **could be received by** my sister.
 The money **can be provided by** these people.
 These words **must be written by** every girl.
 The race **might be won by** any boy.
 A messenger **shall be sent by** his father.

EX. II.

That meat **may be eaten by** your dog.
 Better marks **should be made by** my pencil.
 His knife **must be contained in** the second drawer.
 My drawer **might be unlocked with** his key.
 All the doors **will be unlocked by** the janitor.
 Much good **would be accomplished by** such a lecture.
 An angel **might be contaminated by** vice.
 A good attendance **will be secured by** this announcement.
 Our mistakes **will be corrected by** the teacher.
 The lesson **should be examined by** each student.

EX. III.

No dogs **must be admitted by** conductors on this line.
 Rain **may be produced by** this hot weather.
 The admission fee **must be paid by** everybody.
 The utmost silence **should be preserved by** all.
 The community **will be surprised at** your report.
 No good result **will be produced by** such reading.
 The difficulty **may be removed by** this treatment.
 Contributions **may be brought by** any one.
 Distinction **can be attained by** few men.
 The lesson **must be terminated by** this sentence.

See page 55 for the Passive Form in full. Also, study this page by applying the Rule for Passive Form on page 115, in Section 15.

ACTIVE FORM.

To be taken with the following page.

EX. IV.

This boy has studied the lesson.
Robert had paid the money.
Your brother has killed our dog.
The children have seen many strange things.
Every man will have made a payment before night.
A child could have read the words.
Two payments would have cancelled the debt.
Our garden should have produced flowers.
Your father must have built a new house.
All the people have heard the report.

EX. V.

His enemies have injured his business.
That fire might have destroyed our house.
This child has torn my new book.
The teacher had punished the child.
Some one might have prevented the accident.
Every one would have bought clothing.
The workmen could have made many changes.
Such information must have disappointed the men.
The miners have discovered rich gold fields.
That company has levied another assessment.

EX. VI.

James had already paid three premiums.
His brother could have saved his life.
That man must have bought another horse.
The enemy could have gained a victory.
Your uncle may have written a letter.
Several ladies had collected the money.
Robbers would have plundered all the people.
Our men will have completed the work.
The officer had discharged all the soldiers.
That storm must have destroyed all the wheat.

The Rule for Passive Form, on p. 115, Sec. 15, will show that the word "been" is substituted for "be," used on the preceding page. This Rule should be carefully studied.

PASSIVE FORM.

To be taken with the preceding page.

EX. IV.

- The *lesson* **has been studied** by this *boy*.
 The *money* **had been paid** by *Robert*.
 Our *dog* **has been killed** by your *brother*.
 Many strange *things* **have been seen** by the *children*.
 Before night a *payment* **will have been made** by every *man*.
 The *words* **could have been read** by a *child*.
 The *debt* **would have been cancelled** by two *payments*.
Flowers **should have been produced** in our *garden*.
 A new *house* **must have been built** by your *father*.
 The *report* **has been heard** by *all* the *people*.

EX. V.

- His *business* **has been injured** by his *enemies*.
 Our *house* **might have been destroyed** by that *fire*.
 My new *book* **has been torn** by this *child*.
 The *child* **had been punished** by the *teacher*.
 The *accident* **might have been prevented** by some *one*.
Clothing **would have been bought** by every *one*.
 Many *changes* **could have been made** by the *workmen*.
 The *men* **must have been disappointed** by such *information*.
 Rich *gold fields* **have been discovered** by the *miners*.
 Another *assessment* **has been levied** by that *company*.

EX. VI.

- Three *premiums* **had already been paid** by *James*.
 His *life* **could have been saved** by his *brother*.
 Another *horse* **must have been bought** by that *man*.
 A *victory* **could have been gained** by the *enemy*.
 A *letter* **may have been written** by your *uncle*.
 The *money* **had been collected** by several *ladies*.
 All the *people* **would have been plundered** by *robbers*.
 The *work* **will have been completed** by our *men*.
 All the *soldiers* **had been discharged** by the *officer*.
 All the *wheat* **must have been destroyed** by that *storm*.

The Preposition most generally required in forming the Passive is "by."
 Any other suitable Preposition, however, may be substituted, according to the sense.

ACTIVE FORM.

To be taken with the following page.

EX. VII.

The teacher **encouraged** the boy.
 My employer **received** seventeen letters.
 This exercise **required** greater care.
 The company **suffered** great losses.
 The intense heat **evaporated** all the water.
 A thief **stole** several of my chickens.
 This man **found** seventeen dollars.
 Another man **lost** some valuable horses.
 My tooth **caused** excessive pain.
 His drawer **contained** all the books.

EX. VIII.

That boy **broke** my best slate.
 The girls **picked** the cherries.
 An engineer **used** some of our oil.
 Three policemen **made** the charges.
 Some passing teamsters **observed** the occurrence.
 My neighbor **effected** some important changes.
 A particular friend **gave** the invitation.
 Friends **invited** friends.
 The people then **possessed** no power.
 Kings **governed** the people at that time.

EX. IX.

A policeman **arrested** the prisoner.
 The citizens **called** several meetings.
 The committee **transacted** much business.
 That company **built** many locomotives.
 A skillful architect **designed** our house.
 My dentist **extracted** five teeth to-day.
 The servant **filed** the wrong lamp.
 No one **heard** my remarks.
 One century **witnessed** a vast change.
 Each man **produced** three witnesses.

The auxiliary verbs "was" and "were" will be required in changing these sentences to the Passive Form, as the Rule on p. 115, sec. 15, will show.

PASSIVE FORM.

To be taken with the preceding page.

EX. VII.

The *boy* **was encouraged** by the teacher.
 Seventeen *letters* **were received** by my employer.
 Greater *care* **was required** by this exercise.
 Great *losses* **were suffered** by the company.
 All the *water* **was evaporated** by the intense heat.
 Several of my chickens **were stolen** by a thief.
 Seventeen *dollars* **were found** by this man.
 Some valuable *horses* **were lost** by another man.
 Excessive *pain* **was caused** by my tooth.
 All the *books* **were contained** in his drawer.

EX. VIII.

My best *slate* **was broken** by that boy.
 The *cherries* **were poked** by the girls.
 Some of our *oil* **was used** by an engineer.
 The *charges* **were made** by three policemen.
 The *occurrence* **was observed** by some passing teamsters.
 Some important *changes* **were effected** by my neighbor.
 The *invitation* **was given** by a particular friend.
Friends **were invited** by friends.
 No *power* **was then possessed** by the people.
 At that time the *people* **were governed** by kings.

EX. IX.

The *prisoner* **was arrested** by a policeman.
 Several *meetings* **were called** by the citizens.
 Much *business* **was transacted** by the committee.
 Many *locomotives* **were built** by that company.
 Our *house* **was designed** by a skillful architect.
 Five *teeth* **were extracted** to-day by my dentist.
 The wrong *lamp* **was filled** by the servant.
 My *remarks* **were heard** by no one.
 A vast *change* **was witnessed** in one century.
 Three *witnesses* **were produced** by each man.

Compare these Verbs with the illustrations on pp. 55 and 60. When the subject is singular, "was" must be used; when plural, use "were."

ACTIVE FORM.

To be taken with the following page.

EX. X.

His father **employs** seventeen servants.
 My brother **receives** reliable information.
 All the people **read** the news daily.
 A thief **steals** articles of value.
 Every diligent boy **studies** the lesson well.
 Each boy **makes** many friends.
 Sick men **take** medicine.
 Medicine **cures** sick men.
 Sometimes medicine **kills** sick men.
 Another boy **neglects** the lesson.

EX. XI.

A good sponge **absorbs** water readily.
 Sharp knives **sharpen** our pencils.
 Our farm **produces** an abundant crop.
 Your sister **sings** all the latest songs.
 The pastor **delivers** a short sermon.
 Short sermons **satisfy** the people best.
 His sermons **please** our folks too well.
 A skillful lawyer **defends** the prisoner.
 Flattering promises **delude** many.
 Our garden **produces** beautiful flowers.

EX. XII.

Bees continually **collect** honey.
 Green grass **covers** the hillside.
 Warm showers **promote** vegetation.
 That boy **catches** all these birds.
 Their friends **reject** the offer.
 This little circumstance **displeases** the people.
 My suggestion **reverses** his decision.
 Some people **excel** others.
 All the boys **know** the hour of dismissal.
 Those two boys often **strike** each other.

These sentences require the use of the auxiliary Verbs "are" and "is."
 The Rule on p. 115, sec. 15, must be well studied by the class.

PASSIVE FORM.

To be taken with the preceding page.

EX. X.

Seventeen **servants are employed** by his father.
 Reliable **information is received** by my brother.
 The **news is** daily read by all the people.
Articles of value are stolen by a thief.
 The **lesson is** well studied by every diligent boy.
 Many **friends are made** by each boy.
Medicine is taken by sick men.
 Sick **men are cured** by medicine.
 Sick **men are** sometimes killed by medicine.
 The **lesson is neglected** by another boy.

EX. XI.

Water is readily absorbed by a good sponge.
 Our **pencils are sharpened** with sharp knives.
 An abundant **crop is** produced on our farm.
 All the latest **songs are** sung by your sister.
 A short **sermon is delivered** by the pastor.
 The **people are** best satisfied with short sermons.
 Our **folks are** too well pleased with his sermons.
 The **prisoner is defended** by a skillful lawyer.
Many are deluded by flattering promises.
 Beautiful **flowers are** produced in our garden.

EX. XII.

Honey is continually collected by bees.
 The **hillsides are covered** with green grass.
Vegetation is promoted by warm showers.
 All these **birds are** caught by that boy.
 The **offer is** rejected by their friends.
 The **people are** displeased at this little circumstance.
 His **decision is** reversed by my suggestion.
 Some **people are** excelled by others.
 The **hour of dismissal is** known to all the boys.
 Those two **boys are** often struck by each other.

Employ the auxiliary Verb "is" when the subject is singular, and "are" when it is plural. The illustrations on pp. 54, 55, 60 and 61 should be well studied.

ACTIVE FORM.

To be taken with the following page.

EX. XIII.

He struck me.

You observed it.

They saw us.

I had offended him.

We shall accompany them.

It displeased her.

She will remember you.

Thou hast created us.

They will pay you.

We cannot remunerate them.

EX. XIV.

I would have prevented it.

It has produced a profound sensation.

Intelligent men will not believe it.

You will lose all your money.

This accident will delay us.

I cannot solve this example.

We saw the eclipse.

It produced intense darkness.

All the astronomers witnessed it.

It surprised us.

EX. XV.

Any one can witness eclipses.

They would astonish many people.

I will inform you.

You must observe all the circumstances.

We shall carefully note the details.

The lawyer sent detectives after him.

They arrested him at the hotel.

Angel bands shall guide us thither.

They shall recognize each other.

You must finish this lesson.

Here a change of spelling is required in most of the pronouns, which in this respect differ from nouns, and resemble the nouns, pronouns and adjectives of strictly classical languages.

PASSIVE FORM.

To be taken with the preceding page.

EX. XIII.

I was struck by him.
It was observed by you.
We were seen by them.
He had been offended by me.
They will be accompanied by us.
She was displeased at it.
You will be remembered by her.
We have been created by Thee.
You will be paid by them.
They can not be remunerated by us.

EX. XIV.

It would have been prevented by me.
A profound sensation has been produced by it.
It will not be believed by intelligent men.
All your money will be lost by you.
We will be delayed by this accident.
This example can not be solved by me.
The eclipse was seen by us.
Intense darkness was produced by it.
It was witnessed by all the astronomers.
We were surprised at it.

EX. XV.

Eclipses can be witnessed by any one.
Many people would be astonished at them.
You will be informed by me.
All the circumstances must be observed by you.
The details will be carefully noted by us.
Detectives were sent after him by the lawyer.
He was arrested by them at the hotel.
We shall be guided thither by angel bands.
They shall be recognized by each other.
This lesson must be finished by you.

The auxiliaries required in changing these sentences into the Passive Form are found by comparing the Rule, p. 115, sec. 15, with the Exercises on pp. 55 and 61.

ACTIVE FORM.

To be taken with the following page.

EX. XVI.

He has lost all the best *chances*.
 All the *people* in the room *saw her*.
I always discover the *errors*.
 These complicated *entries* **trouble** *me*.
You never can dissolve that *sugar*.
 All our *friends* **have deserted** *us*.
They will always **regret** such a *course*.
Blots and blunders **exhibit** *carelessness*.
Neglect of duty will insure his *defeat*.
You have observed the *regulations* and *rules*.

EX. XVII.

The *committee* **has presented** a *report*.
They prepared it with great *care*.
 Fine *weather* **will succeed** the *storm*.
 Some *person* **has taken** my *gold pen*.
I bought it several days *ago*.
 All the remaining *apples* **contain** *worms*.
You might **relieve** their *wants*.
We shall employ no more *men*.
I cautioned him against the *accident*.
 Three *horses* **can draw** the *car*.

EX. XVIII.

It must **contain** more than *forty men*.
 All these *thoughts* greatly **disturb** *him*.
 The *noise* **does not disturb** *me*.
She knows all the *popular songs*.
You will never **instruct** *her* *again*.
 Every morning *paper* **confirms** the *news*.
They should have given him a *fair warning*.
We shall reciprocate your *kindness*.
 Your many kind *favors* **deserve** our *thanks*.
They allowed all his kind *words* to go *unnoticed*.

Carefully compare the Rule for forming the Passive, on p. 115, sec. 15, with the illustrations in the Exercises on pp. 54, 55, 57, 58, 60 and 61.

PASSIVE FORM.

To be taken with the preceding page.

EX. XVI.

All the best *chances* **have been lost** (by *him*).
She **was seen by** all the *people* in the room.
 The *errors* **are** always **discovered** (by *me*).
I **am troubled by** these complicated *entries*.
 That *sugar* **never can be dissolved** (by *you*).
We **have been deserted by** all our *friends*.
 Such a *course* **will** always **be regretted** (by *them*).
Carelessness **is exhibited by** *blots* and *blunders*.
 His *defeat* **will be insured by** *neglect* of *duty*.
 The *regulations* and *rules* **have been observed** (by *you*).

EX. XVII.

A *report* **has been presented** (by the *committee*).
It **was prepared** (by *them*) with great care.
 The *storm* **will be succeeded by** fine *weather*.
 My gold *pen* **has been taken by** (some *person*).
It **was bought** (by *me*) several days ago.
Worms **are contained in** all the remaining *articles*.
 Their *wants* **might be relieved by** *you*.
 No more *men* **will be employed** (by *us*).
He **was cautioned** against the accident (by *me*).
 The *car* **can be drawn by** three *horses*.

EX. XVIII.

More than forty *men* **must be contained in** *it*.
He **is** greatly *disturbed by* all these *thoughts*.
I **am not disturbed by** the *noise*.
 All the popular *songs* **are known by** *her*.
She **will never be instructed by** *you* again.
 The *news* **is confirmed by** every morning *paper*.
 A fair *warning* **should have been given him** (by *them*).
 Your *kindness* **will be reciprocated** (by *us*).
 Our *thanks* **are deserved for** your many kind *favours*.
 All his kind *words* **were allowed** (by *them*) to go unnoticed.

Use the proper auxiliaries, as shown in the Rule, p. 115, sec. 15. The words in parentheses may be omitted when it is desired not to indicate the actor.

ACTIVE FORM.

To be taken with the following page.

EX. XIX.

This *exercise* **contains** two *classes* of verbs.
 Some **possess** a regular *termination*.
 Others **take** an *irregular ending*.
 You **have made** no *mistakes*.
 We **should have corrected** all the *errors*.
 I **found** a few *misspelled words*.
 All these *people* **will invest** *money*.
 This *money* **would have built** a good *house*.
 Some *words* **require** *explanations*.
 His *lecture* **shows** great *ability*.

EX. XX.

They **should have asked** their *friends*.
 Our *country* **has seen** great *changes*.
 It **will surprise** you when you *read it*.
 My *brother* **found** my *book*.
 His old *clothes* **possess** no *value*.
 The *street car* **hurt** your *brother*.
 I **have spoiled** my new *hat*.
 That *shower* **has saturated** it.
 The oldest *inhabitant* **had seen** *nothing* like it.
Truth **overcomes** *error* in the end.

EX. XXI.

Error always **opposes** *truth*.
Truth and *error* **oppose** each other.
 Our former *friends* **have forgotten** us.
 He **reflects** his father's *greatness*.
 This *event* **can not change** the *result*.
 The best *historians* **can not verify** it.
 A *pig* **ate** all the *acorns*.
 The *pig* **did not thank** the *oak*.
 The *oak* **could not keep** them any longer.
Pigs **devour** *acorns* with avidity.

The class should now study the Definitions on p. 113, secs. 10 and 11.
 Great attention should be given to the spelling of the Irregular Verbs. See
 p. 193.

PASSIVE FORM.

To be taken with the preceding page.

EX. XIX.

Two classes of verbs **are contained in this exercise.**
 A regular termination **is possessed by some.**
 An irregular ending **is taken by others.**
 No mistakes **have been made (by you).**
 All the errors **should have been corrected (by us).**
 A few misspelled words **were found (by me).**
 Money **will be invested by all these people.**
 A good house **would have been built with this money.**
 Explanations **are required by some words.**
 Great ability **is shown by his lecture.**

EX. XX.

Their friends **should have been asked by them.**
 Great changes **have been seen by our country.**
 You **will be surprised at it when it is read by you.**
 My book **was found by my brother.**
 No value **is possessed by his old clothes.**
 Your brother **was hurt by the street car.**
 My new hat **has been spoiled (by me).**
 It **has been saturated by that shower.**
 Nothing like it **had been seen by the oldest inhabitant.**
 Error **is overcome in the end by truth.**

EX. XXI.

Truth **is always opposed to error.**
 Truth and error **are opposed to each other.**
 We **have been forgotten by our former friends.**
 His father's greatness **is reflected in him.**
 The result **can not be changed by this event.**
 It **can not be verified by the best historians.**
 All the acorns **were eaten by a pig.**
 The oak **was not thanked by the pig.**
 They **could not be kept any longer by the oak.**
 Acorns **are devoured with avidity by pigs.**

The Passive Form of a sentence is useful in enabling us to avoid any mention of the agent or actor. Words in parentheses may be omitted.

ACTIVE FORM.

To be taken with the following page.

EX. XXII.

That boy **lost** a pencil.

The pencil **fell**.

He **lost** the pencil (out of his pocket).

It **fell** (out of his pocket).

I **strike** the table.

The table **trembles**.

The sun **will shine** to-morrow.

The sun **will give** light to-morrow.

It **will dispel** the clouds.

They **will disappear**.

EX. XXIII.

Perhaps they **will never return**.

I **can not see** them now.

They **have gone** out of sight.

Other clouds **will fill** the sky.

But they **will not remain**.

We **shall miss** the clouds.

You **must look** out.

Perhaps you **can find** some.

We **must not wait** for the clouds.

The lecturer **was sick**.

EX. XXIV.

He **disappointed** his audience.

But it **was** unavoidable.

The audience **waited** for him.

They **expected** him every moment.

However he **did not come**.

They **can hear** his words to-morrow.

His father **may visit** him.

But he **can not stay** long.

He **will probably bring** the money.

All our money **returns** to us.

These sentences contain both Transitive and Intransitive Verbs, as explained in the Definitions on p. 111, secs. 5 and 6, which should now be studied.

PASSIVE FORM.

To be taken with the preceding page.

EX. XXII.

A pencil was lost by that boy.

Passive wanting.

The pencil was lost out of his pocket (by him).

Passive wanting.

The table is struck by me.

Passive wanting.

No passive.

Light will be given by the sun to-morrow.

The clouds will be dispelled (by it).

No passive.

EX. XXIII.

No passive.

They can not be seen now (by me).

No passive.

The sky will be filled with other clouds.

No passive.

The clouds will be missed by us.

No passive.

Perhaps some can be found by you.

No passive.

Passive wanting.

EX. XXIV.

His audience was disappointed by him.

No passive.

Passive wanting.

He was expected by them every moment.

Passive wanting.

His words can be heard (by them) to-morrow.

He may be visited by his father.

No passive.

The money will probably be brought by him.

Passive wanting.

By referring to p. 112, notes I, II, III and IV, it will be seen why some of these sentences have no Passive Form. They contain Intransitive Verbs.

ACTIVE FORM.

To be taken with the following page.

EX. XXV.

That little boy's *mother* **punished** him.
He **had told** a lie.
Boys **should** always **tell** the truth.
Vice **brings** its own penalty.
Virtue, also, **brings** its own reward.
My sister **has sold** her piano.
She **realized** a good price for it.
That boy **has lost** his books.
He very carelessly **left** them at the door.
This pencil **preserves** its point well.

EX. XXVI.

He **lent** his pencil to his brother.
His brother **uses** his pencil often.
His brother never **lends** his pencil.
He **accommodates** us very seldom.
The body **can not enrich** itself.
The mind **enriches** the body.
The soul **contains** its own treasures.
Death **translated** its victim to the other world.
His friends **asked** their many questions.
One of them **asked** this question.

EX. XXVII.

What record **has he left** behind?
The angels then **made** their inquiries.
 What treasures **has he sent** before?
The flowers **shed** their leaves.
Autumn winds **can not revive** these leaves.
You **can not foresee** the coming future.
Neither **can mortals undo** their past acts.
The good and true **need have** no fear of death.
Good men **have** already **secured** seats in Paradise.
Physicians often **disregard** their own prescriptions.

A careful study of sec. 33, p. 120, will enable the student to use the nouns and pronouns in their proper places in the Passive Form.

PASSIVE FORM.

To be taken with the preceding page.

EX. XXV.

That little *boy* **was punished** by his *mother*.
 A *lie* **had been told** by *him*.
 The *truth* **should always be told** by *boys*.
 The *penalty* of vice **is brought** by *itself*.
 Virtue's *reward* **is also brought** by *itself*.
 My sister's *piano* **has been sold** by *her*.
 A good *price* **was realized** for it (by *her*).
 That boy's *books* **have been lost** (by *him*).
 They **were** very carelessly **left** at the door (by *him*).
 The *point* of this pencil **is well preserved** (by *it*).

EX. XXVI.

His *pencil* **was lent** to his brother (by *him*).
 His *pencil* **is often used** by his *brother*.
 His brother's *pencil* **is never lent** by *him*.
 We **are** very seldom **accommodated** by *him*.
 The *body* **can not be enriched** by *itself*.
 The *body* **is enriched** by the *mind*.
 The *treasures* of the soul **are contained** in *itself*.
 The *victim* of death **was translated** to the other world (by *it*).
 The many *questions* of his friends **were asked** by *them*.
 This *question* **was asked** by *one* of them.

EX. XXVII.

What *record* **has been left** behind (by *him*)?
 The *inquiries* of the angels **were then made** by *them*.
 What *treasures* **have been sent** before (by *him*)?
 The *leaves* of the flowers **are shed** (by *them*).
 These *leaves* **can not be revived** by autumn *winds*.
 The coming *future* **can not be foreseen** (by *you*).
 Neither **can** the past *acts* of mortals **be undone** (by *them*).
 No *fear* of death **need be had** by the *good* and *true*.
Seats **have already been secured** in Paradise by good *men*.
 Physicians' *prescriptions* **are often disregarded** by *themselves*.

Pronouns cannot be used before mentioning the nouns for which they stand. This makes it necessary to change other words beside the verbs.

ACTIVE FORM.

To be taken with the following page.

EX. XXVIII.

- Where **did you record** that transaction?
 For what reason **must you discharge** him?
 Where **could a bird build** a secure nest?
 Which book **did you select** for me?
 Which note **will your father answer**?
 Who **will read** the magazine?
 When **did the banker pay** the check?
 How **can you convert** water into steam?
 Who **provided you** with money?
 Why **must he pay** the money twice?

EX. XXIX.

- How **does your brother do** that?
 Where **did you obtain** this book?
 When **should a boy ask** questions?
 Which language **will you study** next?
 Why **do you not eat** your breakfast?
 When **did you see** my father's castle?
 How **does your father keep** his accounts?
 Why **has your friend gained** nothing?
 By what **does that man obtain** his livelihood?
 How **did the Romans cultivate** the arts?

EX. XXX.

- When **will your friend visit** Italy?
 How much money **shall we deposit**?
 Where **may we obtain** the necessary information?
 Which day of the week **do the Turks celebrate**?
 How many doors **have you opened**?
 Why **did they hang** that man?
 What crime **had he committed**?
 How **might we accomplish** this?
 Where **would you plant** the trees?
 Who **rewarded them** for their kindness?

This Exercise consists entirely of questions. The same rule is applied to them as to direct assertions, care being exercised in using the proper auxiliaries.

PASSIVE FORM.

To be taken with the preceding page.

EX. XXVIII.

- Where **was** that *transaction* **recorded** (by you)?
 For what reason **must** he be **discharged** (by you)?
 Where **could** a secure *nest* be **built** by a *bird*?
 Which *book* **was** **selected** for me (by you)?
 Which *note* **will** be **answered** by your *father*?
 By *whom* **will** the *magazine* be **read**?
 When **was** the *check* **paid** by the *banker*?
 How **can** *water* be **converted** into steam (by you)?
 By *whom* **are** you **provided** with money?
 Why **must** the *money* be **paid** twice (by him)?

EX. XXIX.

- How **is** that **done** by your *brother*?
 Where **was** this *book* **obtained** (by you)?
 When **should** *questions* be **asked** by a *boy*?
 Which *language* **will** next be **studied** by you?
 Why **is** your *breakfast* not **eaten** (by you)?
 When **was** my father's *castle* **seen** by you?
 How **are** your father's *accounts* **kept** (by him)?
 Why **has** *nothing* been **gained** by your *friend*?
 By what **is** that man's *livelihood* **obtained** (by him)?
 How **were** the *arts* **cultivated** by the *Romans*?

EX. XXX.

- When **will** *Italy* be **visited** by your *friend*?
 How much *money* **will** be **deposited** (by us)?
 Where **may** the necessary *information* be **obtained** (by us)?
 Which *day* of the week **is** **celebrated** by the *Turks*?
 How many *doors* **have** been **opened** (by you)?
 Why **was** that man **hanged** (by them)?
 What *crime* **had** been **committed** by him?
 How **might** *this* be **accomplished** (by us)?
 Where **would** the *trees* be **planted** by you?
 By *whom* **were** they **rewarded** for their kindness?

A question in the Passive Form is often more conspicuous by omitting the agent or actor; but it may be retained where identity is necessary.

ACTIVE FORM.

To be taken with the following page.

EX. XXXI.

Snow and ice **blockaded** the highways.
Misfortune and ruin **will overtake** him.
Light and heat **accompany** combustion.
His easy manners and address **attracted** attention.
Our army and navy **provide** ample protection.
The carpenters and painters **obtained** employment.
Hunting and fishing **afford** excellent sport.
Toads and frogs **inhabit** the swamps.
Rivers and streams **intersect** the country.
Fog and rain **prevented** our departure.

EX. XXXII.

Oxygen and hydrogen **form** water.
Clay and gravel **obstructed** the sidewalk.
Steam and hot air **filled** the tubes.
Deserts and waste places **receive** little rain.
The moon and stars **illuminated** the sky.
Hoar frost and dew **covered** the grass.
Earthquakes and volcanoes often **destroy** life.
Ashes and lava frequently **cover** the ground.
Loud noises and tidal waves **followed** the shock.
Icebergs and glaciers **surround** the coast.

EX. XXXIII.

Mountains and valleys **diversify** the land.
Shells and fossils **filed** some of the rocks.
Forests and vegetation **cover** the country.
Cables and telegraph lines **connect** distant countries.
Railroads and steamboats **carry** passengers.
Palms and tropical fruits **beautified** the island.
Mud and sand **covered** the deposit.
History and poetry **enrich** Italian scenery.
Horses and mules **draw** heavy loads.
Music and drawing **cultivate** the taste.

In these sentences the Subject is compound, and the Verbs are all Transitive. All these lessons will constitute good Parsing Exercises.

PASSIVE FORM.

To be taken with the preceding page.

EX. XXXI.

The highways were blocked with snow and ice.
 He will be overtaken by misfortune and ruin.
 Combustion is accompanied with light and heat.
 Attention is attracted by his easy manners and address.
 Ample protection is provided by our army and navy.
 Employment was obtained by the carpenters and painters.
 Excellent sport is afforded by hunting and fishing.
 The swamps are inhabited by toads and frogs.
 The country is intersected by rivers and streams.
 Our departure was prevented by fog and rain.

EX. XXXII.

Water is formed of oxygen and hydrogen.
 The sidewalk was obstructed by clay and gravel.
 The tubes were filled with steam and hot air.
 Little rain is received by deserts and waste places.
 The sky was illumined by the moon and stars.
 The grass was covered with hoar frost and dew.
 Life is often destroyed by volcanoes and earthquakes.
 The ground is frequently covered with ashes and lava.
 The shock was followed by loud noises and tidal waves.
 The coast is surrounded by icebergs and glaciers.

EX. XXXIII.

The land is diversified with mountains and valleys.
 Some of the rocks were filled with shells and fossils.
 The country is covered with forests and vegetation.
 Distant countries are connected by cables and telegraph lines.
 Passengers are carried by railroads and steamboats.
 The island was beautified by palms and tropical fruits.
 The deposit was covered with mud and sand.
 Italian scenery is enriched by music and poetry.
 Heavy loads are drawn by horses and mules.
 The taste is cultivated by music and drawing.

In all the Exercises the class should constantly refer to the definitions, which are found in another part of the book, commencing on p. 111.

ACTIVE FORM.

To be taken with the following page.

EX. XXXIV.

The sun **imparts** light and heat to the earth.
 Vegetation **requires** heat and moisture.
 He **saw** many horses and carriages.
 Wild beasts **devoured** women and children.
 Soldiers **pursued** the Indians and Mormons.
 The Romans **conquered** Gaul and Britain.
 Shakespeare **wrote** plays and tragedies.
 Sir Walter Scott **composed** poetry and fiction.
 The Grecians **worshipped** gods and heroes.
 Livingstone **explored** African lakes and rivers.

EX. XXXV.

He carefully **examined** the papers and documents.
 The clerks **use** pens and pencils.
 The child **saw** the ducks and geese.
 My mother **makes** nice pies and cakes.
 The boys **caught** a great many crabs and lobsters.
 Your neighbor **sells** cigars and tobacco.
 My friend once **sold** wines and liquors.
 Your conversation **shows** care and judgment.
 Every country **shows** relics and antiquities.
 Mankind alone **employ** fire and steam.

EX. XXXVI.

Other animals **use** neither of these.
 We also **employ** speech and writing.
 The schoolmaster **taught** writing and reading.
 He carefully **saved** all his dollars and cents.
 All nations **have adopted** gold and silver.
 He alternately **produced** light and darkness.
 That ship **has visited** all the continents and islands.
 You **must omit** all "ifs" and "ands."
 The baby **can find** all the "i's" and "l's."
 Our bodies **contain** iron and phosphorus.

In these sentences a compound Object is made to follow a Transitive Verb. In transposing them, be careful to place the modifying words in suitable positions.

Light a
 Heat a
 Many
 Women
 The I
 Gaul a
 Plays a
 Poetry
 Gods a
 African

The pa
 Pens a
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 Nice pi
 A great
 Cigars
 Wines a
 Care an
 Relics a
 Fire an

Neither
 Speech a
 Writing
 All his
 Gold an
 Light an
 All the
 All "ifs"
 All the
 Iron an

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PASSIVE FORM.

To be taken with the preceding page.

EX. XXXIV.

Light and heat are imparted to the earth by the sun.
Heat and moisture are required by vegetation.
Many horses and carriages were seen by him.
Women and children were devoured by wild beasts.
The Indians and Mormons were pursued by soldiers.
Gaul and Britain were conquered by the Romans.
Plays and tragedies were written by Shakespeare.
Poetry and fiction were composed by Sir Walter Scott.
Gods and heroes were worshipped by the Grecians.
African lakes and rivers were explored by Livingstone.

EX. XXXV.

The papers and documents were carefully examined by him.
Pens and pencils are used by the clerks.
The ducks and geese were seen by the child.
Nice pies and cakes are made by my mother.
A great many crabs and lobsters were caught by the boys.
Cigars and tobacco are sold by your neighbor.
Wines and liquors were once sold by my friend.
Care and judgment are shown in your conversation.
Relics and antiquities are shown in every country.
Fire and steam are employed by mankind alone.

EX. XXXVI.

Neither of these are used by other animals.
Speech and writing are also employed by us.
Writing and reading were taught by the schoolmaster.
All his dollars and cents were carefully saved by him.
Gold and silver have been adopted by all nations.
Light and darkness were alternately produced by him.
All the continents and islands have been visited by that ship.
All "ifs" and "ands" must be omitted by you.
All the "i's" and "l's" can be found by the baby.
Iron and phosphorus are contained in our bodies.

After completing each of these Exercises, the class may be required to compose a sufficient number of similar sentences, to make the process familiar.

ACTIVE FORM.

To be taken with the following page

EX. XXXVII.

Ink and paper alone can not make a letter.
To-morrow or next day will bring fine weather.
Either you or I must drive the horse for her.
Neither my father nor my mother admires him.
Both the train and the passengers require change.
The door or the window will ventilate the room.
The French and Russians fought a battle.
Both the hens and the turkeys lay eggs.
My hands and feet need more comfortable covering.
Care and attention will insure success.

EX. XXXVIII.

Wealth and a lustrous name stimulated him.
Life and death puzzle profound thinkers.
Much wine and beer will not make a man wise.
Your brother and sister saw the General.
Europe and America entertain friendly relations.
Idleness and industry oppose each other.
A good conscience and a contented mind will make a man satisfied and happy.
Good habits and correct principles must surely lead us to success and happiness.

EX. XXXIX.

Smiling prosperity or cruel adversity have always attended his efforts to succeed.
Either the love of truth or the sense of duty will compel your brother to yield.
The severe frost of winter and the scorching heat of summer have destroyed all my plants.
The excessive discount on silver and the extreme stringency of the money market caused him to suspend his business operations for almost a whole year.

The entire Subject, including all the modifying words, must be transposed. The same is true of the Object. Attention should be given to the Rule on p. 115.

A letter
 Fine
 The horse
 He is
 Change
 The room
 A battle
 Eggs
 More
 Success

He was
 Profound
 A man
 The General
 Friendly
 Idleness
 A man

We must

His efforts

Your brother

All my plants

He was

When a
 be given
 and so on.

PASSIVE FORM.

To be taken with the preceding page.

EX. XXXVII.

A letter **can not be made by** *ink and paper* alone.
 Fine weather **will be brought by** *to-morrow or next day*.
 The horse **must be driven** for her either **by** *you or me*.
 He **is admired** neither **by** *my father* nor *my mother*.
 Change **is required by** both the *train* and the *passengers*.
 The room **will be ventilated by** the *door* or the *window*.
 A battle **was fought between** the *French* and *Russians*.
 Eggs **are laid by** both the *hens* and the *turkeys*.
 More comfortable covering **is needed by** *my hands and feet*.
 Success **will be insured by** *care and attention*.

EX. XXXVIII.

He **was stimulated by** *wealth* and a *lustrous name*.
 Profound *thinkers* **are puzzled by** *life and death*.
 A man **will not be made wise by** much *wine* and *beer*.
 The *General* **was seen by** your *brother* and *sister*.
 Friendly *relations* **are entertained between** *Europe* and *America*.
Illness and *industry* **are opposed to** *each other*.
 A man **will be made satisfied and happy by** a good *conscience*
 and a contented *mind*.
 We **must surely be led to** success and happiness **by** good
habits and correct *principles*.

EX. XXXIX.

His *efforts* to succeed **have always been attended by** smiling
prosperity or cruel *adversity*.
 Your *brother* **will be compelled to** yield, either **by** the *love* of
 truth or the *sense* of duty.
 All my *plants* **have been destroyed by** the severe *frost* of win-
 ter and the scorching *heat* of summer.
 He **was caused to suspend** his *business operations* for almost
 a whole year **by** the excessive *discount* on silver and the
 extreme *stringency* of the money market.

When a lesson like this is used for a Parsing Exercise, all the verbs should be given for one Exercise, the nouns for another, the pronouns for a third, and so on.

ACTIVE FORM.

To be taken with the following page.

EX. XL.

Robbers **infest** the whole country.
They **plunder** defenceless travelers.
They **may attack** us.
You **must defend** your brother.
He **has feared** the consequences.
It **might cause** his death.
His death **would cast** a gloom over the company.
He **will avoid** the attack if possible.
My sister **accompanies** the party.
She **knows** all the women here.

EX. XLI.

Our parents **gave** their consent.
You **should obtain** your father's consent.
He **would**, without doubt, **grant** your request.
This **would relieve** us from responsibility.
I **can govern** their decision.
You **have seen** these men before to-day.
They **once occupied** your house.
We always **accommodate** such guests.
The robbers **took** the treasure.
They **would have plundered** two teachers.

EX. XLII.

If you had been there *you* **would have lost** your money.
Kings **can** not always **prevent** robbery.
Monarchs **possess** great power.
Rulers **receive** their power from the people.
The nation **honors** its great men.
The robbers **demand** their money;
They **ordered** them to throw up their hands.
They **tied** their hands to the fence.
I **cou'd render** no assistance.
It **would have required** five more men.

The pronouns in some of these sentences are used for nouns in preceding ones. The pupils should be required to state the nouns to which they refer.

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stood.

PASSIVE FORM.

To be taken with the preceding page.

EX. XL.

The whole *country* is infested with robbers.
Defenceless *travelers* are plundered by them.

We may be attacked by them.

Your brother must be defended by you.

The consequences have been feared by him.

His death might be caused by it.

A *gloom* would be cast over the company by his death.

The attack will be avoided by him if possible.

The party is accompanied by my sister.

All the women here are known to her.

EX. XLI.

The consent of our parents was given (by them).

Your father's consent should be obtained by you.

Your request would, without doubt, be granted by him.

We would be relieved from responsibility by this.

Their decision can be governed by me.

These men have been seen by you before to-day.

Your house was once occupied by them.

Such guests are always accommodated by us.

The treasure was taken by the robbers.

Two teachers would have been plundered by them.

EX. XLII.

Your money would have been lost if you had been there.

Robbery can not always be prevented by kings.

Great power is possessed by monarchs.

The power of rulers is received (by them) from the people.

The great men of the nation are honored by it.

Their money was demanded by the robbers.

They were ordered by them to throw up their hands.

Their hands were tied to the fence by them.

No assistance could be rendered by me.

Five more men would have been required by it.

The words contained in parentheses are not essential to the statement made in the Passive Form, but should be given to show that the lesson is understood.

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your money.

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h they refer.

ACTIVE FORM.

To be taken with the following page.

EX. XLIII.

These plants **derive** their *nourishment* from the soil.
 The soil **possesses** great *fertility*.
It loses its *fertility* if *we neglect it*.
We must not neglect the garden.
Gardens impart a cheerful *appearance*.
They built a fence around the garden.
 A *thief stole* two boards from the fence.
 A *policeman arrested* the *thief*.
 Our garden **needs** some *attention*.
 The walks **will need** gravel on them.

EX. XLIV.

You **should repair** them immediately.
 My sister **picked** some beautiful *flowers*.
 She **scattered** them over the grave.
 I **called** her away from the place.
 She **abandoned** it immediately.
 My father **bought** the garden yesterday.
 He **purchased** it for another man.
 He **will remove** the house from the lot.
 It **will receive** his earliest *attention*.
 You **had sent** the messenger before I came.

EX. XLIV.

The messenger **gave** me the key.
 I then **unlocked** the gate.
 It **would have given** you no trouble.
 He **has given** me some valuable *information*.
 His report **caused** that *rumor*.
 It **will deceive** all the *people*.
 But it **will not mislead** the *teachers*.
 They **believe** very few such *stories*.
 Only children **accept** these *tales*.
 My brother never **believed** them.

When this is used as a written Exercise, the Active Form should be written on a left-hand page, and the Passive at the same time on the opposite page.

If it
 should
 to write

PASSIVE FORM.

To be taken with the preceding page.

EX. XLIII.

The *nourishment* of these plants is **derived** from the soil.
 Great *fertility* is **possessed by** the soil.
 Its *fertility* is **lost (by it)** if (it is) **neglected (by us)**.
 The *garden* **must not be neglected (by us)**.
 A *cheerful appearance* is **imparted by** gardens.
 A *fence* **was built** around the garden (**by them**).
 Two *boards* **were stolen** from the fence (**by a thief**).
 The *thief* **was arrested by** a policeman.
 Some *attention* is **needed by** our garden.
 Gravel **will be needed on** the walks.

EX. XLIV.

They **should immediately be repaired by** you.
 Some beautiful *flowers* **were picked by** my sister.
They **were scattered** over the grave **by** her.
She **was called** away from the place **by** me.
It **was immediately abandoned (by her)**.
 The *garden* **was bought** yesterday **by** my father.
It **was purchased** for another man (**by him**).
 The *house* **will be removed** from the lot (**by him**).
 His earliest *attention* **will be received by** it.
 The *messenger* **had been sent (by you)** before I came.

EX. XLV.

The *key* **was given** to me **by** the messenger.
 The *gate* **was then unlocked by** me.
 No *trouble* **would have been given** to you **by** it.
 Some valuable *information* **has been given** to me **by** him.
 That *rumor* **was caused by** his report.
 All the *people* **will be deceived by** it.
 But the *teachers* **will not be misled by** it.
 Very few such *stories* **are believed by** them.
 These *tales* **are accepted only by** children.
They **were never believed by** my brother.

If it is preferred to use the lesson as a Dictation Exercise, the teacher should dictate the sentences in the Active Form, and the class be required to write the Passive.

from the soil.

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the opposite

ACTIVE FORM.

To be taken with the following page.

EX. XLVI.

I write my words very slowly and carefully.
I have written all the sentences already.
I wrote few words yesterday.
I had written all the words at noon.
I shall write another page to-morrow.
I shall have written it before ten o'clock.

EX. XLVII.

He sells fruit now.
He has sold all the fruit already.
He sold horses last summer.
He had sold them all previous to June.
He will sell wheat next winter.
He will have sold it all before March.

EX. XLVIII.

They count all the money.
They have counted it three times.
They counted it wrong yesterday.
They had counted it before I came.
They will count a great quantity to-morrow.
They will have counted it before three o'clock.

EX. XLIX.

She reads her words very distinctly.
She has read all the news.
She read a book yesterday.
She had read two books before that time.
She will read the paper in the morning.
She will have read it before ten o'clock.

The form of the Active and Passive in all the Moods and Tenses will be found in the Exercises on pages 54, 55, 57, 58, 60, and 61. Many additional exercises may now be prepared by requiring the class to confine their attention to some particular Verb in all the Tenses of the Indicative Mood, and retain the same Pronoun throughout, as has been done on this page. This should be continued until the class has become perfectly familiar with this Mood. Oral exercises should be conducted at the same time, so that the class may be well drilled. A complete sentence should be formed in each of the six Tenses, as illustrated above.

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PASSIVE FORM.

To be taken with the preceding page.

EX. XLVI.

My words are very slowly and carefully **written** (by *me*).
 All the *sentences* **have been written** (by *me*) already.
 Few *words* **were written** (by *me*) yesterday.
 All the *words* **had been written** (by *me*) at noon.
 Another *page* **will be written** (by *me*) to-morrow.
It **will have been written** (by *me*) before ten o'clock.

EX. XLVII.

Fruit **is now sold** by *him*.
 All the *fruit* **has been sold** (by *him*) already.
 Last summer *horses* **were sold** by *him*.
They **had all been sold** (by *him*) previous to June.
 Next winter *wheat* **will be sold** by *him*.
 Before March *it* **will all have been sold** (by *him*).

EX. XLVIII.

All the *money* **is counted** by *them*.
It **has been counted** three times (by *them*).
 Yesterday *it* **was counted** wrong by *them*.
It **had been counted** (by *them*) before I came.
 A great *quantity* **will be counted** (by *them*) to-morrow.
 Before three o'clock *it* **will have been counted** (by *them*).

EX. XLIX.

Her words **are very distinctly read** by *her*.
 All the *news* **has been read** by *her*.
 Yesterday a *book* **was read** by *her*.
 Two *books* **had been read** by *her* before that time.
 In the morning the *paper* **will be read** by *her*.
It **will have been read** by *her* before ten o'clock.

The Definitions on pages 111, 116, 117, 118, and 119 should be carefully studied in connection with this Exercise, together with the notes at the foot. The teacher should make use of the blackboard as much as possible, calling upon each member of the class to write a sentence for illustration, and asking for friendly criticisms on the part of the others. Appropriate sentences should be given for the purpose of giving the most perspicuous illustrations of the particular adaptation of each Tense to the thought required to be expressed. The examples need not be confined to declarative sentences alone, but may include all other kinds, as given in Part IV.

ACTIVE FORM.

To be taken with the following page.

EX. I.

Four men **pump** the water.
They have worked the pumps all day.
 This work **exhausted** five other men.
 No other workmen **had attempted** it.
 We **shall hire** no more hands.
They will have completed the work by night.

EX. LI.

The chairman **appoints** no officers.
 The society **has elected** all the officers.
 He **deprived** me of my rights.
I had done nothing deserving censure.
 We **shall call** another meeting.
I shall have made all the announcements.

EX. LII.

The Express Company **transports** packages.
 We **have employed** that man before.
 The Secretary **wrote** the letter.
 He **had written** two letters previously.
 You **will receive** no more letters.
 Our friends **will have brought** the news.

EX. LIII.

Your brother **denies** the fact.
 He **has broken** the glass.
 One of the visitors **took** my hat.
I had just bought a new one.
 You **will now require** a new hat.
He will have bought it for you before noon.

Additional sentences may be composed by the teacher, and arranged according to the Tenses of the Indicative Mood. In the Forty-first Exercise, the fifth and sixth sentences, representing the Future and Future-Perfect Tenses of the Indicative Mood, the word "shall" is used to express simple futurity, with the First Personal Pronoun in the plural as well as the singular number. Attention should be called to the illustration on page 117, section 20; and also to the widely different meaning conveyed in the second sentence on page 85, as compared with the one on the page opposite. Many such examples should be required of the class.

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PASSIVE FORM.

To be taken with the preceding page.

EX. L.

The *water* **is pumped** by four *men*.
 The *pumps* **have been worked** by *them* all day.
 Five other *men* **were exhausted** by this *work*.
It **had been attempted** by no other *workmen*.
 No more *hands* **will be hired** (by *us*).
 By night the *work* **will have been completed** (by *them*).

EX. LI.

No *officers* **are appointed** by the *chairman*.
 All the *officers* **have been elected** by the *society*.
I **was deprived** of my rights by *him*.
Nothing deserving censure **had been done** by *me*.
 Another *meeting* **will be called** (by *us*).
 All the *announcements* **will have been made** (by *me*).

EX. LII.

Packages **are transported** by the *Express Company*.
 That *man* **has been employed** by *us* before.
 The *letter* **was written** by the *Secretary*.
 Two *letters* **had previously been written** (by *him*).
 No more *letters* **will be received** by *you*.
 The *news* **will have been brought** by our *friends*.

EX. LIII.

The *fact* **is denied** by your *brother*.
 The *glass* **has been broken** by *him*.
 My *hat* **was taken** by *one* of the *visitors*.
 A new *one* **had just been bought** by *me*.
 Another *hat* **will now be required** by *you*.
It **will have been bought** for *you* (by *him*) before noon.

On this and the preceding page, each Exercise contains a representation of all the Tenses of the Indicative Mood. But in these, instead of retaining the same Verb, and repeating the Pronoun first used, both Verbs and Pronouns have been replaced by others in each of the succeeding sentences. This will be found still more difficult than the process illustrated on pages 32 and 33, and should be continued until no difficulty is experienced in the construction of such sentences. Not only should the Tenses be given in the natural order, but promiscuous Exercises should be given, changing the order in which the Tenses occur.

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ACTIVE OR COMMON FORM.

To be taken with the following page.

EX. LIV.

The first *boy* **may state** the *proposition*.

He **can not recite** *it*.

You **must study** *it* once more.

He **may have forgotten** *it*.

They **can not have studied** *it* very much.

The whole *class* **must have heard** *it*.

We **might lose** our *money*.

She **could not avoid** *it*.

It **would satisfy** the most *fastidious*.

You **should prepare** *it* better.

I **might have informed** *them*.

This *boy* **could have solved** *it*.

He **would have imparted** the *secret*.

They **should have received** *it*.

EX. LV.

You **may go** out in the garden with him.

That *boy* at the desk **can do** *it*.

They **must write** this *lesson* correctly.

He **may have seen** my *brother*.

It **can not have rained** very hard.

Its construction **must have consumed** *time*.

It **might contain** the missing *treasure*.

That *boy* **could say** *it* when *I* asked him.

Such *trees* **would yield** much *fruit*.

Such dangerous *dogs* **should not live**.

The *city* **might have paid** *it* long ago.

We **could have made** a *fortune*.

Your *brother* **would have lost** the *trail*.

He **should have fed** the *horses* long ago.

In this Exercise the Tenses of the Potential Mood are used with all the Auxiliary Verbs that belong to it, in the natural order. See p. 118, sec. 24; also pp. 188 and 189. The sentences contained in the fifth line of Exercises LIV. and LV., it will be observed, are both negative, as the positive is of very rare occurrence where the Auxiliary "can" is used in the Present-Perfect Potential. "Must" is generally made to supersede the use of "can," in this Tense. The particular signification of "may," "can," "must," "might," "could," "would," and "should," is thus more easily shown by actually inserting each in a sentence for illustration.

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PASSIVE FORM.

To be taken with the preceding page.

EX. LIV.

The *proposition* may be stated by the first boy.

It can not be recited by *him*.

It must be studied (by *you*) once more.

It may have been forgotten by *him*.

It can not have been studied very much (by *them*).

It must have been heard by the whole class.

Our *money* might be lost (by *us*).

It could not be avoided by *her*.

The most *fastidious* would be satisfied (with *it*).

It should be better prepared (by *you*).

They might have been informed by *me*.

It could have been solved by this boy.

The *secret* would have been imparted by *him*.

It should have been received by *them*.

EX. LV.

Passive wanting.

It can be done by that boy at the desk.

This *lesson* must be correctly written (by *them*).

My *brother* may have been seen by *him*.

No passive.

Time must have been consumed in its construction.

The missing *treasure* might be contained in *it*.

It could be said by that boy when he was asked by *me*.

Much *fruit* would be yielded by such *trees*.

Passive wanting.

It might have been paid by the city long ago.

A *fortune* could have been made (by *us*).

The *trail* would have been lost by your *brother*.

The *horses* should have been fed long ago (by *him*).

The teacher should be careful to insist upon using that Auxiliary Verb in the Passive Form which corresponds to the Active. Oral exercises should be used in addition to the written lesson. First require the Auxiliary Verbs to be given in their natural order. Afterwards they should be promiscuously arranged, and explanations should be given as to the preference of one Auxiliary over another for the presentation of a particular thought. Not only should declarative sentences be used, but each of the others, as explained in Analysis, Part IV.

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Exercises
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COMMON FORM.

To be taken with the following page.

EX. LVI.

My brother has always **kept** the books.
The doctor will probably **keep** the minutes.
The ladies had already **collected** the money.
I shall have forgot'ten it by that time.
 Such difficult *examples* greatly **puzzle** him.
All birds do not **build** their nests in trees.
Spiders destroy the lives of many flies.
Our opportunities have all **gone**.
We certainly expected a better result.
That coal burns with a bluish flame.

EX. LVII.

The horses all ran away.
They completely destroyed some of the wagons.
We must at once **repair** them.
Your friends now reside in the country.
Five applicants attended the examination.
No man had ever **made** such an attempt.
He experienced the most determined opposition.
I had not **expected** such an answer.
Another savings bank has failed.
We have certainly **lost** our money.

EX. LVIII.

I once assisted his brother in New York.
We had corresponded for a long time.
You must not **cut** the dog's ears.
They would bleed profusely.
The bird flew away and **escaped**.
He can find it nowhere.
We should write another letter to him.
The last letter may have **miscarried**.
Our friends have lately **bought** a house in Troy.
They would have hospitably **entertained** us.

Some of these sentences are negative. In transposing them, the words "no" and "not" should be severally employed, so as to produce the desired effect.

PASSIVE FORM.

To be taken with the preceding page.

EX. LVI.

The *books* **have** always **been kept** by my brother.
 The *minutes* **will** probably **be kept** by the doctor.
 The *money* **had** already **been collected** by the ladies.
 By that time *it* **will have been forgotten** (by me).
He **is** greatly **puzzled over** such difficult examples.
 The *nests* of all birds **are** not **built in** trees (by them).
 The *lives* of many flies **are destroyed** by spiders.
 Passive wanting.
 A better *result* **was** certainly **expected** (by us).
 No passive.

EX. LVII.

No passive.
 Some of the wagons **were** completely **destroyed** (by them).
They **must** at once **be repaired** (by us).
 No passive.
 The *examination* **was attended** by five applicants.
 Such an *attempt* **had** never **been made** by any man.
 The most determined *opposition* **was experienced** by him.
 Such an *answer* **had** not **been expected** (by me).
 Passive wanting.
 Our *money* **has** certainly **been lost** (by us).

EX. LVIII.

His brother **was** once **assisted** by me in New York.
 No passive.
 The dog's *ears* **must** not **be cut** (by you).
 No passive.
 Passive wanting.
It **can** nowhere **be found** (by him).
 Another *letter* **should** **be written** to him (by us).
 No passive.
 A *house* **has** lately **been bought** in Troy by our friends.
 We **would** **have been** hospitably **entertained** by them.

The sentences that are "wanting" in the Passive Form have Intransitive Verbs. On p. 111, secs. 5 and 6, will be found the Definitions required.

COMMON FORM.

To be taken with the following page.

EX. LIX.

He deliberately **broke** the window.
 Our *roof* now **leaks** badly.
 We **must** mend *it* at the first opportunity.
 You **have** now **failed** for the third time.
 You **could** not **have** carefully **studied** the lesson.
 The *boy* **cried** like a *baby*.
 This diligent *boy* always **studies** the lesson.
 He always **succeeds** in *what* he **undertakes**.
 I **shall** undoubtedly **receive** the money.
Mucilage **holds** the stamp in its place.

EX. LX.

It **adheres** to the letter tenaciously.
 All my *plants* and *flowers* **would** have died.
 Heavy *frosts* **might** kill *them* at any time.
 You **could** receive no benefit whatever.
 The *stars* **shine** forever in the sky.
 They **give** very little light.
 I always **admire** the beautiful stars.
 They all usually **disappear** in the morning.
 The *moon* **may** possibly **give** some light.
 It often **shines** in at my window.

EX. LXI.

It always **shines** in the heavens.
 We **should** soon **see** *it* in the east.
 I **have** repeatedly **observed** *it*.
 It often **rains** at night but not in the day.
 It often **freezes** the *water* in our kitchen.
 Ice **will** not always **melt** in the sun's rays.
 The *water* **may** **evaporate**.
 The *sun* quickly **disperses** the heavy clouds.
 They then **pass** rapidly **away**.
 We **must** positively **refuse** your request.

Those sentences that contain Transitive Verbs are the only ones that have a Passive Form. See notes 1, 2, 3, and 4, on p. 112, for explanation.

PASSIVE FORM.

To be taken with the preceding page.

EX. LIX.

The *window* **was** deliberately **broken** (by *him*).

No passive.

It **must be mended** by *us* at the first opportunity.

Passive wanting.

The *lesson* **could not have been** carefully **studied** (by *you*).

No passive.

The *lesson* **is** always **studied** by this diligent *boy*.

He always **succeeds** in *what* **is undertaken** by *him*.

The *money* **will** undoubtedly **be received** (by *me*).

The *stamp* **is held** in its place by *mucilage*.

EX. LX.

Passive wanting.

No passive.

They **might be killed** at any time by heavy *frosts*.

No benefit whatever could **be received** by *you*.

No passive.

Very little *light* **is given** by *them*.

The beautiful *stars* **are** always **admired** by *me*.

Passive wanting.

Some *light* **may** possibly **be given** by the *moon*.

No passive.

EX. LXI.

Passive wanting.

It **should** soon **be seen** in the east (by *us*).

It **has been** repeatedly **observed** by *me*.

Passive wanting.

The *water* in our kitchen **is** often **frozen** (by *it*).

No passive.

No passive.

The heavy *clouds* **are** quickly **dispersed** by the *sun*.

No passive.

Your *request* **must** positively **be refused** (by *us*).

The teacher should require each pupil to state particularly the reasons why those sentences that are "wanting" in the Passive cannot be transposed.

COMMON FORM.

To be taken with the following page.

EX. LXII:

The *train* **arrives** regularly in the afternoon.
 The *train* **carries** *passengers* regularly in the afternoon.
 The *tide* **rises** very slowly.
 Every *steamer* **had left** the *port*.
 No *steamer* **will depart** to-morrow.
 All the *cattle* in Egypt **died**.
Lightning afterwards **killed** the *cattle*.
 Strange *events* **may** sometimes **happen**.
 The *thunder* **might** roar.
 We **might have avoided** the *storm*.

EX. LXIII.

He always **carries** an *umbrella*.
It **has overtaken** *us* at last.
 But *we* **shall** by no means **run** away.
You **could have averted** this *calamity*.
 Many wealthy *men* **have** lately **failed**.
They **could not protect** their *creditors*.
 Our *opportunity* **has** at length **come**.
 We **will embrace** this *opportunity*.
It **may possibly make** a *fortune* for us.
 We **shall gather** a few *leaves*.

EX. LXIV.

Leaves and *flowers* **ornament** your *room*.
 Your *brother* **spoke** kindly to the little *boy*.
He **smiled** pleasantly and **went** away.
 My *father* **will relate** his *adventures*.
They **will afford** much *amusement*.
 The entire *company* **may listen** to *it*.
 This *narrative* **will instruct** *them*.
 Every *person* in the room **can hear** *him*.
It **will certainly displease** *nobody*.
 All the *gaslights* suddenly **went** out.

By omitting the word "passengers," in the second sentence, the difference between the Verbs "arrive" and "carry" can be very forcibly illustrated.

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PASSIVE FORM.

To be taken with the preceding page.

EX. LXII.

Passive wanting.

Passengers are regularly **carried on** the *train* in the afternoon.

No passive.

The *port* **had been left by** every *steamer*.

Passive wanting.

No passive.

The *cattle* **were** afterwards **killed by** *lightning*.

No passive.

Passive wanting.

The *storm* **might have been avoided** (by *us*).

EX. LXIII.

An *umbrella* **is** always **carried by** *him*.

We **have** at last **been overtaken by** *it*.

No passive.

This *calamity* **could have been averted** (by *you*).

No passive.

Their *creditors* **could not be protected** (by *them*).

Passive wanting.

This *opportunity* **shall be embraced** (by *us*).

A *fortune* **may** possibly **be made for us** (by *it*).

A few *leaves* **will be gathered by** *us*.

EX. LXIV.

Your *room* **is ornamented with** *leaves* and *flowers*.

The little *boy* **was** kindly **spoken to by** your *brother*.

No passive.

My father's *adventures* **will be related** (by *him*).

Much *amusement* **will be afforded** (by *them*).

It **may be listened to by** the entire *company*.

They **will be instructed by** this *narrative*.

He **can be heard by** every *person* in the room.

Certainly *nobody* **will be displeased by** *it*.

Passive wanting.

In connection with each of these Exercises, the teacher should assign a lesson consisting of the Definitions, commencing on p. 111.

COMMON FORM.

To be taken with the following page.

EX. LXV.

The audience **objected** to his remarks.
 They all **opposed** this arbitrary measure.
 The audience **dis'liked** his remarks.
 But they **concurred** in the original motion.
 The chairman **presided** over the meeting.
 They **voted** on each clause separately.
 He **persistently adhered** to his former statement.
 Another man **referred** to his previous conduct.
 One of them **called** for a division.
 The chairman instantly **acceded** to his request.

EX. LXVI.

This boy **has outdone** all his competitors.
 He alone **worked** out the result.
 We all **arrived** at the same conclusion.
 "The times of this ignorance God **winked** at."
 Some of the officers **conspired** against the king.
 All the boys and girls **laughed** at him.
 They **struck** out the objectionable word.
 The committee **inquired** into his character.
 I **marked** out the course for him to pursue.
 The physician **spoke** to a lawyer.

EX. LXVII.

The lawyer **hinted** at some defect.
 The prisoner **fired** at the policeman.
 He **waited** for the letter very anxiously.
 He **looked** over it carefully.
 His audience anxiously **looked** for his appearance.
 The judge **has heard** from the adjoining county.
 Some boys **asked** for apples.
 He **indulges** in bad language.
 They **do not live** up to the teachings of nature.
 His friends soon **prevailed** upon him.

Although Intransitive Verbs, when standing alone, are destitute of a Passive Form, the use of an Inseparable Preposition enables us to transpose them.

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PASSIVE FORM.

To be taken with the preceding page.

EX. LXV.

His remarks **were objected to by the audience.**
This arbitrary measure **was opposed by all.**
His remarks **were disliked by the audience.**
But the original motion **was concurred in (by them).**
The meeting **was presided over by the chairman.**
Each clause **was separately voted on (by them).**
His former statement **was persistently adhered to (by him).**
His previous conduct **was referred to by another man.**
A division **was called for by one of them.**
His request **was instantly acceded to by the chairman.**

EX. LXVI.

All this boy's competitors **have been outdone (by him).**
The result **was worked out by him alone.**
The same conclusion **was arrived at by all of us.**
 "The times of this ignorance **were winked at by God.**"
The king **was conspired against by some of the officers.**
He **was laughed at by all the boys and girls.**
The objectionable word **was stricken out (by them).**
His character **was inquired into by the committee.**
The course for him to pursue **was marked out by me.**
A lawyer **was spoken to by the physician.**

EX. LXVII.

Some defect **was hinted at by the lawyer.**
The policeman **was fired at by the prisoner.**
The letter **was very anxiously waited for (by him).**
It **was carefully looked over (by him).**
His appearance **was anxiously looked for by the audience.**
The adjoining county **has been heard from by the judge.**
Apples **were asked for by some boys.**
Bad language **is indulged in by him.**
The teachings of nature **are not lived up to by them.**
He **was soon prevailed upon by his friends.**

The Inseparable Prepositions should be pointed out by the class, and the definition in sec. 111, p. 135, given to explain the object of their use.

COMMON FORM.

To be taken with the following page.

EX. LXVIII.

You **may pay** the money when I arrive.
 It **rains** very hard to-day.
 It **rains** several times every month.
 You **may play** while I read.
 We **should collect** the money while he is away.
 He **may tell** the truth.
 When you arrive it **may rain**.
 He always **listens** while I explain.
 Your brother **may be** at home.
 He **may live** with his sister.

EX. LXIX.

I **walked** with her when it struck.
 I **worked** there at the time it exploded.
 He **sat** in the office while I **looked** for the book.
 You **might do** much good.
 We **use** all our influence to help him.
 He **writes** his exercise now.
 He **wrote** while I was there.
 This all happened while I **waited**.
 The crop **grows** while the farmer **sleeps**.
 The horse **runs** all over the field.

EX. LXX.

Your mother cries when she **thinks** of him.
 We **will stand** at the door while you **pay** the money.
 They **must answer** when I call.
 The teacher **examined** the papers.
 We **looked** at them while we remained.
 The scholars **had written** exercises.
 She **corrected** them then.
 I **corrected** mine before that time.
 He **drank** water when I **looked** at him.
 An astronomer **must make** the observations.

The sentences are changed from the Common to the Progressive Form, in accordance with the Definition in sec. 16, p. 115.

PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXVIII.

You **may be paying** the money when I arrive.

It **is raining** very hard to-day.

No progressive.

You **may be playing** while I am reading.

We **should be collecting** the money while he is away.

He **may be telling** the truth.

When you arrive it **may be raining**.

He **is** always **listening** while I am **explaining**.

Progressive wanting.

He **may be living** with his sister.

EX. LXIX.

I **was walking** with her when it struck.

I **was working** there at the time it exploded.

He **was sitting** in the office while I **was looking** for the book.

You **might be doing** much good.

We **are using** all our influence to help him.

He **is writing** his exercise now.

He **was writing** while I was there.

This all happened while I **was waiting**.

The crop **is growing** while the farmer **is sleeping**.

The horse **is running** all over the field.

EX. LXX.

Your mother cries when she **is thinking** of him.

We **will be standing** at the door while you **are paying** the money.

No progressive.

The teacher **was examining** the papers.

We **were looking** at them while we remained.

The scholars **had been writing** exercises.

She **was correcting** them then.

No progressive.

He **was drinking** water when I **was looking** at him.

No progressive.

When the act is an instantaneous one there can be no Progressive Form, as there can be no continuance to be indicated. See sec. 13, p. 114.

COMMON FORM.

To be taken with the following page.

EX. LXXI

I **left** immediately after the clock **struck** one.
 They **had expected** their friends a whole week.
 The wind **blew** the dust about.
 We **draw** near the close of the year.
 He continually **makes** money.
 Your dog **eats** the meat in the kitchen.
 He **ran** away when I shouted.
 The men **have plowed** for two weeks.
 They **have searched** for the horses.
 They **have completed** the contract.

EX. LXXII.

Our friends **will wait** for us.
 Saul **hated** David.
 They **sat** near the door.
 I **saw** them after the door **opened**.
 The children **saw** the show.
 They **sat** on the seat when it broke.
 The child **killed** flies for amusement.
 He never **thought** of the cruelty.
 The water **ran** all night.
 He **drew** a picture when I was there.

EX. LXXIII.

The clock **strikes** and I **must go**.
 My hand **bleeds** when I **cut** it.
 His nose **bleeds** now.
 It **had rained** all day.
 I **could** not go out.
 You **cut** the paper too small.
 He **must sing**, for I can hear him.
 The gas **has burned** all night.
 You **read** too loud.
 You **do not hold** your pen properly.

When this Exercise is used for dictation, the teacher should give the sentence in the Common Form, and the class write it in the Progressive.

PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXXI.

Progressive wanting.

They **had been expecting** their friends a whole week.

The wind **was blowing** the dust about.

We **are drawing** near the close of the year.

He **is continually making** money.

Your dog **is eating** the meat in the kitchen.

No progressive.

The men **have been plowing** for two weeks.

They **have been searching** for the horses.

Progressive wanting.

EX. LXXII.

Our friends **will be waiting** for us.

No progressive.

They **were sitting** near the door.

Progressive wanting.

The children **were seeing** the show.

They **were sitting** on the seat when it broke.

The child **was killing** flies for amusement.

No progressive.

The water **was running** all night.

He **was drawing** a picture while I was there.

EX. LXXIII.

The clock **is striking** and I **must be going**.

No progressive.

His nose **is bleeding** now.

It **had been raining** all day.

Progressive wanting.

You **are cutting** the paper too small.

He **must be singing**, for I can hear him.

The gas **has been burning** all night.

You **are reading** too loud.

You **are not holding** your pen properly.

In case there is no Progressive Form for the sentence, the class should be required to write the Common Form as it is dictated by the teacher.

COMMON FORM.

To be taken with the following page.

EX. LXXIV.

He **does** not **fold** the paper as I wish.
 You **must** not **expect** such great results.
 Why **do** you not **count** the money?
 It is probable that he **waits** for us.
Can it **rain** ?
 It **did** not **rain** when I was out.
 He knows very well what I **say**.
Do you **reside** there at present ?
 Our house **commands** a fine view.
 He now **commands** a regiment.

EX. LXXV.

We **shall** **surprise** everybody.
 I **shall** **receive** visitors this evening.
 That man **calls** his dog.
 The dog **barks** at something.
 He **has** **hunted** for a rabbit.
 He evidently **could** not **find** it.
 He **has** **demonstrated** a proposition.
 I **had** **examined** his previous work.
 You **should** now **travel** in the country.
 They **may** **perform** when we get there.

EX. LXXVI.

One night I **got** there too late.
 It is wrong **to** **study** so many books.
Do not **worry** about it.
 They **gave** him some trouble.
 I **can** not **attend** to everybody.
 I **sharpen** my pencil.
 He never **sharpens** his pencil.
 It never **rains** here in the summer.
 But the wind always **blows**.
 We **expect** her arrival every day.

These sentences form good Exercises for parsing. Lessons should be given out to be written at home and corrected on the following day.

PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXXIV.

He **is** not **folding** the paper as I wish.
 You **must** not **be expecting** such great results.
 Why **are** you not **counting** the money?
 It is probable that he **is waiting** for us.
 Can it **be raining**?
 It **was** not **raining** when I was out.
 He knows very well what I **am saying**.
Are you **residing** there at present?
 No progressive.
 He **is** now **commanding** a regiment.

EX. LXXV.

Progressive wanting.
 I **shall be receiving** visitors this evening.
 That man **is calling** his dog.
 The dog **is barking** at something.
 He **has been hunting** for a rabbit.
 No progressive.
 He **has been demonstrating** a proposition.
 I **had been examining** his previous work.
 You **should** now **be traveling** in the country.
 They **may be performing** when we get there.

EX. LXXVI.

No progressive.
 It is wrong **to be studying** so many books.
Do not be worrying about it.
 They **were giving** him some trouble.
 I can not **be attending** to everybody.
 I **am sharpening** my pencil.
 No progressive.
 Progressive wanting.
 But the wind **is** always **blowing**.
 We **are expecting** her arrival every day.

By assigning the lessons in the Definitions, commencing on p. 111, in connection with these Exercises, the interest of the class can be preserved.

COMMON FORM.

To be taken with the following page.

EX. LXXVII.

In the mean time we **will prepare** for it.
 The boy **left** as soon as his brother **entered**.
 He **might study** while you are absent.
 I **write** out my explanations.
 He **may receive** proposals.
 You **can walk** before us.
 I **come** after you.
 She **will sing** when they arrive.
 We **shall not buy** any goods then.
 Their friends **could not come**.

EX. LXXVIII.

They **could not** always assist them.
 I **corrected** it when you saw me.
 We **had searched** for it everywhere.
 You **ruin** your health.
 He **chews** tobacco now.
 I **look** out of the window.
 They **require** much money.
 We **should collect** our money.
 That man **has examined** the books.
 He **gains** strength daily.

EX. LXXIX.

They **should toll** the bell.
 Every man **must kneel** while they pass.
 Nobody **would let** the procession pass.
 The tide **has ebbed and flowed** for ages.
 That boy **talks** too loud.
 He **can only breathe** with great difficulty.
 The other boys **laugh** at us.
 They **might study** their lessons.
 They **should not lose** their time.
 It is necessary **to study** all the time.

The class should be required by the teacher to state under what circumstances they would use the Common and Progressive Forms respectively.

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PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXXVII.

In the mean time we **will be preparing** for it.
 No progressive.
 He **might be studying** while you are absent.
 I **am writing** out my explanations.
 He **may be receiving** proposals.
 You **can be walking** before us.
 I **am coming** after you.
 She **will be singing** when they arrive.
 We **shall not be buying** any goods then.
 Progressive wanting.

EX. LXXVIII.

They **could not be** always **assisting** them.
 I **was correcting** it when you saw me.
 We **had been searching** for it everywhere.
 You **are ruining** your health.
 He **is chewing** tobacco now.
 I **am looking** out of the window.
 No progressive.
 We **should be collecting** our money.
 That man **has been examining** the books.
 He **is gaining** strength daily.

EX. LXXIX.

They **should be tolling** the bell.
 Every man **must be kneeling** while they are passing.
 No progressive.
 The tide **has been ebbing** and **flowing** for ages.
 That boy **is talking** too loud.
 No progressive.
 The other boys **are laughing** at us.
 They **might be studying** their lessons.
 They **should not be losing** their time.
 It is necessary **to be studying** all the time.

The Moods and Tenses of the different Verbs should be preserved when they are transposed from the Common to the Passive or Progressive Form.

COMMON FORM.

To be taken with the following page.

EX. LXXX.

INDICATIVE MOOD.

| | |
|--------------------|-------------------------------------|
| <i>Present.</i> | <i>He tells the truth.</i> |
| <i>Pres. Perf.</i> | <i>He has told the truth.</i> |
| <i>Past.</i> | <i>He told the truth.</i> |
| <i>Past Perf.</i> | <i>He had told the truth.</i> |
| <i>Future.</i> | <i>He will tell the truth.</i> |
| <i>Fut. Perf.</i> | <i>He will have told the truth.</i> |

POTENTIAL MOOD.

| | |
|--------------------|--------------------------------------|
| <i>Present.</i> | <i>He may tell the truth.</i> |
| <i>Pres. Perf.</i> | <i>He may have told the truth.</i> |
| <i>Past.</i> | <i>He might tell the truth.</i> |
| <i>Past Perf.</i> | <i>He might have told the truth.</i> |

INFINITIVE MOOD.

| | |
|--------------------|------------------------------------------|
| <i>Present.</i> | <i>(For him) to tell the truth.</i> |
| <i>Pres. Perf.</i> | <i>(For him) to have told the truth.</i> |

IMPERATIVE MOOD.

| | |
|-----------------|--------------------------------------------------|
| <i>Present.</i> | Tell the truth! (Addressed to the actor.) |
|-----------------|--------------------------------------------------|

PARTICIPLES.

| | |
|-----------------|--------------------------------------------|
| <i>Present.</i> | Telling the truth surprises him. |
| <i>Past.</i> | Told (or ended) <i>tales.</i> |
| <i>Perfect.</i> | Having told the truth, he sat down. |

In the Future and Future Perfect, "shall" may be substituted for "will." See sec. 20, p. 117; also, p. 189. In the Present and Present Perfect Potential, "may," "can," or "must" can be used; and in the Past and Past Perfect, "might," "could," "would," or "should" can be employed. See p. 188. The Infinitive Mood derives its name from the fact that it is used to express an act without the use of a grammatical subject. Consequently, the two expressions given above, to illustrate the Present and Past Tenses of this Mood, are not sentences. See Part IV., Analysis. In the sentence, "It is impossible for *him* to tell the truth," the expression, "for him to tell the truth," is in apposition with the superfluous nominative, "it," and by transposition we make it read, "It, for him to tell the truth, is impossible." Dropping "it" and the words "for him," which became necessary in the construction on account of the infinite application which could otherwise be made, we have, "To tell the truth is impossible," to which "for him" must be added, in order to limit it to one particular person.

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PASSIVE FORM.

To be taken with the preceding page.

EX. LXXXI.

INDICATIVE MOOD.

- Present.* The truth **is told** by him.
Pres. Perf. The truth **has been told** by him.
Past. The truth **was told** by him.
Past Perf. The truth **had been told** by him.
Future. The truth **will be told** by him.
Fut. Perf. The truth **will have been told** by him.

POTENTIAL MOOD.

- Present.* The truth **may be told** by him.
Pres. Perf. The truth **may have been told** by him.
Past. The truth **might be told** by him.
Past Perf. The truth **might have been told** by him.

INFINITIVE MOOD.

- Present.* (For the truth) **to be told** by him.
Pres. Perf. (For the truth) **to have been told** by him.

IMPERATIVE MOOD.

- Present.* Truth! **Be told!** (Addressed to the object.)

PARTICIPLES.

- Present.* The truth **being told**, he is surprised.
Past. **Been told.** (Used only in forming Perfect Tenses.)
Perfect. The truth **having been told**, I am satisfied.

A comparison of this Exercise with those on the pages preceding page 54, will assist the pupil in selecting the proper Auxiliary to use in the process of transposition from the Active to the Passive Form. The Subjunctive Mood has purposely been omitted, as it has now become almost obsolete. See page 189 and preceding page.

The expression "BY HIM," which is found at the conclusion of each line, is only necessary to convey the same information that is contained in the ACTIVE FORM. The chief advantage of the PASSIVE over the ACTIVE FORM is the facility with which we are able to omit all allusion to the actor. When it is desired to call attention to the person or agency by which any given result was obtained, the Active Form is preferred; but should we wish to withhold this information, or desire to call more particular attention to the thing done than to the doer, the Passive Form enables us to do this with grace and elegance of expression.

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PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXXXII.

INDICATIVE MOOD.

- Present.* He **is telling** the truth.
Pres. Perf. He **has been telling** the truth.
Past. He **was telling** the truth.
Past Perf. He **had been telling** the truth.
Future. He **will be telling** the truth.
Fut. Perf. He **will have been telling** the truth.

POTENTIAL MOOD.

- Present.* He **may be telling** the truth.
Pres. Perf. He **may have been telling** the truth.
Past. He **might be telling** the truth.
Past Perf. He **might have been telling** the truth.

INFINITIVE MOOD.

- Present.* (For him) **to be telling** the truth.
Pres. Perf. (For him) **to have been telling** the truth.

IMPERATIVE MOOD.

- Present.* **Be telling** the truth.

PARTICIPLES.

- Present.* **Being telling** the truth, let him continue.
Past. **Been telling.** (Combination for Perfect Tenses.)
Perfect. **Having been telling** the truth, he is now believed by all.

The Verb "be" has what may be called a Progressive Form, but it is limited to the Present and Past Indicative. It is more properly, however, a Passive Form of the Progressive in these two Tenses. No other Tense of the Progressive has a Passive Form. Example: "The truth **IS BEING TOLD** by him;" "a new blade **WAS BEING MADE** for it." When transposed into the ACTIVE FORM, these two sentences become: "He **IS TELLING** the truth," and "The cutler **WAS MAKING** a new blade for it." Now the impossibility of employing the remaining Tenses of the Progressive Form in this way is obvious. For example, the Present Indicative, "He **HAS BEEN TELLING** the truth," would become, "The truth **HAS BEEN BEING TOLD** by him," which is absurd. In fact, we have in the above modifications of the Present and Past Indicative, an exact analog of the same Tenses in the Emphatic Form of the Verb. They alone need "do" and "did," because they are the only Tenses that are destitute of an Auxiliary.

COMMON FORM.

To be taken with the following page.

EX. LXXXIII.

INDICATIVE MOOD.

- Present.* Budd **persuades** Harry.
Pres. Perf. Budd **has persuaded** Harry.
Past. Budd **persuaded** Harry.
Past Perf. Budd **had persuaded** Harry.
Future. Budd **will persuade** Harry.
Fut. Perf. Budd **will have persuaded** Harry.

POTENTIAL MOOD.

- Present.* Budd **may persuade** Harry.
Past Perf. Budd **may have persuaded** Harry.
Past. Budd **might persuade** Harry.
Past Perf. Budd **might have persuaded** Harry.

INFINITIVE MOOD.

- Present.* (For Budd) **to persuade** Harry.
Pres. Perf. (For Budd) **to have persuaded** Harry.

IMPERATIVE MOOD.

- Present.* Budd! **Persuade** Harry!

PARTICIPLES.

- Present.* Budd, **in persuading** Harry, lost the train.
Past. (Budd! **Is** Harry) **persuaded**?
Perfect. Budd, **having persuaded** Harry, returned.

As illustrated above, a much more natural and perspicuous instance of the change of the Imperative Mood into the Passive Form is obtained. It seems difficult to illustrate its use with inanimate objects or abstract principles. For this reason we have selected the names of two persons in each illustration. The Imperative Mood presents the greatest difficulty; but with the examples upon this and the two following pages, it is believed that even the youngest pupils will find no difficulty in perceiving the difference between the Common or Active, the Passive, and the Progressive Form, even in the Imperative Mood. "Budd," in the Infinitive Mood, is made the object of a Preposition, for the reasons explained on page 54. In the Present Participle it is put in the Nominative Case before the Finite Verb "LOST," and in the Perfect Participle "RETURNED." The Past Participle "PERSUADED," as used above, is only the Present Indicative, Passive, Interrogative.

PASSIVE FORM.

To be taken with the preceding page.

EX. LXXXIV.

INDICATIVE MOOD.

- Present.* Harry **is persuaded** by Budd.
Pres. Perf. Harry **has been persuaded** by Budd.
Past. Harry **was persuaded** by Budd.
Past Perf. Harry **had been persuaded** by Budd.
Future. Harry **will be persuaded** by Budd.
Fut. Perf. Harry **will have been persuaded** by Budd.

POTENTIAL MOOD.

- Present.* Harry **may be persuaded** by Budd.
Pres. Perf. Harry **may have been persuaded** by Budd.
Past. Harry **might be persuaded** by Budd.
Past Perf. Harry **might have been persuaded** by Budd.

INFINITIVE MOOD.

- Present.* (For Harry) **to be persuaded** by Budd.
Pres. Perf. (For Harry) **to have been persuaded** by Budd.

IMPERATIVE MOOD.

- Present.* Harry! **Be persuaded** by Budd.

PARTICIPLES.

- Present.* Harry, **being persuaded** by Budd, went home.
Past. Budd! (**Has Harry**) **been persuaded**?
Perfect. Harry, **having been persuaded** by Budd, remained,
 but I left.

In this example we have in the Imperative Mood the exact significance of the change from Common or Active to the Passive Form. In the Common, the actor or agent is addressed. In the Passive, the person acted upon is substituted. It is not as easy to see this distinction where inanimate objects are concerned as it is when we substitute persons in the same construction. The difficulty becomes much greater with young pupils, and for this reason we have repeated the three Forms with the names of persons, at the same time giving an additional model for the teacher in assigning Exercises of this kind. Any Transitive Verb may be selected for this purpose; and these Exercises should be continued until each pupil can conjugate the Verb accurately.

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Perfect.

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PROGRESSIVE FORM.

To be taken with the preceding page.

EX. LXXXV.

INDICATIVE MOOD.

- Present.* **Budd is persuading Harry.**
Pres. Perf. **Budd has been persuading Harry.**
Past. **Budd was persuading Harry.**
Past Perf. **Budd had been persuading Harry.**
Future. **Budd will be persuading Harry.**
Fut. Perf. **Budd will have been persuading Harry.**

POTENTIAL MOOD.

- Present.* **Budd may be persuading Harry.**
Pres. Perf. **Budd may have been persuading Harry.**
Past. **Budd might be persuading Harry.**
Past Perf. **Budd might have been persuading Harry.**

INFINITIVE MOOD.

- Present.* (For *Budd*) **to be persuading Harry.**
Pres. Perf. (For *Budd*) **to have been persuading Harry.**

IMPERATIVE MOOD.

- Present.* **Budd! Be persuading Harry!**

PARTICIPLES.

- Present.* **Budd, being persuading Harry,** may convince him.
Past. **Been persuading** (combination for Perfect Tenses).
Perfect. **Having been persuading.**

A little careful study of the PARTICIPLES will disclose their deficiency and weakness in the powers and properties of the Verb, and will assist in explaining that these *parts*, as they might be called, instead of PARTICIPLES, are chiefly used as other Parts of Speech. Page 99 has numerous illustrations of the use of the PRESENT PARTICIPLE as a NOUN; and its office as an ADJECTIVE can be represented in the same manner. The PAST PARTICIPLE, as an Adjective, is illustrated with copious examples on page 102. These can be continued, at the discretion of the teacher, until the pupils are all quite familiar with these modifications of the Verb. The combination that forms the PAST PARTICIPLE, "been persuading," is never used alone, being only found in the PERFECT TENSES, or those that contain some form of the Verb HAVE. The INFINITIVE, as a Noun, is illustrated on pp. 95, 96, 97, and 98.

COMMON FORM.

See pages 61 and 62.

EX. LXXXVI.

INDICATIVE MOOD.

- Present.* I **pay** the money.
Pres. Perf. I **have sawed** the wood.
Past. I **killed** the chicken.
Past Perf. I **had answered** the letter.
Future. I **shall extract** the cube root.
Fut. Perf. I **shall have discharged** the debt.

POTENTIAL MOOD.

- Present.* I **may procure** assistance.
Pres. Perf. I **may have said** it.
Past. I **might use** a pencil.
Past Perf. I **might have lost** the money.

INFINITIVE MOOD.

- Present.* (For me) **to help** the stranger.
Pres. Perf. (For me) **to have opened** the safe.

IMPERATIVE MOOD.

- Present.* (The First Person is wanting.)

PARTICIPLES.

- Present.* **Carrying.**
Past. **Broken.**
Perfect. **Having done.**

Here the First Personal Pronoun is used as the Subject; and as the person speaking cannot address himself, except in a modified sense, the Imperative of the First Person is "wanting." The Participles are given alone in their simplest form. The Verb used in each different Tense has been varied, and the Exercise will serve as a model for similar Exercises. The teacher should insist upon a continual variety in the selection of the Verbs used. This will secure a knowledge, on the part of each pupil, of a large number of the most important words in the English language, and will at the same time increase his power of expression in three-fold ratio. The Exercises should be both oral and written, and each one should be required to present his sentence in the Common, Passive, and Progressive Forms.

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PASSIVE FORM.

See pages 60 and 62.

EX. LXXXVII.

INDICATIVE MOOD.

- Present.* The money **is paid** by me.
Pres. Perf. The wood **has been sawed** by me.
Past. The chicken **was killed** by me.
Past Perf. The letter **had been answered** by me.
Future. The cube root **will be extracted** by me.
Fut. Perf. The debt **will have been discharged** by me.

POTENTIAL MOOD.

- Present.* Assistance **may be procured** by me.
Pres. Perf. It **may have been said** by me.
Past. A pencil **might be used** by me.
Past Perf. The money **might have been lost** by me.

INFINITIVE MOOD.

- Present.* (For the stranger) **to be helped** by me.
Pres. Perf. (For the safe) **to have been opened** by me.

IMPERATIVE MOOD.

- Present.* Money! **Be paid!**

PARTICIPLES.

- Present.* **Being carried.**
Past. **Been broken.**
Perfect. **Having been done.**

Now we see that the Imperative Mood is restored in the Passive; and the word "money," which before was Third Person, becomes Second Person, because it is addressed as if personified. The defective nature of the Participles can here be easily shown, as they can only be used in the capacity of modifying phrases. The pupils may be required to write sentences with Participial Phrases. The Present Participle, above given, can be embodied in a sentence as follows: "The child, being frightened by the loud noise, and BEING CARRIED in the arms of its father, *cried* aloud and called for its mother." The Past Participle cannot even perform the function of a phrase, but its important office may be pointed out in each of the Perfect Tenses. Sentences such as the following should be called for to illustrate the use of the Perfect Participle in the form of a Participial Phrase: "The work, HAVING BEEN DONE carelessly and improperly, *had* to be performed a second time."

PROGRESSIVE FORM.

See pages 60 and 61.

EX. LXXXVIII.

INDICATIVE MOOD.

- Present.* I am **paying** the money.
Pres. Perf. I have **been sawing** the wood.
Past. I **was killing** the chicken.
Past Perf. I **had been answering** the letter.
Future. I **shall be extracting** the cube root.
Fut. Perf. I **shall have been discharging** the debt.

POTENTIAL MOOD.

- Present.* I **may be procuring** assistance.
Pres. Perf. I **may have been saying** it.
Past. I **might be using** a pencil.
Past Perf. I **might have been losing** money.

INFINITIVE MOOD.

- Present.* (For me) **to be helping** the stranger.
Pres. Perf. (For me) **to have been opening** the safe.

IMPERATIVE MOOD.

- Present.* (The First Person is wanting.)

PARTICIPLES.

- Present.* **Being paying.**
Past. **Been paying** (combination for Perfect Tenses).
Perfect. **Having been paying.**

The Past Participle, being employed only in the construction of the preceding portions of the Verb, as shown above, is not capable of any combination in a separate form. It is used solely in the Perfect Tenses of the different Moods. The Present Participle, Progressive Form, is of very rare occurrence. Its use can best be illustrated by the analogy of such a sentence as, "Being busy, I cannot attend to you just now." Substituting the Prepositional Phrase, "at work," for the word "busy," we have: "Being at work, I cannot attend to you just now." By making yet another change, substituting "working" for "at work" (which is clearly its signification), we have: "Being working, I can not attend to you just now." The teacher, to be successful, must exercise great ingenuity in illustrating points that are difficult of explanation.

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COMMON, PASSIVE, PROGRESSIVE, AND EMPHATIC.

EX. LXXXIX.

- Com.* He **sharpens** the saw with a file.
Pass. The saw **is sharpened** with a file (**by him**).
Prog. He **is sharpening** the saw with a file.
Emph. He **does sharpen** the saw with a file.
- Com.* The wind **blows** the dust about.
Pass. The dust **is blown** about **by** the wind.
Prog. The wind **is blowing** the dust about.
Emph. The wind **does blow** the dust about.
- Com.* The ship **sails** on the ocean.
Pass. Wanting.
Prog. The ship **is sailing** on the ocean.
Emph. The ship **does sail** on the ocean.
- Com.* Your brother **picked** the flowers.
Pass. The flowers **were picked** by your brother.
Prog. Your brother **was picking** the flowers.
Emph. Your brother **did pick** the flowers.
- Com.* My father **has built** houses this summer.
Pass. Houses **have been built** by my father this summer.
Prog. My father **has been building** houses this summer.
Emph. My father **has built** houses this summer.
- Com.* He **has cut** the paper too small.
Pass. The paper **has been cut** too small (**by him**).
Prog. He **has been cutting** the paper too small.
Emph. He **has cut** the paper too small.
- Com.* William, **assist** James while I am away.
Pass. James, **be assisted** by William while I am away.
Prog. William, **be assisting** James while I am away.
Emph. William, **do assist** James while I am away.

The examples in this Exercise are sufficient to show the great utility of a thorough knowledge of the four styles of expression here employed. Sometimes one will be found more appropriate to a special occasion than another. A great command of language can be obtained in this manner.

COMMON, PASSIVE, PROGRESSIVE, AND EMPHATIC.

EX. XC.

Com. She **killed** the bird accidentally.

Pass. The bird **was** accidentally **killed** (by her).

Prog. Wanting.

Emph. She **did** kill the bird accidentally.

Com. I **had** already **extinguished** the gaslight.

Pass. The gaslight **had** already **been extinguished** (by me).

Prog. Wanting.

Emph. I **HAD** already **extinguished** the gaslight.

Com. The train **arrived** at five o'clock.

Pass. Wanting.

Prog. Wanting.

Emph. The train **did** arrive at five o'clock.

Com. This boy **works** too hard.

Pass. Wanting.

Prog. This boy **is** **working** too hard.

Emph. This boy **does** **work** too hard.

Com. O! all nations! **Adore** the great Creator!

Pass. O! great Creator! **Be adored** by all nations!

Prog. O! all nations! **Be adoring** the great Creator!

Emph. O! all nations! **Do adore** the great Creator!

Com. It is impossible for me **to pay** the money.

Pass. It is impossible for the money **to be paid** (by me).

Prog. Wanting.

Emph. It is impossible for me **to pay** the money.

Com. His brother **died** last week.

Pass. Wanting.

Prog. Wanting.

Emph. His brother **did die** last week.

It is absolutely essential for the teacher, after completing this and the preceding lesson, to assign sentences from any of the other Exercises, or others that can easily be constructed, for the purpose of repeating the process here set forth. Copious Exercises are necessary to secure such a thorough knowledge as will enable the pupil to acquire grace and elegance of expression.

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TWO NOMINATIVES FOR SAME PERSON OR THING.

To be taken with the following page.

EX. XCI.

This vast **power** or **force** was stored up in the coal for ages.
It is now utilized in moving a ponderous steam engine.
 These pathetic **words** were uttered in the most eloquent manner.
They filled the vast audience with enthusiasm.
 The **clouds** and **shadows** reminded us that we must return.
They succeeded the glorious sunset beyond the mountains.
 A perilous **adventure** caused the death of Sir John Franklin.
It was undertaken in the interests of science alone.
 The **rain storm** often produces great destruction.
It is nevertheless necessary to cause the seeds to germinate.

EX. XCII.

Those **people** are often at fault themselves.
They continually persist in criticising others.
 None of these **oranges** may be perfectly ripe.
They came by steamer from the South Sea Islands.
We ought to give them the benefit of our experience.
We know the danger of such an imprudent course.
 All the **fruit** must be sold as soon as possible.
It has been damaged by the rain-storm.
 The preceding **word** or **phrase** is called the antecedent.
It is represented by the Relative Pronoun.

EX. XCIII.

Those **corrections** were not at all necessary.
They were made in the books yesterday by your brother.
 All the **words** should be carefully selected and arranged.
They are used to express our thoughts to each other.
I succeeded in writing all the words correctly in my book.
I had comparatively little knowledge of Grammar.
He will surely meet with trouble some time.
He knows the right, but persists in doing wrong.
 Three of the political **doctrines** are *addition, division, and silence*.
These appear to be very popular at the present time.

In each pair of sentences the same person or thing is twice represented by a Noun or Pronoun in the Nominative Case. Where it is possible, the *second* sentence of each pair should be converted into a Relative Clause, and inserted within the *first*.

SECOND NOMINATIVE AS A RELATIVE PRONOUN.

To be taken with the preceding page.

EX. XCI.

This vast **power** or **force**, **which** is now utilized in moving a ponderous steam engine, was stored up in the coal for ages. These pathetic **words**, **which** filled the vast audience with enthusiasm, were uttered in the most eloquent manner. The **clouds** and **shadows**, **that** succeeded the glorious sunset beyond the mountains, reminded us that we must return. A perilous **adventure**, **which** was undertaken in the interests of science alone, caused the death of Sir John Franklin. The **rain-storm**, **which** is nevertheless necessary to cause the seeds to germinate, often produces great destruction.

EX. XCII.

Those **people** **who** continually persist in criticising others are often at fault themselves. None of these **oranges**, **which** came by steamer from the South Sea Islands, may be perfectly ripe. **We**, **who** know the danger of such an imprudent course, ought to give them the benefit of our experience. All the **fruit** **which** has been damaged by the rain-storm must be sold as soon as possible. The preceding **word** or **phrase** that is represented by the Relative Pronoun is called the antecedent.

EX. XCIII.

Those **corrections** **that** were made in the books yesterday by your brother were not at all necessary. All the **words** **that** are used to express our thoughts to each other should be carefully selected and arranged. **I**, **who** had comparatively little knowledge of Grammar, succeeded in writing all the words correctly in my book. **He** **who** knows the right but persists in doing wrong will surely meet with trouble some time. Three of the political **doctrines** **which** appear to be very popular at the present time are *addition*, *division*, and *silence*.

When commas are used to punctuate the Complex Sentence, they should be placed immediately before and after the words that constitute the Relative Clause. Sometimes, however, they are entirely superfluous.

TWO OBJECTIVES USED FOR THE SAME PERSON
OR THING.

EX. XCIV.

I saw many **persons** at the theater last night.
 I had never seen **them** before.
 They completed the **pictures** a year ago.
 They sent **them** to the exhibition yesterday.
 He spoiled all the **letters** by carelessness.
 He wrote **them** on the paper during the lesson.
 I respect all **men**, whether rich or poor.
But I must know them to be truly honorable.
 The wolves devoured all the **sheep** and **lambs**.
 They found **them** unprotected on the prairie.

EX. XCV.

You see that **bird** in a cage at the window.
 I caught **it** yesterday with a snare.
 He bought the **wheat** at very high rates last winter.
 We sold **it** all in order to realize money.
 We can find many **words** on this page.
 You can pronounce any of **them** at sight.
 The windows admit the **light** into this room.
 We receive **it** all from the sun and other sources.
 You shot a **pigeon**, last week, on the street.
 He valued **it** at more than twenty dollars.

EX. XCVI.

We met *several* **travelers** on the road to town.
 I asked every **one** how far it was.
 You drove some **nails** into the fence yesterday.
 He bought **them** at the hardware store.
 I found that **address** in the directory.
 I wanted to obtain **it** for a friend.
 They found a poor, destitute old **lady** on the street.
 They concluded to send **her** to the almshouse.
 I have composed all these **sentences** this evening.
 To-morrow I shall write **them** all in my book.

In many of these pairs of sentences it will produce a much more harmonious effect to insert the *first* of the two that are to be combined, as a Relative Clause, within the *second*.

ONE OBJECTIVE AS A RELATIVE PRONOUN.

EX. XCIV.

I saw many **persons whom** I had never seen before at the theater last night.

They completed the **pictures that** they sent to the exhibition yesterday, a year ago.

He spoiled all the **letters that** he wrote on the paper during the lesson by carelessness.

I respect all **men whom** I know to be truly honorable, whether rich or poor.

The wolves devoured all the **sheep and lambs** that they found unprotected on the prairie.

EX. XCV.

I caught that **bird, which** you see in a cage at the window, yesterday with a snare.

We sold all that **wheat, which** he bought at very high rates last winter, in order to realize money.

You can pronounce any of the many **words that** we can find on this page at sight.

We receive all the **light that** the windows admit into this room from the sun and other sources.

He valued that **pigeon, which** you shot last week on the street, at more than twenty dollars.

EX. XCVI.

I asked every **traveler, whom** we met on the road to town, how far it was.

He bought those **nails that** you drove into the fence yesterday, at the hardware store.

I wanted to obtain that **address, which** I found in the directory, for a friend.

They concluded to send a poor, destitute old **lady, whom** they found on the street, to the almshouse.

To-morrow I shall write all the **sentences that** I have composed this evening in my book.

When a very intimate relation exists between the principal and subordinate propositions, it is often unnecessary to use commas to separate the latter from the former. This is more particularly the case when "that" is used.

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NOMINATIVE AND OBJECTIVE RELATED TOGETHER.

EX. XCVII.

These **birds** were brought from the coast of Africa.
 The captain of the *Gem of the Ocean* presented **them** to me.
 Two **men** called upon me yesterday afternoon.
 I recognized **them** as former associates and schoolmates.
 A young **man** caused a great disturbance.
 The policemen were endeavoring to arrest **him**.
 Some of our best **horses** have fallen victims to the disease.
 We had refused to sell **them** even at high figures.
 That **man** has an excellent reputation as a builder.
 They employed **him** to-day to build their house.

EX. XCVIII.

Those **questions** rarely occur in actual business.
 You find **them** so very difficult to solve.
 Numerous **applicants** made their appearance.
 The previous Board of Examiners had rejected **them** all.
 The **storm** has purified the atmosphere nicely.
 You disliked **it** so much at the time.
 Your **pen** must now be placed in proper position.
 You hold **it** in such an awkward manner.
 Every **one** told me an entirely different story.
 I asked several to describe the occurrence.

EX. XCIX.

You may occasionally find **money** in the street.
 All of **it** will not make you rich.
 We met *many* **people** on the road to the city.
They all disagreed about the distance.
 You tore that **paper** to pieces and threw it away.
It contained some of my valuable memoranda.
 I sent a **letter** by mail to the South Sea Islands.
It was sealed with wax and stamped.
 We rescued a **boy** from drowning last summer.
He was afterwards struck by lightning and killed.

Here the same word that is used in the Nominative Case in one sentence of each pair has a corresponding word in the Objective Case in the other. The sentence containing the Objective is intended for the Relative Clause.

THE OBJECTIVE AS A RELATIVE PRONOUN.

EX. XCVII.

These **birds, which** the captain of the *Gem of the Ocean* presented to me, were brought from the coast of Africa.

Two **men, whom** I recognized as former associates and school-mates, called upon me yesterday afternoon.

A young **man whom** the policemen were endeavoring to arrest caused a great disturbance.

Some of our best **horses, that** we had refused to sell even at high figures, have fallen victims to the disease.

That **man whom** they employed to-day to build their house has an excellent reputation as a builder.

EX. XCVIII.

Those **questions that** you find so very difficult to solve rarely occur in actual business.

Numerous **applicants, all of whom** the previous Board of Examiners had rejected, made their appearance.

The **storm, which** you disliked so much at the time, has purified the atmosphere nicely.

Your **pen, which** you hold in such an awkward manner, must now be placed in proper position.

Every **one whom** I asked to describe the occurrence told me an entirely different story.

EX. XCIX.

All **the money that** you may occasionally find in the street will not make you rich.

All **the people whom** we met on the road to the city disagreed about the distance.

That **paper which** you tore to pieces and threw away contained some of my valuable memoranda.

A **letter that** I sent by mail to the South Sea Islands was sealed with wax and stamped.

A **boy whom** we rescued from drowning last summer was afterwards struck by lightning and killed.

The tendency among modern writers is to omit altogether the use of commas or other punctuation marks unless actually indispensably necessary to avoid confusion or ambiguous construction.

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AN OBJECTIVE AND A NOMINATIVE RELATED TO EACH OTHER.

EX. C.

I unlocked the **drawer** with another key.
It contained all my books, papers, and documents.
 She will derive much **pleasure** from her visit home.
It could not be obtained in any other way.
 He can make an **investment** with a very small sum.
This investment will afford a handsome profit.
 You must buy the **paint** at the drug store.
It is required for the front of the house.
 The company will soon discharge all those **men**.
They were connected with the late "strike."

EX. CI.

He treats those **people** with great indifference.
They tried to injure his reputation and his business.
 Your friends have received a **letter** from Paris.
It contains a draft for four thousand francs.
 We saw a **meteor** shooting across the sky.
It exceeded a star of the first magnitude in brilliancy.
 He discovered this valuable **mine** by accident.
It has already yielded a million dollars.
 I gave him a **receipt** when the money was paid.
It was signed by the president and myself.

EX. CII.

These **words** appeared upon the face of the document.
 I can remember **them** all quite distinctly.
 This **coal** is used in the mills and factories.
 They bring **it** from great distances by sea.
Much benefit must result from an ocean voyage.
 You will derive all this **benefit** if you go.
 Some **merchandise** remains on hand in the store.
 He must sell **it** all for cash only.
 His **umbrella** was worth seventeen dollars.
 He exchanged **it** for an inferior one while absent.

That sentence, in each pair, which contains the Nominative Case of the Noun or Pronoun that is repeated, is intended to be converted into a Relative Clause and inserted after the Objective Antecedent.

THE NOMINATIVE AS A RELATIVE PRONOUN.

EX. C.

- I unlocked the **drawer that** contained all my books, papers, and documents, with another key.
- She will derive much **pleasure that** could not be obtained in any other way from her visit home.
- He can make an **investment that** will afford a handsome profit with a very small sum.
- You must buy the **paint that** is required for the front of the house at the drug store.
- The company will soon discharge all those **men who** were connected with the late "strike."

EX. CI.

- He treats those **people who** tried to injure his reputation and his business with great indifference.
- Your friends have received a **letter that** contains a draft for four thousand francs from Paris.
- We saw a **meteor that** exceeded a star of the first magnitude in brilliancy shooting across the sky.
- He discovered this valuable **mine, which** has already yielded a million dollars, by accident.
- I gave him a **receipt, which** was signed by the president and myself, when the money was paid.

EX. CII.

- I can remember all these **words which** appeared upon the face of the document quite distinctly.
- They bring this **coal which** is used in the mills and factories from great distances by sea.
- You will derive all the **benefit that** must result from an ocean voyage if you go.
- He must sell all *the* **merchandise that** remains on hand in the store for cash only.
- He exchanged his **umbrella, which** was worth seventeen dollars, for an inferior one, while absent.

If the commas had been omitted from the ninth sentence, the meaning would be very ambiguous. It might be construed to mean that the money had been yielded by accident.

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SIMPLE SENTENCES, PROMISCUOUSLY ARRANGED.

To be taken with the following page.

EX. CIII.

The acorns fall to the ground from the oak.
 Every **one** may produce a flourishing shade tree.
 The **rain** is falling upon the grass and flowers.
It once existed in the depths of the ocean.
 That **boy** might have become a useful man.
He was sent to the penitentiary last week.
 That old **carpet** still covers the floor of our room.
It has been worn for a long time.
 The **leaves** periodically drop from the trees.
They are always replaced by new ones.

EX. CIV.

Mother bought a **book** for me last night.
 This morning the baby completely destroyed **it**.
 We met that **gentleman** at the Sunday-school.
 She introduced **him** to your brother this morning.
 Yesterday he went to the bank and paid the **money**.
 He borrowed **it** there several months ago.
 You receive **money** from the company for your salary.
 You might have given some of **it** to your sister.
 We visited the **place** on our way to the city.
It is the prettiest and coolest on the whole route.

EX. CV.

You can see beautiful **scenery** on a clear day.
It always lends a charm to the view.
 He struck *the man* on the head with a club.
 The **man** struck him on the arm with his cane.
 She liberally rewarded the poor old **man**.
He caught her runaway horse and saved her life.
 My new **hat** has been spoiled by the rain.
 I bought **it** only two days ago.
 He described the **occurrence** in good language.
 He witnessed **it** at the house of your friend.

That sentence, in each pair, may be used for the Relative Clause which will produce the most natural and euphonious combination. Additional Exercises, composed by the class, should now be required,

RELATIVE PRONOUNS SUBSTITUTED.

To be taken with the preceding page.

EX. CIII.

- Every **acorn that** falls to the ground from the oak may produce a flourishing shade tree.
- The **rain that** is falling upon the grass and flowers once existed in the depths of the ocean.
- That **boy, who** might have become a useful man, was sent to the penitentiary last week.
- That old **carpet, which** has been worn for a long time, still covers the floor of our room.
- The **leaves, which** periodically drop from the trees, are always replaced by new ones.

EX. CIV.

- This morning the baby completely destroyed *the* **book that** mother bought for me last night.
- She introduced that **gentleman whom** we met at the Sunday-school to your brother this morning.
- Yesterday he went to the bank and paid the **money which** he borrowed there several months ago.
- You might have given some of the **money that** you receive from the company for your salary to your sister.
- The **place which** we visited on our way to the city is the prettiest and coolest on the whole route.

EX. CV.

- The* beautiful **scenery which** you can see on a clear day always lends a charm to the view.
- The **man whom** he struck on the head with a club struck him him on the arm with a cane.
- She liberally rewarded the poor old **man who** caught her runaway horse and saved her life.
- I bought my new **hat, which** has been spoiled by the rain, only two days ago.
- He described in good language the **occurrence that** he witnessed at the house of your friend.

Although, in the great majority of sentences, "that" is preferable to "who" or "which," and, indeed, indispensable to indicate that the clause is restrictive in its meaning, sometimes we prefer not to use it.

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See sec. 75

OBJECTIVE AFTER PREPOSITION AND NOMINATIVE.

To be taken with the following page.

EX. CVI.

The little **boy** had just lost his mother.
 I gave the money **to him** last week.
 That **bottle** was cracked in two places.
 You put the wine **into it** yesterday.
 The **man** went away on the ocean steamer.
 I spoke to you **about him** several days ago.
 The **windows** are made of glass.
 The light enters our dwellings **through them**.
 The Australian **steamer** left the pier at two o'clock.
 Our friends sailed **on that steamer**.

EX. CVII.

The **ink** was manufactured in Boston.
 These words were written **with it**.
 My **studies** consume all my time.
 I am obliged to give constant attention **to them**.
 I found the **book** in the Mechanics' Library.
 You obtained that information **from it**.
 She bought the **needles** in Calcutta, Hindostan.
 She sewed those shirts **with them**.
 The **man** lives in Minneapolis, Minnesota.
 I bought this horse **from him**.

EX. CVIII.

That **well** was dug by two Chinamen.
 You obtained the water **from it** this morning.
 The **white men** abandoned the contract.
 I employed the Chinamen to work **with the white men**.
 That **woman** is a poor invalid widow.
 You gave your money **to her** just now.
 The **Traders' Bank** was entered and robbed.
 He deposits his money **in that bank**.
 Those **men** came here a long time ago.
 He sold his property **to them** to-day.

Select the Preposition having the Noun or Pronoun in the Objective and place it directly after the antecedent, followed by "whom" or "which" as a Relative Pronoun, but never by "that." "Whom" is used only for persons.
 See sec. 75, p. 128.

THE OBJECTIVE AS A RELATIVE PRONOUN.

To be taken with the preceding page.

EX. CVI.

- The little **boy to whom** I gave the money last week had just lost his mother.
 That **bottle into which** you put the wine yesterday was cracked in two places.
 The **man about whom** I spoke to you several days ago went away on the ocean steamer.
 The **windows, through which** the light enters our dwellings, are made of glass.
 The Australian **steamer, on which** our friends sailed, left the pier at two o'clock.

EX. CVII.

- The **ink with which** these words were written was manufactured in Boston.
 My **studies, to which** I am obliged to give constant attention, consume all my time.
 I found the **book from which** you obtained that information in the Mechanics' Library.
 She bought the **needles with which** she sewed those shirts in Calcutta, Hindostan.
 The **man from whom** I bought this horse lives in Minneapolis, Minnesota.

EX. CVIII.

- That **well from which** you obtained the water this morning was dug by two Chinamen.
 The **white men with whom** I employed them to work abandoned the contract.
 That **woman to whom** you gave your money just now is a poor invalid widow.
 The **Traders' Bank, in which** he deposits his money, was entered and robbed.
 Those **men to whom** he sold his property to-day came here a long time ago.

This page should be studied previous to writing the Exercises, but the Complex Sentences must not be copied. After being written without referring to the correct form, the book should only be used to make corrections. Writing by dictation is preferable. See Introduction.

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"THAT" AND "AS" FOR "WHO" OR "WHICH."

To be taken with the following page.

EX. CIX.

He that *expected little and realized much must have been agreeably disappointed.*

I will admit only **such persons as** *are entitled to be present.*

We can not accomplish **all that** *is required of us for want of time.*

We can not possibly understand **such arguments as** *he has presented.*

The **one that** *wins the prize will be considered the best.*

EX. CX.

It is very difficult to account for **such facts as** *we have witnessed.*

He that *rejoices at his neighbor's misfortunes will himself have no sympathy.*

They could not subsist upon **such food as** *they were compelled to eat.*

Out of **all that** *we examined this evening only five were perfect.*

Such doctrines as *are propagated by this man will lead to infidelity.*

EX. CXI.

Every **one that** *was rejected by our agent was accepted by them.*

I am astonished that **such utterances as** *he gives forth are tolerated.*

The **book that** *you selected for me will not answer my purpose.*

We can not see **such small figures as** *he places upon the black-board.*

"**I that** *speak unto thee am he.*"

The Relative Pronoun "AS" is only an exceptional form, used with the Adjective "SUCH," and forms one of the many *idioms* of the English language. None of the Indefinite Adjective Pronouns given on p. 130, sec. 89, except "such," can be so used, and the use of this word probably originated in some provincialism that became permanent.



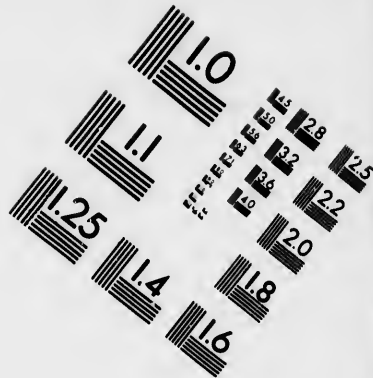
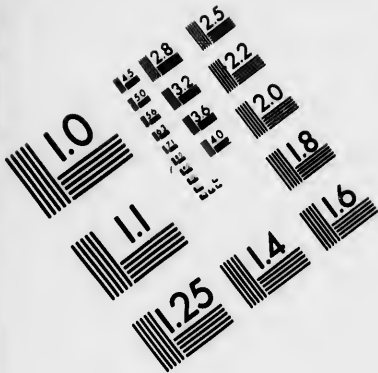
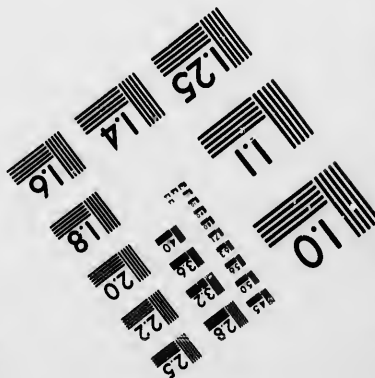
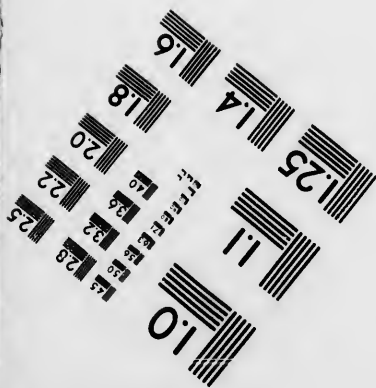
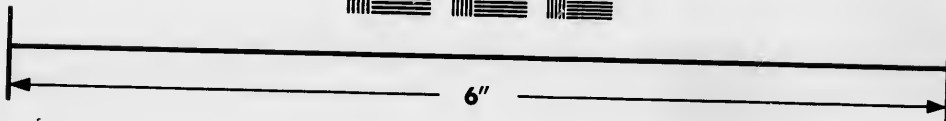
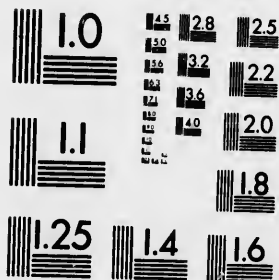


IMAGE EVALUATION
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RELATIVE PRONOUNS ELIMINATED.

To be taken with the preceding page.

EX. CIX.

He must have been agreeably disappointed.
He expected little and realized much.
 Some **persons** are entitled to be present.
I will admit only such persons.
 A certain **result** is required of us.
We can not accomplish it all for want of time.
He has presented certain arguments.
We can not possibly understand them.
One of them will win the prize.
This one will be considered the best.

EX. CX.

We have witnessed some wonderful facts.
 It is very difficult to account for **them**.
He rejoices at his neighbor's misfortunes.
He will himself have no sympathy.
They were compelled to eat inferior food.
They could not subsist upon it.
 Only **five** out of all were perfect.
We examined them this evening.
 Such **doctrines** will lead to infidelity.
They are propagated by this man.

EX. CXI.

Some of them were rejected by our agent.
 Every **one** of these was accepted by them.
He gives forth such utterances.
 I am astonished that **they** are tolerated.
 You selected this **book** for me.
It will not answer my purpose.
He places such small figures upon the blackboard.
 We can not see **them**.
 I am he.
 I speak unto thee.

Here the process has been reversed. The Complex Sentences have been resolved into Simple ones; and instead of building up, we have been tearing down or taking to pieces what had previously been constructed.

SIMPLE SENTENCES WITHOUT RELATIVE PRONOUNS.

See the two following pages; also, page 125.

EX. CXII.

You *find* many **things** to do each day.
 Do these **things** as quickly as possible.
 This **matter** now *occupies* my attention.
It *does not concern* you in any way.
 You *said* **some thing** just now.
 I *positively know* **it**.
 Many **things** *can be done* to-day.
 Do not *put* **them** off till to-morrow.
 Those **affairs** *possess* the highest importance.
They *do not always attract* the greatest attention.

EX. CXIII.

He *had done* **something** to the ink.
 We *discovered* **it** without difficulty.
 You *said* **something** to him just now.
It *will offend* him very much.
 Many a **thing** *is* absolutely impossible.
It *ought never to be* undertaken.
 The architect *has designed* beautiful **plans**.
 I intend to *carry out* his **plans**.
 Many important **events** *took place* last year.
 He very quickly *forgot* **them** all.

EX. CXIV.

Many **things** *are known to be* injurious.
They *should be* carefully avoided.
 They *maliciously reported* **something** about you.
 We *would not pay* any **attention to it**.
That *gives* my friends the greatest amount of pleasure.
 I *shall always do* **it**.
 Many a **thing** *is* very difficult to perform.
It *deserves* the greatest credit after it has been accom-
 He *gave away* all the **money** to others. [plished.
It *was given to* him by his friends.

After these Sentences have been written, they are to be taken in pairs and converted into Complex Sentences, as on the preceding pages, with the design of still further changing them into others having COMPOUND RELATIVE PRONOUNS, instead of SIMPLE.

SIMPLE RELATIVE PRONOUNS.

See preceding and following pages.

EX. CXII.

Do as quickly as possible **those things which** you find to do each day.

This matter which now occupies my attention does not concern you in any way.

I know positively **the thing that** you said just now.

Do not put off till to-morrow **those things which** can be done to-day.

Those affairs that possess the highest importance do not always attract the greatest attention.

EX. CXIII.

We discovered without difficulty **something that** he had done to the ink.

Something that you said to him just now will offend him very much.

Anything that is absolutely impossible ought not to be undertaken.

I intend to carry out **the beautiful plans which** the architect has designed.

He very quickly forgot **many important events which** took place last year.

EX. CXIV.

Those things that are known to be injurious should be carefully avoided.

We would not pay any attention to **that which** they maliciously reported about you.

I shall always do **that which** gives my friends the greatest amount of pleasure.

That which is most difficult to perform deserves the greatest credit after it has been accomplished.

He gave away to others **all that** was given to him by his friends.

These Sentences should first be constructed without reference to the book, and afterwards compared and corrected. A further change is now required to be made by substituting the Compound Relative Pronoun "WHAT" for the Simple Relative and Antecedent. The modifiers of the Antecedent, of course, must disappear.

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COMPOUND RELATIVE PRONOUNS.

See the two preceding pages.

EX. CXII.

Do as quickly as possible **whatever** you find to do each day.
What now occupies my attention does not concern you in any way.

I know positively **what** you said just now.

Do not put off till to-morrow (**what**) can be done to-day.

What possesses the highest importance does not always attract the greatest attention.

EX. CXIII.

We discovered without difficulty **what** he had done to the ink.

What you said to him just now will offend him very much.

What is absolutely impossible ought not to be undertaken.

I intend to carry out **what** the architect has designed.

He very quickly forgot **what** took place last year.

EX. CXIV.

What is known to be injurious should be carefully avoided.

We would not pay any attention to **what** they maliciously reported about you.

I shall always do **what** gives my friends the greatest amount of pleasure.

What is most difficult to perform deserves the greatest credit after it has been accomplished.

He gave away to others **what** was given to him by his friends.

The principal object that we have in view in constructing Sentences in this form is brevity and compactness. A comparison of each one with those from which it has been constructed will at once render this apparent. The class may now be required to write a large number of additional Sentences, continually varying the materials from which they are formed, until they have acquired a sufficient degree of proficiency. The teacher may suggest subjects for the Sentences, and the Compound Relative Pronoun should be used in all the different constructions that are possible. These are, first, two Nominatives; second, two Objectives; third, a Nominative and an Objective; and fourth, an Objective and a Nominative. The Passive and Progressive Forms should be used in their construction as well as the Common or Active. Each pupil should be required to explain each of these different forms, where used, and to substitute the others where possible. The more frequent and thorough these Exercises are made, the greater will be the progress and profit.

COMPOUND RELATIVES, "WHOEVER," "WHATEVER,"
ETC.

To be taken with the two following pages; see page 125.

EX. CXV.

He will most solemnly *swear to* **whatever** you may say.
I shall gladly accept **whichever** you may be pleased to give me.
Whoever gave you that pen *knew* that it was perfectly useless.
Whichever you first *obtain* you may bring to me for examination.
Whatever you may find on the street has been lost by some one else.

EX. CXVI.

We shall handsomely reward **whoever** gives us the desired information.
A man will most certainly reap **whatsoever** he may have sown.
Whosoever giveth you a cup of water shall surely receive his reward.
Whichever is the shortest and most direct is the best trail.
I shall certainly approve of **whatever** you may do in my absence.

EX. CXVII.

After thirty days I will reimburse **whoever** will advance the money.
You may keep for yourself **whichever** you may select from among them.
In **whatever** he undertakes to do he is almost sure to succeed.
Whoever he asks for a favor is sure to expect another in return.
Whichever commands the highest price is the one to sell first.

These Sentences are already in their most complex form. The first step is to displace the Compound Relative Pronouns by inserting Simple Pronouns with appropriate Antecedents, such as may be found on the following page. The Definitions on p. 128 will aid in doing this. Lessons should be assigned for study from Part II.

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SIMPLE RELATIVE PRONOUN AND ANTECEDENT.

To be taken with the preceding and following pages.

EX. CXV.

He will most solemnly *swear to anything that you may say.*
I shall gladly *accept the one that you may be pleased to give*
me.

The **person that** gave you that pen *knew* that it was perfectly
useless.

You may bring to me for examination **that result which** you
first obtain.

Anything that you may find on the street *will have been lost* by
some one else.

EX. CXVI.

We shall handsomely *reward any one who gives* us the desired
information.

A man will most certainly *reap that which he may have sown.*
He that giveth you a cup of water *shall surely receive* his re-
ward.

The **one which** is the shortest and most direct is the best trail.
I shall certainly approve of **anything that** you may do in my
absence.

EX. CXVII.

After thirty days I will *reimburse any man that will advance*
the money.

You may keep for yourself the **one that** you may select from
among them.

In **everything that** he *undertakes* to do he is almost sure to
succeed.

Any **one whom** he asks for a favor is sure to expect another in
return.

That which commands the highest price is the one to sell first.

The teacher should dictate from page 82, and the class write on their slates or paper as on this page. If the Sentences that are written are correct in construction and meaning, even if not precisely similar to those given above, they should not be rejected, but rather accepted, as a means of encouraging original thought.

RESOLVED INTO SIMPLE SENTENCES.

To be taken with the two preceding pages.

EX. CXV.

You *may say* **anything**.
 He *will* most solemnly *swear* to **it**.
 You may be pleased to *give* me **something**.
 I *shall* gladly *accept* **it**.
 Some **person** *gave* you that pen.
He *knew* that it was perfectly useless.
 You *will* obtain the first **result**.
 You *may bring* **it** to me for examination.
 You *may find* **something** on the street.
It *will have been lost* by some one else.

EX. CXVI.

Some **one** *may give* us the desired information.
 We *shall* handsomely *reward* **him**.
 Every one *sows* **something**.
 He *will* most certainly *reap* the **same**.
 Some **one** *will give* you a cup of water.
He *shall* surely *receive* his reward.
One of the trails *is* shorter and more direct.
It *is* the best.
 You *may do* many **things** in my absence.
 I *shall* certainly *approve* of **everything**.

EX. CXVII.

Some **man** *will* advance the money.
 After thirty days I *will* reimburse **him**.
 You *may* select **one** from among them.
 You *may* keep **it** for yourself.
 He undertakes *to do* many **things**.
 He *is* almost sure to succeed in **them** all.
 He *asks* many a **person** for a favor.
 Each **one** *is* sure to expect another in return.
One *will* command a higher price than the others.
That *is* the one to sell first.

Here we have the Simple Sentences into which the Complex ones are capable of being resolved. They must not be regarded, however, as the only ones that could be used in the original construction.

SENTENCES TO BE CORRECTED OR CHANGED.

To be taken with the following page.

EX. CXVIII.

I and *you* will be there.
I will drown and nobody *shall* save me.
I shall accept either, but *you will* have neither.
 Heaven and earth! *That* is temporary—*this* is eternal!
 An angel from heaven appeared *there*.
 A celebrated king named Alfred lived *there*.
 Place one on one side and *one* on the other.
 As we swept along *every* tree seemed the center of a circle.
All the trees in the orchard *was* laden with fruit.
 There is the apple and the pear; *you may* have *all*.

EX. CXIX.

He is taller than *me* and *you*.
 She is calling *you* or *I*.
Each one loves the *other* dearly.
One of those boys will hurt *another*.
 Some asserted their innocence; *more* confessed.
 Neither the one *or* the other will do.
A person cannot imagine how pleasant it is.
Some prefer one thing, *others* another.
 It is often dangerous to express *our* opinion.
 I know this is true, because he said *it*.

EX. CXX.

Is there *any* to help me?
 If you are an honest man, continue *one*.
 He puts his trust in *some other*.
 He loved the little *things* tenderly.
All say that he is dead.
You call the study of the heavens astronomy.
 I know the man *that* you spoke of.
 I have but two; you must take *all* or *none*.
Many commit suicide, *many* are killed, and *many* die natu-
Every one of our breaths are numbered. [rally.

The Rules of Syntax given in Part IV. will be found applicable to many of these examples. In a few of these examples no actual error may exist, yet some different idea may be conveyed by a change.

CORRECTIONS AND PREFERABLE CONSTRUCTIONS.

To be taken with the preceding page.

EX. CXVIII.

You and I will be there.
I shall drown and nobody *will* save me.
I will accept either, but you *shall* have neither.
 Heaven and earth! *This* is temporary—*that* is eternal!
There appeared an angel from heaven.
There lived a celebrated king named Alfred.
 Place one on each side.
 As we swept along *each* tree seemed the center of a circle.
Every tree in the orchard *was* laden with fruit.
There are the apple and the pear, you may have *both*.

EX. CXIX.

He is taller than *you* or *I*.
 She is calling either you or me.
They love *each other* dearly.
 Those boys will hurt *one another*.
 Some asserted their innocence; *others* confessed.
 Neither the one *nor* the other will do.
One can not imagine how pleasant it is.
One prefers one thing; *another*, another.
 It is often dangerous to express *one's* opinion.
 I know this is true, because he said *so*.

EX. CXX.

Is there *none* to help me?
 If you are an honest man, continue *such*.
 He puts his trust in *another*.
 He loved the little *ones* tenderly.
They say that he is dead.
 We call the study of the heavens astronomy.
 I know the man *of whom* you spoke.
 I have but two; you must take *both* or *neither*.
Many commit suicide, *more* are killed, but *most* die natu-
Our every breath is numbered. [rally.]

The English Language, more than any other, abounds in idiomatic phraseology, and is for that reason rich in expression. Often the mere change of a single word will convey an entirely different signification.

MISCELLANEOUS SENTENCES.

To be taken with the following page.

EX. CXXI.

Though he **slays** me, yet will I trust in him.

Even if he **preach** morality, he does not practise it.

He has the inclination **to**, but has no power **of working**.

“If **'twere done**, when **'tis done**, **'twere well 'twere**
She is a **friend of his**. [done quickly.”

“And **that tongue of his**, that bade the Romans,” etc.

I intended **to have paid** it long ago.

I expected last week **to have seen** you.

It is a **very annoying habit of mine**.

Next Christmas I **shall be** there a year.

EX. CXXII.

I will carry an umbrella, as it **might rain**.

That reproof is **not for you or I**.

He **done** all his work without assistance.

We **have went** all the way for nothing.

It is **easy** seen how he **done** it.

'Tis true, 'tis pity; 'tis pity 'tis true.

It was **me** and **him** that **seen** it.

It is now ten days since you **have came**.

Says I, “ You **knowed** it.”

He **has already**, and **will continue to progress** rapidly.

EX. CXXIII.

I **sung** about flocks, tillage, and heroes.

If **will select** a modern language **like** French and Spanish.

I **haven't done nothing** at all.

Any **body** in their right mind **wouldn't do** it.

He **done** it three times before that.

There is a boy **whom** I think deserves promotion.

You **haven't got no hat on your head**.

Did I not tell you the story, and **asked** you to remember it?

He **has never**, is not now, and never shall be considered a

They **have did** it three times. [friend of mine.

In Part IV. will be found the most important principles of Syntax, given in the form of Rules, which, for convenience, are numbered.

CORRECTIONS OR DIFFERENT CONSTRUCTIONS.

To be taken with the preceding page.

EX. CXXI.

"Though he **slay** me, yet will I trust in him."
 Even if he **preaches** morality, he does not practise it.
 He has the inclination but not the power **to work**.
 If it **be done**, when **done**, it **will be well to do** it quickly.
 She is **one of his friends**.
 And **his tongue**, that bade the Romans, etc.
 I intended **to pay** it long ago.
 I expected last week **to see** you.
 It is a **habit that annoys me very much**.
 Next Christmas I **shall have been** there a year.

EX. CXXII.

I shall carry an umbrella, as it **may rain**.
 That reproof is **neither for you nor me**.
 He **did** all his work without assistance.
 We **went** all the way for nothing.
 It is **easily** seen how he **did** it.
 It is true that it is a pity; it is also a pity that it is true.
 It was **he and I** that **saw** it.
 It is now ten days since you **came**.
 Said I, "You **knew** it." [to do so.
 He **has already progressed** rapidly, and **will continue**

EX. CXXIII.

"I **sang** 'flocks,' 'tillage,' 'heroes.'"
 I **shall** select a modern language, **such as French or**
 I **have not done anything**. [Spanish.
 Any **one in his right mind would not do it**.
 He **did** it three times before that.
This is a boy **who**, I think, deserves promotion.
 You **have no hat on**.
 Did I not tell you the story and **ask** you to remember it?
 He **has never been**, is not now, and never shall be consid-
 They **have done** it three times. [ered **one of my friends**.

"And that tongue of his," from Shakespeare's "JULIUS CÆSAR," is manifestly only allowable by "poetic license." It makes the Possessive Form the Object of the Preposition.

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"TO," THE SIGN OF THE INFINITIVE, SUPPRESSED.

To be taken with the following page.

EX. CXXIV.

Bid him **come** here.
You dare not **do** it.
We need **have** no money.
Make him **go** away.
Did you see him **strike** me?
Do you hear it **rain**?
I feel it **hurt** me.
He will not let me **go**.
Can you perceive it **move**?
Why should we behold him **die**?
You may observe the planet **move**.
Help us **milk** the cows.
Have him **wait** for me.
Did you ever watch the cat **lick** her paws?
I never knew him **give** a cent.

EX. CXXV.

Do not bid him **stand** at the door.
Dar'st thou **leap** in and **swim**?
You need not **fear** death.
He made me **tell** a lie.
Did you see it **shoot** across the sky?
Would you hear the thunder **roar**?
He does not feel the knife **cut** him.
You will not let the fish **bite**.
I did not perceive him **make** the mistake.
Behold him **weep**!
Did you observe the procession **pass**?
Will you help me **prepare** my lesson?
We shall have him **go** early.
Watch the spider **catch** the fly.
I never knew the boat **wait** for any one.

The complete list of Verbs after which the Infinitive sign "to" may properly be omitted is given in note 13, page 119. These should be committed to memory, and some similar lesson from the Definitions in Part II. should be assigned for study. In no other way can this branch of education be made so attractive and interesting.

"TO," THE SIGN OF THE INFINITIVE, EXPRESSED.

To be taken with the preceding page.

EX. CXXIV.

- Ask him to come* here.
You ought not to do it.
We require to have no money.
Compel him to go away.
Did you request him to strike me?
Do you wish it to rain?
I want it to hurt me.
He will not permit me to go.
Can you cause it to move?
Why should we force him to die?
You may expect the planet to move.
Assist us to milk the cows.
Request him to wait for me.
Did you ever expect the cat to lick her paws?
I never solicited him to give a cent.

EX. CXXV.

- Do not allow him to stand* at the door.
Desirest thou to leap in and swim?
You ought not to fear death.
He induced me to tell a lie.
Did you expect it to shoot across the sky?
Would you desire the thunder to roar?
He does not want the knife to cut him.
You will not allow the fish to bite.
I did not cause him to make the mistake.
Request him (not) to weep.
Did you intend the procession to pass?
Will you force me to prepare my lesson?
We shall compel him to go early.
Assist the spider to catch the fly.
I never requested the boat to wait for any one.

Exercises similar to this may now be given, by requiring pairs of Sentences to be written, so as to illustrate the common custom of suppressing or eliding the Infinitive sign. They should be constructed after the model given on this and the preceding page, until all the Verbs in this list are quite familiar.

SAME CASE BEFORE AND AFTER "BE."

To be taken with the following page.

EX. CXXVI.

February **is** the shortest month of the year.
 The most diligent boy **has been** the greatest favorite.
 Rome **was** the most powerful city.
 The most enterprising nation **had been** Phœnicia.
 The eclipse **will be** the great event of the year.
 Our leader **shall be** the wisest man.
 This very man **may be** the successful candidate.
 The most useful medicine **can be** a deadly poison.
 The Friendly Islands **must be** the most hospitable.
 A match **may have been** the cause of the fire.

EX. CXXVII.

That man **can not have been** the proprietor.
 Gold **must have been** the circulating medium.
 The best scholars **might be** these girls.
 A merchant **could be** a politician.
 The best instrument **would be** a sharp knife.
 A policeman **should be** the doorkeeper.
 Martyrs **are** the victims of bigots.
 The mayor of the city **could have been** the governor.
 Our housekeeper **would have been** the best cook.
 The conductor **should have been** Frank Jones.

EX. CXXVIII.

Coin **will be** the only current money.
 This man **was** the applicant.
 The successful candidate **was** Budd.
 An ingenious contriver **was** the old man.
 The greatest nuisance **is** this old well.
 San Francisco **is** the most prosperous city.
 The largest city in the world **is** London.
 Saul **was** the first king of Israel.
 All he wants **must be** money.
 The exhibition **will be** the last thing.

In connection with these Exercises, sections 49 and 50, pages 122 and 123, together with the Definitions 32, 33, and 34, of Part IV., should be studied until they are properly understood.

SENTENCES INVERTED OR TRANSPOSED.

To be taken with the preceding page.

EX. CXXVI.

- The shortest month of the year **is** February.
 The greatest favorite **has been** the most diligent boy.
 The most powerful city **was** Rome.
 Phœnicia **had been** the most enterprising nation.
 The great event of the year **will be** the eclipse.
 The wisest man **shall be** our leader.
 The successful candidate **may be** this very man.
 A deadly poison **can be** the most useful medicine.
 The most hospitable **must be** the Friendly Islands.
 The cause of the fire **may have been** a match.

EX. CXXVII.

- The proprietor **can not have been** that man.
 The circulating medium **must have been** gold.
 These girls **might be** the best scholars.
 A politician **could have been** a merchant.
 A sharp knife **would be** the best instrument.
 The doorkeeper **should be** a policeman.
 The victims of bigots **are** martyrs.
 The governor **could have been** the mayor of the city.
 The best cook **would have been** our housekeeper.
 Frank Jones **should have been** the conductor.

EX. CXXVIII.

- The only current money **will be** coin.
 The applicant **was** this man.
 Budd **was** the successful candidate.
 The old man **was** an ingenious contriver.
 This old well **is** the greatest nuisance.
 The most prosperous city **is** San Francisco.
 London **is** the largest city in the world.
 The first king of Israel **was** Saul.
 Money **must be** all he wants.
 The last thing **will be** the exhibition.

It will be observed that all the Tenses of the Finite Verb are represented, and in sufficient variety to demonstrate the principle illustrated. Additional Exercises may also be given.

VERB "TO BE"—ABSOLUTE.

To be taken with the following page.

EX. CXXIX.

God **is**.

He always **has been**.

Troy **was**.

Before Rome **was**, Egypt **had been**.

The human spirit **will be** when time **is not**.

Time **shall be** no more.

Eternity **will be** after time shall have lapsed.

I **may be** when this city shall have perished.

You **can be** true if you persist.

It **must be**, for he said so.

EX. CXXX.

There **may have been** ancient nations here.

They **can not have been** elsewhere.

Powerful kings **must have been** in the past.

All these things **might be**.

So great a mine **could not be**.

She **would be** silent, though he insisted.

"It **might have been**."

We **could have been** rich, but would not.

Great cities **would have been** there.

This **should not have been**.

EX. CXXXI.

He said it **should be**, and it **was**.

All men **are** not honest.

They **were** in Paris.

"God said, 'Let there **be** light,' and there **was** light."

It **shall not be** so.

She weeps because they **are** no more.

All people **should be** contented.

We **are** not happy.

We **shall soon be** no more.

No such thing ever **was**.

The nature of the Verb "be" is fully discussed in Part IV., where we find the Definitions of Attributes and Attributive Elements, and their relation to language, according to the general principles of Analysis.

OTHER VERBS SUBSTITUTED.

To be taken with the preceding page.

EX. CXXIX.

God **exists**.
 He always **has existed**.
 Troy **flourished**.
 Before Rome **began its career** Egypt **had existed**.
 The human spirit **will exist** when time shall have **ceased**.
 Time **shall endure** no more.
 Eternity **will continue** after time shall have lapsed.
 I **may live** when this city shall have perished.
 You **can stand** true if you persist.
 It **must have happened**, for he said so.

EX. CXXX.

Ancient nations **may have flourished** here.
 They **can not have existed** elsewhere.
 Powerful kings **must have lived** in the past.
 All these things **might happen**.
 So great a mine **could not exist**.
 She **would remain** silent, though he insisted.
 It **might have happened**.
 We **could have become** rich, but would not.
 Great cities **would have stood** there.
 This **should not have occurred**.

EX. CXXXI.

He said it **should happen**, and it **did**.
 All men **do not continue** honest.
 They **resided** in Paris.
 God said, "Let light **come**," and it **came**.
 It **shall not continue** so.
 She weeps because they **live** no more.
 All people **should remain** contented.
 We **do not feel** happy.
 We **shall soon exist** no more.
 No such thing ever **transpired**.

Many other Verbs, as here illustrated, have the same signification as the Verb "be," and may therefore be substituted for it without varying the meaning of the Sentence.

SUPERFLUOUS PRONOUN "IT," WITH INFINITIVE.

To be taken with the following page.

EX. CXXXII.

- It will require too much work to make it.**
It is impossible to tell how he did it.
It would be better to stay at home.
It is wrong to come late.
It is improper to say, "He done it."
It gave me pleasure to listen to her.
It will aid your enterprise to do this.
It is sometimes better to think without speaking.
It is a good thing to water the plants.
It would have been better to ask him first.

EX. CXXXIII.

- It seldom fails to stand by the right.**
It never pays to do wrong.
It is always advisable to try first.
It will be difficult to frame so large a picture.
It is easy to perform that trick.
It is sometimes hard to do right.
It is always sweet to know we have triumphed.
It would serve him right to lose his place.
It is never best to take things for granted.
It would kill mother to hear of this.

EX. CXXXIV.

- It must be hard to part with dear friends.**
It may serve our purpose to ask one question.
It can be of no use to attempt it again.
It is very disagreeable to be obliged to take medicine.
It almost broke his heart to leave his mother.
It gave him great pleasure to assist me.
It seems too bad to hear of such accidents.
It will be pleasant to be alone for a short time.
It must have pleased him to get such news. [time.]
It should be arranged to have the ship sail in the day-

The word "it" has a characteristic function in English, as a mere introductory word, similar to the use of "there." Its grammatical construction is always that of a Pronoun, but its real signification is frequently so indefinite as to be lost.

SUPERFLUOUS PRONOUNS OMITTED.

To be taken with the preceding page.

EX. CXXXII.

- To make it *will require* too much work.
 To tell how he did it *is* impossible.
 To stay at home *would be* better.
 To come late *is* wrong.
 To say "He done it" *is* improper.
 To listen to her *gave* me pleasure.
 To do this *will aid* your enterprise.
 To think without speaking *is* sometimes better.
 To water the plants *is* a good thing.
 To ask him first *would have been* better.

EX. CXXXIII.

- To stand by the right *seldom fails*.
 To do wrong *never pays*.
 To try first *is* always advisable.
 To frame so large a picture *will be* difficult.
 To perform that trick *is* easy.
 To do right *is* sometimes hard.
 To know we have triumphed *is* always sweet.
 To lose his place *would serve* him right.
 To take things for granted *is* never best.
 To hear this *would kill* mother.

EX. CXXXIV.

- To part with dear friends *must be* hard.
 To ask one question *may serve* our purpose.
 To attempt it again *can be* of no use.
 To be obliged to take medicine *is* very disagreeable.
 To leave his mother almost *broke* his heart.
 To assist me *gave* him great pleasure.
 To hear of such accidents *seems* too bad.
 To be alone for a short time *will be* pleasant.
 To get such news *must have pleased* him. [ranged.
 To have the ship sail in the daytime *should be* ar-

While these Sentences, as here reconstructed, are considered grammatically correct, they do not have the euphony and elegance of those on the preceding page introduced by the idiomatic word "it." But they illustrate its use,

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INFINITIVE PHRASES IN THE OBJECTIVE.

To be taken with the following page.

EX. CXXXV.

He *likes to rise* early.
 They *have always tried to make* money.
 She *loves to read* every evening.
 You *do not intend to walk* all the way.
 I must *endeavor to write* to my mother.
 We soon *forget to write* to our friends.
 I *expect to hear* from you occasionally.
 It soon *ceases to give* her pleasure.
 The heat *fails to evaporate* the water.
 I *must not neglect to pay* the printer.

EX. CXXXVI.

He *continued to make* money very fast.
 You *ought to know* better.
 She *refused to allow* me to accompany her.
 They *intended to invite* us.
 We *require to use* all our money.
 She *consented to ride* in the cars.
 The judge *agreed to pronounce* sentence.
 I *decided to perform* the journey.
 You *must remember to lock* the door.
 They *will not try to work* this example.

EX. CXXXVII.

He *wished to leave* the place.
 I *do not desire to return* to America.
 We *shall soon want to eat* our dinner.
 The dentist *tried to extract* my tooth.
 That man never *tries to slight* his work.
 She once *desired to correspond* with him.
 You never *thought to introduce* him.
 They *refused to speak* to me.
 The children *expected to see* the sport.
 We *must not attempt to injure* him.

In sec. 26, p. 118, will be found the Definition of the Infinitive Mood; and the Sentences on this page are intended to illustrate its use as a substitute for the Noun in the Objective Case after a Transitive Verb.

SAME PHRASES IN THE NOMINATIVE.

To be taken with the preceding page.

EX. CXXXV.

- To rise** early *is* conducive to health.
To make money *is* not always easy.
To read every evening *would be* monotonous.
To walk all the way *will fatigue* you.
To write to my mother *is* my first duty.
To write to your friends *will please* them.
To hear from you occasionally *will be* agreeable.
To give her pleasure *is* a difficult task.
To evaporate water *requires* heat.
To pay the printer *should be* your greatest care.

EX. CXXXVI.

- To make** money fast *is* very difficult.
To know better *involves* more experience.
To allow me to accompany her *was* out of the question.
To invite us *would confer* a favor.
To use all our money *is* impossible.
To ride in the street cars *causes* much delay.
To pronounce sentence *may cause* trouble.
To perform the journey *requires* money.
To lock the door *will prevent* their admission.
To work this example *is* no easy matter.

EX. CXXXVII.

- To leave** the place *may disappoint* them.
To return to America *is* his greatest desire.
To eat our dinner *will refresh* us.
To extract my tooth *will be* a very difficult operation.
To slight his work *might lead* to his discharge.
To correspond with him *implies* fine scholarship.
To introduce him *may displease* the company.
To speak to me *needs* no introduction.
To see the sport *made* them laugh.
To injure him *would be* cruel.

The Infinitive Verb on this page takes the place of the Noun in the Nominative Case. The Verb used in each sentence is the same one that is found in the corresponding line on the preceding page.

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jective.

PRESENT PARTICIPLE USED AS A NOUN.

To be taken with the following page.

EX. CXXXVIII.

- Investigating** scientific matters *delights* him.
Speculating recklessly *ruins* many men.
Exercising freely *benefits* the muscles.
Buying is easier than **selling**.
Selling goods *gives* people employment.
Stealing *deserves* severe punishment.
Walking is sometimes very wearisome.
Caring for the sick *occupies* her attention.
Believing can not *save* a drowning man.
Calling occasionally *will encourage* her.

EX. CXXXIX.

- Borrowing** money is a very simple thing.
Paying is often much more difficult.
Transacting business *makes* some people rich.
Returning a borrowed umbrella *creates* surprise.
Appropriating other people's money *caused* this.
Seeing meat *refreshes* a hungry man.
Eating a good supply *strengthens* him more.
Sighing pensively *will not provide* beefsteak.
Regretting a bad act *does not mend* it.
Expecting great things *gave* him pleasure.

EX. CXL.

- Realizing** is often less agreeable than **expecting**.
Falling in business is now quite common.
Arranging his affairs *gave* him trouble.
Collecting money is very difficult.
Sailing across the ocean is often disagreeable.
Making shot *requires* a high tower.
Receiving visitors *will demand* attention.
Entertaining them *must be provided* for.
Perpetrating crimes *distinguished* him.
Providing for the future *shows* forethought.

In sec. 29, p. 119, will be found the Definition of Participles. Besides performing the office of a Noun, the Present Participle is also used as an Adjective. This may now be shown by similar examples.

NOUNS USED INSTEAD OF PARTICIPLES.

To be taken with the preceding page.

EX. CXXXVIII.

Scientific **investigation** *delights* him.
 Reckless **speculation** *ruins* many men.
 Free **exercise** *benefits* the muscles.
 A **purchase** *is* easier than a **sale**.
 The **sale** of goods *gives* people employment.
Theft *deserves* severe punishment.
 A **walk** *is* sometimes very wearisome.
 The **care** of the sick *occupies* her attention.
Faith *can* not *save* a drowning man.
 An occasional **call** *will* *encourage* her.

EX. CXXXIX.

A **loan** *is* a very simple thing.
Payment *is* often much more difficult.
 The **transaction** of business *makes* some people rich.
 The **return** of a borrowed umbrella *creates* surprise.
 The **appropriation** of other people's money *caused* this.
 The **sight** of meat *refreshes* a hungry man.
 A good **meal** *strengthens* him more.
 A pensive **sigh** *will* not *provide* beefsteak.
Regret *does* not *mend* a bad act.
 Great **expectations** *gave* him pleasure.

EX. CXL.

Realization *is* often less agreeable than **expectation**.
 Business **failures** *are* now quite common.
 The **arrangement** of his affairs *gave* him trouble.
 The **collection** of money *is* very difficult.
 An ocean **voyage** *is* often disagreeable.
 The **manufacture** of shot *requires* a high tower.
 The **reception** of visitors *will* *demand* attention.
 Their **entertainment** *must* *be* *provided* for.
 The **perpetration** of crime *distinguished* him.
Provision for the future *shows* forethought.

The Noun is here substituted for the Present Participle without changing the signification in any way. The style of expression in a composition may thus be varied to avoid monotony.

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VERBS TO BE CHANGED TO PAST PARTICIPLES.

To be taken with the following page.

EX. CXXI.

Do not **break** the cup.
Write a copy of the document.
 They **print** vast numbers of books.
 When did he **complete** his work ?
 Be careful not **to lose** your character.
 I knew he **would ruin** his reputation.
 He **did not intend** to injure me.
 I was careful not **to expect** any favor.
Examine the papers as rapidly as possible.
 Never **spill** milk unless it is frozen.

EX. CXXII.

I told him he **would shatter** his constitution.
 Intellectual pursuits **will satisfy** your mind.
 He feared the storm **would wreck** the ship.
Open all the windows in the room.
 I **esteem** my friend very highly.
 Oh, how he **did love** his children !
 Do not **tear** the paper.
 How **did you soil** your book ?
 He tried hard **to accumulate** a fortune.
 We **shall manufacture** more goods.

EX. CXXIII.

Why do you try **to ornament** your writing ?
 The recollection **disturbs** his conscience.
 So many blessings **should content** him.
 Why **did they plunder** the travelers ?
 They **will recover** the lost treasure.
 We **shall preserve** no fruit this year.
Did they reserve any of the capital ?
Try your friends before you depend on them.
 Tell him **to shoe** all the horses.
 Be sure not **to forget** the name.

These Exercises may be followed by copious examples of a similar character, taking care to select only those Verbs whose Past Participles may be appropriately used as Adjectives.

PAST PARTICIPLES AS ADJECTIVES.

To be taken with the preceding page.

EX. CXLI.

A **broken** cup can hold no water.
Written documents furnish strong evidence.
Printed books have superseded manuscripts.
 His **completed** work deserves credit.
Lost character is not easily restored.
 A **ruined** reputation is a great misfortune.
 An **intended** injury is not easily forgotten.
Expected favors lose their charm.
 The **examined** papers may be laid aside.
Spilt milk can not be recovered.

EX. CXLII.

A **shattered** constitution causes misery.
 A **satisfied** mind enjoys pleasure.
 The **wrecked** ship was abandoned.
 The **opened** windows were again closed.
 My **esteemed** friend will probably die.
 His **loved** ones were all lost at sea.
Torn paper is useless.
 Your **soiled** book looks bad.
 An **accumulated** fortune was his reward.
Manufactured goods sell readily here.

EX. CXLIII.

Ornamented writing is not used in business.
 A **disturbed** conscience makes him unhappy.
 A **contented** mind will make a man happy.
 The **plundered** travelers recovered their money.
Recovered treasure is clear profit.
Preserved fruits are quite common.
 The **reserved** capital has been used.
Tried friends are most reliable.
Shoe horses can travel best.
 A **young** man's name may be forever lost.

The Past Participles on this page are all used as Adjectives derived from the corresponding Verbs on the preceding page; and the Nouns so modified are employed in the Nominative Case.

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THE POSSESSIVE SINGULAR.

See pages 104 and 105.

EX. CXLIV.

The **secretary's** report gives the number.
 They sold the **lady's** dress very cheap.
 A **hen's** egg is not very large.
 A **fisherman's** boat was lost.
Moses' rod performed wonders.
His ship has arrived.
 We have arrived at our **journey's** end.
 The **ship's** crew all deserted.
 Forgive our sins for **Jesus'** sake.
 A **man's** manners often make his fortune.

EX. CXLV.

The **officer's** salary was too small.
 He did it for **conscience's** sake.
 You can buy a **man's** or **boy's** clothing.
 I saw the **fish's** eyes.
 This **ink's** color possesses great brilliancy.
 We did not get the **horse's** shoes.
 He went a **day's** journey.
 Mr. **Jones'** family occupied a front seat.
 The **king's** promise can not be relied on.
 Did you ever incur a **woman's** displeasure?

EX. CXLVI.

A **rose's** leaf has a nice perfume.
 They are increasing the **city's** debt.
New York's population is the largest.
 Are your **friend's** children going?
 The **room's** dimensions are not sufficient.
 You can not read by the **star's** light.
 The **teacher's** duties are very arduous.
 They have been raising the **house's** roof.
 Brutus took **Cæsar's** life.
 A **bird's** teeth are very scarce.

No more frequent mistakes are made than in the improper construction, spelling, and use of the Possessive Case. As these Sentences are pronounced in dictation, the Plural should be written. See sec. 61, p. 125.

THE POSSESSIVE PLURAL.

See pages 103 and 105.

EX. CXLIV.

The **secretaries'** reports give the number.They sold **ladies'** dresses very cheap.**Hens'** eggs are not very large.The **fishermen's** boats were large.

No plural.

Their ships have arrived; or, their ship has arrived.They have arrived at **their** journeys' ends.The **ships'** crews all deserted.

No plural.

Men's manners often make their fortunes.

EX. CXLV.

The **officers'** salaries were too small.

No plural.

You can buy **men's** and **boys'** clothing.I saw the **fishes'** eyes.These **inks'** colors possess great brilliancy.We did not get the **horses'** shoes.He went several **days'** journey.The **Joneses'** families occupied front seats.**Kings'** promises can not be relied on.Did you ever incur the **women's** displeasure?

EX. CXLVI.

Roses' leaves have a nice perfume. (Or, rose-leaves.)They are increasing the **cities'** debts.

No plural.

Are your **friends'** children going?The **rooms'** dimensions are not sufficient.You can not read by the **stars'** light.The **teachers'** duties are very arduous.They have been raising the **houses'** roofs.

No plural.

Birds' teeth are very scarce.

While the use of the Possessive Plural as exemplified on this page is quite correct, it is not, however, the most desirable form to be used, as will appear by comparing these Sentences with those on the following page.

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SUBSTITUTE FOR POSSESSIVE PLURAL.

See pages 103 and 104.

EX. CXLIV.

The reports **of the secretaries** give the number.They sold dresses **for ladies** very cheap.The eggs **of hens** are not very large.The boats **of the fishermen** were lost.

No plural.

Pronouns have no other form, with a few exceptions.

They have arrived at **the ends of their journeys**.The **crews of the ships** all deserted.

No plural.

The **manners of men** sometimes make their fortunes.

EX. CXLV.

The **salaries of the officers** were too small.

No plural.

You can buy **clothing for men and boys**.I saw the **eyes of the fishes**.The **colors of these inks** possess great brilliancy.We did not get **the shoes for the horses**.He went a **journey of several days**.The **families of the Joneses** occupied front seats.The **promises of kings** cannot be relied on.Did you ever incur the **displeasure of women**?

EX. CXLVI.

The **leaves of roses** have a nice perfume.They are increasing the **debts of the cities**.

No plural.

Are the **children of your friends** going?The **dimensions of the rooms** are not sufficient.You can not read by the light **of the stars**.The **duties of the teachers** are very arduous.They have been raising the **roofs of the houses**.

No plural.

The **teeth of birds** are very scarce.

It is often desirable to avoid the awkward and sometimes ambiguous nature of those expressions in which the Possessive Plural appears. This may be done by the use of the Preposition "of," as here shown. See sec. 53, p. 123.

POSSESSIVE SHOWING POSSESSION.

To be taken with the following page.

EX. CXLVII.

I borrowed **my** book from the library.
 Come into **our** garden and see the flowers.
 What makes **her** hair grow so luxuriantly?
My pencil is not sharp enough.
Its color is red by reflection.
Your boots are too long for you.
 When will you mail **your** letters?
His pen has a good point.
Their houses have been painted.
 She sold **her** jewelry yesterday.

EX. CXLVIII.

How do you like **our** furniture?
 Why does **its** cover not fit?
 He spends **his** money very foolishly.
 "Put off **thy** shoes from off thy feet."
 The moon transmits **its** light to us.
 Where did you lose **your** hat?
 That man can not manage **his** horse.
 We have brought **our** umbrellas.
 She borrowed **her** gloves from me.
 Bring **your** chair to the table.

EX. CXLIX.

Is **my** overcoat in that room?
 They are destroying **their** books.
His gun is in the room on the table.
 We do not like **our** house.
Your boat does not sail well.
Her skates will not stay on her feet.
 Let me spin **my** top on the floor.
 He has lost all **his** marbles.
Your kite has not half enough tail.
My desk is too low.

These Sentences should be dictated; but instead of writing them, those on the following page, or any others that imply ownership as well as possession, should be written. Always encourage original thought.

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POSSESSIVE SHOWING OWNERSHIP.

To be taken with the preceding page.

EX. CXLVII.

This is **my own** book and not a borrowed one.

Is it **your own** garden, or do you rent it?

It is not **her own** hair.

I left **my own** sharp pencil at home.

That is not **its own** color.

Are they **your own** boots?

Are they **your own** letters?

This is not **his own** pen, but mine.

I believe they are **their own** houses.

It was not **her own** jewelry.

EX. CXLVIII.

It is not **our own** furniture.

Its own cover is lost.

Do you believe it is **his own** money?

Are these **thine own** shoes? Yea, verily.

But it is not **its own** light.

That is not **your own** hat.

He is sorry now that he sold **his own** horse.

These are **our own** umbrellas.

Her own gloves are lost.

Is that **your own** chair, Charlie?

EX. CXLIX.

I left **my own** overcoat at home.

Would they destroy **their own** books in that manner?

What did he do with **his own** gun?

We shall soon move into **our own** house.

Why do you not use **your own** boat?

They are not **her own** skates.

I would rather spin **my own** top.

They were not **his own** marbles either.

Where is **your own** kite?

I will write it at **my own** desk.

The addition of the word "own" in the Possessive Case unequivocally denotes ownership. The Sentences on the preceding page imply possession, but are ambiguous with regard to ownership. See p. 123, sec. 54, and p. 126.

PERSONAL PRONOUNS—SIMPLE OBJECTIVE.

To be taken with the following page.

EX. CL.

He did not kill the other man, but hurt **him**.
 I bought a new pair of shoes for **me**.
 You will hurt **you** if you climb that tree.
 She did not allude to me, but **her**.
 It regulates **it** by means of a wheel.
 We amused **us** by watching the game.
 Why dost thou hide **thee** from my sight?
 They injured **them** more than us.
 It diffuses **it** all through the water.
 You degrade **you** by keeping his company.

EX. CLII.

I saw **me** in the looking-glass.
 He injured **him** by being too severe.
 She has deprived **her** of every pleasure.
 "Get **thee** behind me, Satan!"
 "Comfort **ye**, O my people!"
 They will make **them** mad.
 Hurry **thee** off to a place of safety.
 He will distinguish **him** among them.
 I have provided **me** with ammunition.
 She must keep **her** out of sight.

EX. CLIII.

We shall never lend **us** to such a scheme.
 They never allowed **them** to be convinced.
 You must deny **you**, and follow me.
 "Quit **you** like men, and fight."
 He always kept **him** in the dark.
 I hurried **me** away from the scene.
 I wish that they could see **them** now.
 We consider **us** competent.
 She has invited **her** to be present.
 It will communicate **it** to the wires.

A very common error is here exposed. The Pronouns of the Third Person are very ambiguous when used instead of Reflexive Pronouns in the Objective Case. They may be construed to refer to any other person as well as to the actor.

REFLEXIVE PRONOUNS SUBSTITUTED.

To be taken with the preceding page.

EX. CI.

He did not kill the other man, but hurt **himself**.
 I bought a new pair of shoes for **myself**.
 You will hurt **yourself** if you climb that tree.
 She did not allude to me, but **herself**.
 It regulates **itself** by means of a wheel.
 We amused **ourselves** by watching the game.
 Why dost thou hide **thyself** from my sight?
 They injured **themselves** more than us.
 It diffuses **itself** all through the water.
 You degrade **yourself** by keeping his company.

EX. CII.

I saw **myself** in the looking-glass.
 He injured **himself** by being too severe.
 She has deprived **herself** of every pleasure.
 Get **thyself** behind me, Satan!
 Comfort **yourselves**, O my people!
 They will make **themselves** mad.
 Hurry **thyself** off to a place of safety.
 He will distinguish **himself** among them.
 I have provided **myself** with ammunition.
 She must keep **herself** out of sight.

EX. CLII.

We shall never lend **ourselves** to such a scheme.
 They never allowed **themselves** to be convinced.
 You must deny **yourselves** and follow me.
 Quit **yourselves** like men and fight.
 He always kept **himself** in the dark.
 I hurried **myself** away from the scene.
 I wish that they could see **themselves** now.
 We consider **ourselves** competent.
 She has invited **herself** to be present.
 It will communicate **itself** to the wires.

When the Reflexive Pronoun is used in the Objective Case all ambiguity is prevented, and the act can only refer to the person who performed it. See sec. 65, p. 126.

PART II.

CLASSIFICATION,

OR

THE PARTS OF SPEECH.

Containing Definitions and Explanations of all the Terms commonly used in Grammar; with Formule for Parsing each of the Parts of Speech, and criticisms upon many words that have heretofore been ignored or imperfectly explained.

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THE VERB.—DEFINITIONS.

1. A **Verb** is a word or combination of words used to **assert** something; as, "He **is** not here;" "I **was listening** to the music;" "It **would have been prepared**."

The assertion may be positive or negative, and may indicate action, motion, condition, transition, reception of an act, or simple existence. In the last example, **prepared** is the **Principal Verb**, and **been**, **would**, and **have** are known as **Auxiliary Verbs**. The latter are so called because they assist or help to make some distinction or limitation.

2. The **Principal Parts** of a Verb are the **Present** and **Past Tenses** of the Indicative Mood, and the **Past Participle**; as, **expect**, **expected**, **expected**; **go**, **went**, **gone**.

Verbs that are wanting in any of their parts are called **Defective Verbs**; as, **ought**.

3. A **Regular Verb** is one that takes the termination **ed** in the changes of the Principal Parts. **Expect** is a Regular Verb.

4. An **Irregular Verb** is one that does not take the ending **ed** in the changes of the Principal Parts. **Go** is an Irregular Verb.

Those Verbs that have both a Regular and an Irregular form are called **Redundant**; as, **hang**, **hanged**, **hanged**; **hang**, **hung**, **hung**.

5. A **Transitive Verb** is one that is capable of having an **Object** when used in the Active Voice; as, "*He lifted the weight*;" "*She is admired*;" "*The table has been made*."

Lifted has an **Object**, *weight*; "*She is admired*," when transposed, becomes "*(Everybody) admires her*," in which the **Object** is *her*; and "*The table has been made*" becomes "*(The carpenter) has made the table*," in which *table* is the **Object**; and since each is capable of being reconstructed so as to have an **Object**, they are, therefore, **Transitive Verbs**.

6. An **Intransitive Verb** is one that can not have an **Object**; as, "*My head aches*;" "*The boy still cries*."

By referring to the explanations in Part IV., relating to **Transitive** and **Intransitive Verbs**, it will be seen that the **Transitive Verb** *with its Object* expresses no more than the **Intransitive Verb** alone.

THE VERB.—VOICE AND FORM.

7. The **Active Voice** is the construction of the Verb that is used when the Sentence is constructed in the Active Form (see sec. 10, next page); it consists of the Principal Verb with or without any Auxiliary except the Verb **be**, which is only used in the Passive and Progressive Forms.

Grammarians often use the word **Active** to denote any Verb that implies **action** alone. In the sense in which we have used it, however, it makes no difference whether it implies action or not. "The *room contains air*" has the Transitive Verb **contains**, which is in the **Active Voice**, though no **action** of any kind is indicated.

8. The **Passive Voice** is that construction of the Verb which is used when the Sentence is constructed in the Passive Form (see sec. 11, next page), and consists of the Past Participle of the Principal Verb, preceded by that Mood and Tense of the Verb **be** which corresponds to the same Mood and Tense of the given Verb in the Active Form.

The great facility with which an assertion can be made without mentioning the actor or agent, by using the **Passive Form**, is shown in the Correspondence at the conclusion of Part V.

9. The **Passive Form** of a Verb is that which some Intransitive Verbs are made to assume by using in connection with them some appropriate **Inseparable Preposition** (see sec. 111, page 135). "He **was looked upon** as a god," contains the Intransitive Verb **look** in the Passive Form, and the **Inseparable Preposition upon**.

NOTE I. Every Verb in the Passive Voice must be Transitive; but one in the Passive Form would not necessarily be Transitive.

NOTE II. All Verbs in the Passive Voice are also, of course, in the Passive Form.

NOTE III. None but Transitive Verbs can be changed from the Active to the Passive Voice.

NOTE IV. Some Transitive Verbs are also used as Intransitive; as, "The *fire burns the wood*," or, "The *wood burns readily*;" "The *horse moves the load*," or, "The *load moves*;" "The *boy has written a word*," or, "The *boy writes too fast*."

THE VERB.—FORMS OF SENTENCES.

10. The **Active Form** of a Sentence is that in which the person or thing performing the act is placed **before** the Transitive Verb in the Active Voice, and the person or thing acted upon **after** it; as, "The *boys* **have collected** all the *books*."

This is also known as the **Common Form** of a Sentence, and the latter title is preferred when the Verb is Intransitive.

11. The **Passive Form** of a Sentence is that in which the author of an act and the object upon which the act terminates are transposed, so that the thing acted upon, which is the passive recipient of the act, occupies the position **before** the Transitive Verb in the Passive Voice, and the person or thing performing the act, preceded by some suitable Preposition, is placed **after** it; as, "All the *books* **have been collected** by the *boys*."

The numerous examples of transposition from the Active to the Passive Form found in Part I. will make the study of these Definitions very attractive and interesting. Only those Definitions that are necessary to be known for the purpose of transposing the Sentences should be assigned for study. The chief obstacle to progress in the science of Grammar has ever been a multiplicity of Definitions, with no means of making any practical application of them in forming Sentences.

12. **Sentences with Intransitive Verbs**, not accompanied by Inseparable Prepositions, can not be transposed or reconstructed in the Passive Form. They are written in the Common Form when not required in the Progressive or Emphatic.

NOTE V. When a Sentence is changed from the Active to the Passive Form, the actor or agent, instrument or cause may be entirely elided or omitted. This is the chief advantage gained by using the latter form, and enables us to avoid the egotistical style of the former; thus, "*I* **have filled** your *order*" becomes "Your order has been filled;" and "I answered the question immediately" becomes "The question was immediately answered."

NOTE VI. All modifiers of the Subject and Object are transposed with them. (See Part IV.)

THE VERB.—FORMS OF SENTENCES.

13. The **Progressive Form** of a Verb is that which represents an act as a continuous event, and changes the Sentence into the **Progressive Form**. It consists of the Present Participle of the Principal Verb, preceded by that Mood and Tense of the Verb **be** which corresponds to the same Mood and Tense of the Common Form; thus, "I **stand** on the table frequently" does not intimate that I am necessarily in that position at the time it is said; but "I **am standing** on the table" signifies a continuous act taking place at the time the words are uttered; and as it represents the act as happening or in a state of progress at that time, it derives the name of **Progressive Form**.

The **Progressive Form** of a Sentence is that in which the Verb used is in the Progressive Form. The Exercises commencing on page 46 illustrate the use of this Form, which is so universal in ordinary conversation. Sometimes it is far more expressive than the Common Form. Each pupil should be required to explain the reason for its preference, and to state the objection to its use in any given Sentence.

14. The **Emphatic Form** of a Verb does not differ from the Common Form except in the **Present** and **Past Indicative**, when **do** or **does** and **did** are respectively employed to receive the emphasis, which in the other Tenses (except Present Imperative, where **do** is supplied) is placed on the Auxiliary. This Form is used to re-assert what has been doubted, contradicted, or denied upon its first assertion; thus, "I **went** to school" is the Common Form; "I **did go** to school" is the **Emphatic**.

The **Emphatic Form** of a Sentence is that in which the Verb used is in the **Emphatic Form**.

Declarative, Interrogative, Exclamatory, and Imperative Sentences may all be changed from one into another of these four forms. (See Part IV., Definitions 4 to 7.)

NOTE VII. The **Past** and **Future** Tenses can only be used in the **Progressive** to indicate *an act or state actually in progress and continuing* at a given period, which must be specified in the Sentence or in a previous or subsequent one.

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RULES.—PASSIVE, PROGRESSIVE, AND EMPHATIC.

15. **RULE FOR PASSIVE.**—To change a Sentence from the Active to the Passive Form: *First*, use the **Object of the Active Verb, with its modifiers, for the Subject of the Passive Verb**; *second*, write the corresponding Mood and Tense of the Verb "be," followed by the Past Participle of the given Verb, with its modifiers; *third*, place the Subject of the Active Verb, with its modifiers, after the Passive Verb, always preceding it with a suitable Preposition.

16. **RULE FOR PROGRESSIVE.**—To change a Sentence from the Active to the Progressive Form: *First*, use the corresponding Mood and Tense of the Verb "be," followed by the Present Participle of the given Verb; *second*, keep the remaining parts of the Sentence unchanged.

17. **RULE FOR EMPHATIC.**—To change a Sentence into the Emphatic Form: **Emphasize the leading Auxiliary of the Verb, and if the Principal Verb have no Auxiliary, supply "do" or "did" for emphatic words.**

The proper method of becoming familiar with these Rules is to develop them while making the given changes in Sentences that have been placed upon slips of paper that can be cut into sections, so as to facilitate the transposition.

While studying these Definitions, the class should be engaged upon the Exercises in Part I. Indeed, the principal use of the Definitions will be for reference while the foregoing Exercises are being written. Almost all ordinary pupils have been drilled upon the abstract Definitions of Text-books on Grammar until they have been alienated from the study; and a pupil of average intelligence has already acquired most of the Definitions, and principally lacks the application of the various Rules.

NOTE VIII. The Verb *be*, on account of its being the instrument with which we change the form of a Sentence, can not itself be changed into Passive or Progressive Form.

NOTE IX. Neither does the Verb *be* require the addition of *do* or *did* in the Emphatic Form. Its Emphatic Form consists of simple repetition.

THE VERB.—TIME AND TENSE.

18. **Time**, in Grammar, signifies the duration of an act or state, the time of its occurrence or existence, or the fact, probability, or possibility of its happening; as, "I **was** sick two days;" "He **broke** my slate yesterday;" "She **will return** to-morrow;" "He **may sell** all the fruit next week."

19. Apart from Grammar, as a matter of fact, there are only two divisions of Time—the **Past** and the **Future**. These are separated by what is called the **Present**, which, however, is but a moment. It is to **Time** what a **Point**, in Geometry, is to two finite straight lines that are contiguous at the extremities and in the same direction. The **Point** has no dimensions, and the **Present** has in reality no duration. When the latter is viewed, however, as a portion of Time of limited duration (as a moment, a second, a minute, an hour, a day, a week, a year, or a century, separating the fathomless **Past** from the boundless **Future**), we create a third division of Time, of artificial character, known as the **Present**.

NOTE X. A train of cars in motion upon a track which can be represented on the blackboard, or by a picture suspended before the class, is a good illustration of **Time**. That portion of the track upon which the train is moving corresponds exactly to the **Present**, which is ever changing its place. That over which the train has already moved represents the **Past**, and that which lies before it, the **Future**. The train may consist of twenty cars, ten, five, or one, or only the locomotive. Or we may substitute simply a grain of sand blown along the track. This explains the limitation of the **Present**.

Now, **yesterday**, and **to-morrow** are convenient words to use in illustrating the three Simple Tenses; thus, the teacher may pronounce the word "**Now**," and after a slight pause the class may make the statement, "**The train moves**;" "**Yesterday**"—"the train moved;" "**To-morrow**"—"the train will move;" "**Now**"—"it rains;" "**Yesterday**"—"it rained;" "**To-morrow**"—"it will rain."

NOTE XI. Properly there is no difference between an act and a state; for when an act is performed the doer is in a state of action, no matter how short its duration. Hence the term state includes what is represented by the word act.

THE VERB.—TIME AND TENSE.

20. The two natural divisions of **Time** (**Past** and **Future**) and the artificial division (**Present**) are called the three **Simple Tenses**. They are the **Present Tense**, denoting present time; the **Past Tense**, denoting time that has passed away; and the **Future Tense**, denoting the time to come; as, "He reads very well." "He read aloud yesterday;" "He will read again to-morrow, and I shall listen to him."

Shall, in the first person, has the same signification as **will** in the second or third, and denotes simple **futurity**; while **will**, in the first person, has the effect of **shall** in the second and third, denoting **determination** as well as **futurity**.

21. The three **Perfect Tenses** denote the end or completion of an act, or the time at which it is brought to *perfection*, either in the past, present, or future. They are distinguished by the addition of some part of the Verb **have**, which, for this reason, is called the "**sign**" of the **Perfect Tenses**. They are the **Present Perfect Tense**, denoting an act just now finished, or completed some time previous to the present, from which it is viewed; the **Past Perfect Tense**, denoting an act that was perfect or complete at a certain time specified in the past; and the **Future Perfect Tense**, denoting an act that will be ended at a given time in the future; as, "They **have written** the lesson three times;" "He **had paid** the money before I met him;" "I **shall have completed** my work at noon."

Each **Simple Tense** should be illustrated with its own **Perfect Tense**; and a considerable number of examples should be given in one before proceeding to another, and the particular significance of the Simple and the Perfect Tense minutely described; thus (writing on the blackboard):

Present—"He **writes** slowly" (act *not completed*);

Pres. Perf.—He **has written** it (act *complete*).

Present—The heat **evaporates** the water (act *not finished*);

Pres. Perf.—The heat **has evaporated** the water (process *ended*).

22. A **Mood** (or **Mode**) is a classification of Tenses according to their use in designating **facts**, **possibilities**, or **abstract acts**, without reference to the actors; as, "It **has happened**;" "You **may die**;" "Walking;" "To **fight**." A Verb in any form except a Participle or an Infinitive, is said to be **Finite**.

THE VERB.—MOODS AND TENSES.

23. The **Indicative Mood** is that class of variations of the Verb which consists of **facts** or **certainties**, either in the statement of past and present events, or promises, assurances, and predictions of the future.

The Indicative Mood is the only one that contains all of the six Tenses, as shown on pages 188 and 189.

24. The **Potential Mood** is that class of variations of the Verb which denotes **possibility**, **probability**, **necessity**, or **duty**.

As the future is altogether uncertain and indeterminate, the **Present Tense** of this Mood includes the future, and consequently there is no Future Tense, as in the Indicative; thus, "The horse can draw heavy loads," means *now* or at any *future* time.

25. The **Subjunctive Mood** is a modification of the Indicative, by the addition of **if** to each Tense, and a change of spelling in the Present and Past Tenses.

As **if**, however, may be combined with the Tenses of the Potential Mood, the Subjunctive has almost become obsolete. It is now limited almost entirely to the Irregular Verb **be**, and its distinguishing characteristic is the similarity of spelling in all the Persons in each Tense; thus, "If I be, if thou be, if he be; if we be, if you be, if they be." Other expressions can be substituted for this form, so as to avoid the use of **if**; as, "Should I be," etc.

26. The **Infinitive Mood** is an impersonal form of the Verb, used to designate an act as if it were a **Noun**; thus, "**To destroy** a house is much easier than **to construct it**" becomes "The **destruction** of a house is much easier than its **construction**." The actor is here entirely ignored.

NOTE XII. The form of the Indicative Mood is retained after **if** when *certainty* is intended, and the old form of Subjunctive, if contingency or doubt is implied; thus, "**If he be sick** we need not expect him," implies *contingency*; but "**If he is sick**, as you have just asserted, I must visit him," implies *certainty*; "**If it rain cats and dogs**, do not stop to pick up the pretty ones," shows *contingency*; but "**It rains**, the hay is spoiled," indicates *certainty*.

THE VERB.—MOODS AND TENSES.

27. The **sign** of the **Infinitive**, "**to**," invariably accompanies it, either expressed or understood, and enables us to recognize any Verb in this form at once; thus, "I love **to labor**;" "**To have remained** was impossible;" "We saw it (**to move**);" "They expected it **to move**."

To, the Infinitive sign, is closely allied with the Preposition **to**. This will appear from a comparison of the two Sentences: "He was caused **to weep**," and "He was moved **to tears**." But these two words should not be confounded together.

28. The **Imperative Mood** is that form of the Verb used to express **commands, requests, entreaties, exhortations, and prayers**; or to grant **permission** to do anything; as, "**Advance** upon the enemy!" "**Pass** me a cup;" "**Save** me from drowning!" "**Think** only that which is *pure*, **speak** only that which is *true*, and **do** only that which is *right*;" "**Give** us this day our daily bread;" "**Go** out into the garden and **pick** flowers."

In the English language the Imperative Mood has only *one* Tense, and is confined to the Second Person alone. All the others are wanting.

29. **Participles** are expressions constructed from the Verb, by annexing the terminations **ing** and **ed** in Regular Verbs, or by an entire change of construction in those that are Irregular (see page 154), in order to transform them into **Adjectives** and **Nouns**, or substitutes therefor; as, **converting, converted, going, gone**. The **Present Participle** may be used as a **Noun**, as, "The **playing** was good." Or, it may take the office of an **Adjective**; as, "Two **playing** dogs appeared before us." But the **Past Participle** can only assume the function of an **Adjective**; as, "An **interrupted** conversation is unpleasant."

30. A **Verb** is subject to a **change of spelling**, according to the **Number** and **Person** of its **Nominative**.

NOTE XIII. **To**, the Infinitive sign, may properly be elided or omitted, in certain cases, from Infinitive Verbs, when they appear in Objective clauses following the Verbs **bid, dare, need, make, see, hear, feel, let, perceive, behold, observe, help, have, watch, and know**. (See pages 89 and 90.)

NOUNS AND PRONOUNS.

31. **A Noun** is a **Name**; as, "George called **Harry**."
 32. **A Pronoun** is a **word used instead of a Noun**; as, "He called **him** twice."
 33. **A Noun** must always be mentioned at least once before it can properly be represented by a **Pronoun**; thus, "The **boy** cut the **boy's** foot;" "He cut the **boy's** foot;" "The **boy** cut **his** foot."

The objection to the first is repetition of the Noun. The second implies two individuals. The third is correct.

34. Persons, and many objects, as cities, rivers, etc., have two distinct names, which may be called **general**, or **common**, and **specific**, to be used according to the meaning and construction of a Sentence; thus, it would be improper to say, "Send me a Fred," for Fred is a name only used to specify some particular boy; but "Send me a boy," would be quite correct, as boy is the general or common name.

Proper Nouns are **specific names**.

Common Nouns are **general names**.

35. **Abstract Nouns** are properly only names given to **qualities or properties**; as, **greatness**, **excellence**.

36. **Collective Nouns** are those which signify **collections**, or **groups**; as, army, jury, multitude, flock. They are also called **Nouns of Multitude**.

The improper use of Verbs used with **Collective Nouns** is a prolific source of error. By referring to the Rules of Syntax, at the end of Part IV., the proper manner of using these will be found.

The same Noun is often capable of being used to express both *unity* and *plurality* of idea. In the Sentence, "The **crowd** gradually increased until its proportions became so great that a disturbance was feared," the idea is that of unity, for *their* could not be substituted for *its* without completely changing the import and meaning of the statement; but the Sentence, "The vast **crowd** then directed their attention to the speaker, and earnestly fixed their eyes upon him," evidently conveys plurality of idea, for it would be manifestly improper to use *its* for *their*.

NOUNS AND PERSONAL PRONOUNS.

37. There are four general **characteristics** or distinguishing features of **Nouns** and **Pronouns**, known as **Gender**, **Person**, **Number**, and **Case**.

38. **Gender** is the distinction of **sex**. Although there are but two **sexes**—**male** and **female**—it is necessary to have four **Genders** to make a complete classification. They are the **Masculine**, denoting the male sex; the **Feminine**, representing the female; the **Common**, for designating words that do not indicate whether male or female is meant; and the **Neuter**, for words that stand for objects having no sex. Each of these, respectively, is represented by the words, **brother**, **sister**, **cousin**, and **hand**, which are Nouns, and **he**, **she**, **I**, and **it**, which are Pronouns.

39. **Person** is the distinction between the **speaker**, the **hearer**, and **subject of conversation**, which are respectively designated the **First**, **Second**, and **Third Persons**; as, **I**, **you**, **he**.

40. **Number** is the distinction between **unity** or **plurality**, or between one and more than one. There are, consequently, two Numbers; the **Singular**, denoting a quantity of magnitude, or a single individual, or one; and the **Plural**, representing a quantity of multitude, or more than one; as, **she**, **they**; **mouse**, **mice**; **house**, **houses**.

41. **Case** is the distinction of **relation**. A Noun or Pronoun may be related to another or to a Verb or Preposition. There are four Cases, which are all explained on the three following pages.

42. Those Pronouns which are used chiefly to designate the distinction of **Person** are called **Personal Pronouns**. They are **I**, **thou**, **he**, **she**, **it**, **we**, **you**, **they**.

43. **I** and **we** are First Person, alluding to the speaker; **thou** and **you** are Second Person, representing the person addressed; and **he**, **she**, **it**, and **they** are Third Person, denoting the person or thing that is the subject of conversation. **It** and **they** are also used as **Idioms**.

He is used when the statement applies to either sex; as, "Who-soever giveth you a cup of water in my name shall not lose his reward." **His** is the Possessive Case of **he**.

CASES OF NOUNS AND PERSONAL PRONOUNS.

44. **Case**, in the *Latin* and other languages, is distinguished by varying the termination of words; and as Adjectives are classified in this way as well as Nouns and Pronouns, and as Verbs are subject to a similar system of classification, such are designated **Classical Languages**. The English language, however, is almost destitute of any arrangement of this kind; but the Cases of Personal Pronouns are, to a certain extent, capable of being recognized by their orthography; as, **he**, for example, is invariably in the **Nominative Case**, **his** in the **Possessive** or Genitive, and **him** in the **Objective** or Accusative.

45. The **Nominative Case** is the relation that a Noun, Pronoun, or equivalent expression bears to any **Finite Verb** which it **precedes** in construction; as, "**William writes**;" "**We waited**;" "**To die is gain**."

46. The **Objective Case** (Accusative) is the relation that a Noun, Pronoun, or equivalent expression bears to a **Transitive Verb** or **Preposition** which it follows or succeeds in construction; as, "**Call that boy**;" "**Having seen him**;" "**With respect**."

47. **Personal Pronouns**, with few exceptions, change their form when the Nominative and Objective Cases are transposed; thus, "**He struck me**" becomes "**I was struck by him**."

Page 10 and those following furnish copious examples of the change in the orthography of the Pronouns.

48. **Nouns**, under similar circumstances, undergo no change in orthography; thus, "**Friends invite friends**" becomes "**Friends are invited by friends**."

49. The Verb **be**, or any equivalent Verb, is followed by the same Case that preceded it; as, "**Who do men say that I am?**" (that is, "**Men say that I am who?**"); "**Whom do you take me to be?**" (otherwise, if transposed, "**You take me to be whom?**"); "**It is I, be not afraid**;" "**I took his brother to be him**;" "**May is the fifth month**;" "**The fifth month is May**;" "**He was called Peter the Great**."

Numerous examples of the transposition which is possible in the two Cases before and after the Verb **to be**, can be found on pages 91 and 92, and these can be increased without limit, at the discretion of the teacher.

CASES OF NOUNS AND PRONOUNS.

50. Since the Subject of a Finite Verb is invariably in the **Nominative** Case, the only instance in which the **Objective** can precede the Verb **be** is in its **Infinitive** forms. (See page 54.) In the sentence, "It is impossible for **him** to tell the truth," the word **him** has no direct grammatical connection with **to tell**. This will appear by omitting the words "to tell the truth." It is evident that **him** is the object of the Preposition **for**, and that the Infinitive Phrase "to tell the truth" is really in apposition with the superfluous Pronoun **it**. But in the sentence, "He took **me** to be **him**," there is such an intimate relation intended to be expressed that it is impossible to omit the words "to be him" without mutilating it. In all such constructions an **Objective** follows the Verb **to be**, to agree with the **Objective** preceding it.

51. The **Possessive** Case is the relation of a Noun or Pronoun to another before which it is placed to denote possession or ownership; as, "**George's** instruments have been stolen;" "**Her** teeth are beautiful;" "I have lost **my** all;" "You have a new hat; where is **your** old one?"

52. The **Possessive** Case of Nouns in the Singular Number is distinguished by an **apostrophe** and **s**; when the Plural is formed by the addition of **s**, an apostrophe alone marks the Possessive; and when the Plural is formed with any terminal letter other than **s**, the apostrophe and **s** are both used; as, that **man's** money; **ladies'** gloves; **men's** clothing.

53. The **Possessive** Case of a Noun may be converted into **Objective** by placing it, preceded by the Preposition **of**, after the word representing the thing possessed; thus, "The **planet's** motion" becomes "The motion **of the planet**."

54. **Possession** is not always **ownership**. The latter is indicated by adding the word **own** to each of the Pronouns in the Possessive Case; as, "This is **my** chair while I am sitting in it, but it is not **my own** chair."

55. When the word indicating the thing possessed has already been mentioned at least once, it may be elided or suppressed when the Pronoun in the Possessive Case alludes to persons and not to inanimate objects; as, "They sold **their** cow, but we killed **ours**."

CASES OF NOUNS AND PRONOUNS.

56. The **Independent Case** is a form of **Nouns** and **Pronouns** resembling the **Nominative**, but **having no intimate connection with any Verb**, such as the **Nominative** has. There are two different constructions: First, **Independent by address**; second, **Independent before a Participle**.

In the *Latin* and other languages the **Independent Case** by address is called the **Vocative**, which, however, is never used in the **Independent Case** before a **Participle**.

There are also in the *Latin* language two additional Cases or relations besides the four that correspond to the four used in English. They are the **Dative**, used after the Preposition **to**, and the **Ablative**, used after **by** or **with**. The former shows **destination** and the latter **instrument**.

57. When a **person**, or a **thing personified**, is made the subject of direct **address**, it requires the **Independent Case**; as, "**Alexander**, Frank has arrived."

58. A **Participle**, being incapable of having a **Nominative**, requires the **Independent Case to precede it** when no connection with the succeeding portion of the sentence exists; as, "**The moon** *having arisen*, we resumed our journey."

If, however, any direct relation exists between the word preceding the **Participle** and the clause following it, the preceding word is in the **Nominative Case** before the succeeding **Finite Verb**; as, **Cæsar**, *having been crowned* with the highest honors of his country, **fell** by the hand of an assassin."

59. **Apposition** is the construction of two or more equivalent expressions **in the same Case**. That which explains, limits, describes, or identifies the other, is said to be **in apposition** with it; thus, in the sentence, "**The chairman, Louis H. Davies**, referred the investigation of **Benjamin Williams, the contractor's**, claim, to **James Anderson, Henry Harvey, and George Coombs, the special committee**," **Louis H. Davies** is in the **Nominative Case** in Apposition with **chairman, contractor's** in the **Possessive Case** in Apposition with **Benjamin Williams**, and **special committee** in the **Objective Case** in Apposition with the three preceding names.

When two **Nouns** are in Apposition in the **Possessive Case**, the apostrophe and **s** are omitted from the first.

DECLENSION OF NOUNS.

| SINGULAR. | | |
|--------------|---------------|--------------|
| Nominative. | Possessive. | Objective. |
| Boy, | boy's, | boy. |
| Man, | man's, | man. |
| Lady, | lady's, | lady. |
| Secretary, | secretary's, | secretary. |
| Wharf, | wharf's, | wharf. |
| Knife, | knife's, | knife. |
| Jesus, | Jesus', | Jesus. |
| PLURAL. | | |
| Boys, | boys', | boys. |
| Men, | men's, | men. |
| Ladies, | ladies', | ladies. |
| Secretaries, | secretaries', | secretaries. |
| Wharves, | wharves', | wharves. |
| Knives, | knives', | knives. |

The Plural Form of *Jesus* is wanting.

60. When a **Noun** in the **Singular Number** terminates with **s**, or an equivalent sound, and particularly when the final **s** is preceded by another, the **apostrophe** without **s** is used in the **Possessive**; as, **Lazarus'** death; for **Jesus'** sake; for **goodness'** sake; for **conscience'** sake; **Moses'** rod.

61. The great majority of **Common Nouns** should never be used in the **Possessive** Case, because the **Objective** (sec. 53, page 123) is more euphonious; thus, "The pride of life" is much preferable to "Life's pride;" and "The severity of the weather" is in much better taste than "The weather's severity."

62. When the **Nominative Plural** ends with **s**, the **apostrophe** is placed *last*; as, **ladies'** gloves. But when it is formed in any other manner, the **Plural** resembles the **Singular** in the **Possessive Case**; as, **men's** clothing, **children's** toys.

63. **Letters of the Alphabet** and **Cardinal Numbers** form the **Plural Nominative** by adding an **apostrophe** and **s**; as, **six**'s, **three** 4's.

64. **Proper Names** are only used in the **Plural Number** to denote a *race*, *family*, or *succession*; as, the **Hindoos**, the **Henrys**, the **Smiths**.

DECLENSION OF PERSONAL PRONOUNS.

| SINGULAR. | | | | |
|-----------|-------------|-------------|------------------------------|------------|
| Pers. | Gender. | Nominative. | Possessive. | Objective. |
| 1. | <i>Com.</i> | I, | my, mine, or my own, | me. |
| 2. | <i>Com.</i> | Thou, | thy, thine, or thine own, | thee. |
| 3. | <i>Mas.</i> | He, | his, his, or his own, | him. |
| 3. | <i>Fem.</i> | She, | her, hers, or her own, | her. |
| 3. | <i>Neu.</i> | It, | its, its, or its own, | it. |
| PLURAL. | | | | |
| 1. | <i>Com.</i> | We, | our, ours, or our own, | us. |
| 2. | <i>Com.</i> | Ye or you, | your, yours, or your own, | you. |
| 3. | <i>Mas.</i> | They, | their, theirs, or their own, | them. |
| 3. | <i>Fem.</i> | They, | their, theirs, or their own, | them. |
| 3. | <i>Neu.</i> | They, | their, theirs, or their own, | them. |

The Personal Pronoun **thou** is now seldom used except in sacred writings, prayers, poetry, and music, or in orations and addresses. Instead of it we use the plural form, **you**.

Besides the use of **it** as a Personal Pronoun, it forms an **idiomatic word**; as, "**It** occurred to me that nothing had yet been done;" "**Has it** come to this?"

REFLEXIVE PRONOUNS.

| SINGULAR. | | | | |
|-----------|-------------|-------------|----------|-------------|
| | | | | |
| 1. | <i>Com.</i> | Myself, | wanting, | myself. |
| 2. | <i>Com.</i> | Thyself, | wanting, | thyself. |
| 3. | <i>Mas.</i> | Himself, | wanting, | himself. |
| 3. | <i>Fem.</i> | Herself, | wanting, | herself. |
| 3. | <i>Neu.</i> | Itself, | wanting, | itself. |
| PLURAL. | | | | |
| 1. | <i>Com.</i> | Ourselves, | wanting, | ourselves. |
| 2. | <i>Com.</i> | Yourselves, | wanting, | yourselves. |
| 3. | <i>Mas.</i> | Themselves, | wanting, | themselves. |
| 3. | <i>Fem.</i> | Themselves, | wanting, | themselves. |
| 3. | <i>Neu.</i> | Themselves, | wanting, | themselves. |

65. When a **Reflexive Pronoun** is used in the **Objective Case**, the act is represented as being expended upon the **actor** who performed it. (See page 109.)

RELATIVE PRONOUNS.

66. There are four classes of Pronouns: **Personal**, **Relative**, **Interrogative**, and **Adjective**.

67. **Relative Pronouns** are those which are used to combine **several propositions** referring to the same person or thing, by establishing some **relation** which exists between them; as, "He **who** reads will run." (See pages 66, 68, etc.)

68. The **Antecedent** of a **Relative Pronoun** is the word or expression preceding it to which it **relates**. In the sentence, "An aged **veteran, who** had survived many battles, then arose and offered his services," **veteran** is the **Antecedent** of **who**, the **Relative Pronoun**.

69. A **Relative Pronoun** always has the same **Number** and **Person** as its **Antecedent**; as, "*I, who am* now here, *was* then residing there." **Who**, in this sentence, is First Person and Singular Number, like **I**, its antecedent, and requires the Verb **am** to be of the same construction.

70. The **Simple Relative Pronouns** are: **Who**, for persons; **which**, for things and inferior animals; **that**, sometimes preferable to **who** and **which**; and **as**, exclusively used after **such**, as a complement; as, a man **who** thinks; a dog **which** barks; **one that** will answer; **such people as** attend.

71. **That** is preferred to **who** or **which**: 1. For restricting the signification of the Antecedent; 2. When there are several Antecedents, consisting of both persons and things; 3. Where the verbal construction, euphony, or association with other words or phrases, requires its use. The following examples will illustrate this: "**Expressions, which** are equivalent to Nouns, may be substituted for them," implies that *all* expressions, without any exception, are equivalent to Nouns; but "**Expressions that** are equivalent to Nouns may be substituted for them," indicates that the substitution is to be restricted to such expressions as Infinitive Phrases or any others that have the same construction. Again, "All the **men and horses that** were killed in the battle were buried during the night," would be mutilated by the use of **who** or **which** in place of **that**. The sentence, "**He that** hath ears to hear," is also evidently much more euphonic than "**He who** hath ears to hear," etc.

COMPOUND RELATIVE PRONOUNS.

72. A **Compound Relative Pronoun** is one that includes both the **Simple Relative Pronoun** and its **Antecedent**. The principal **Compound Relative Pronoun** is the word **What**, which may represent at the same time **two Nominatives, two Objectives, a Nominative and an Objective, or an Objective and a Nominative**; as, "**What** affects me will interest you;" "**What** I hear I remember;" "**What** you do will please me;" "**What** comes in you may take." (See pages 81 and 82.)

73. Besides **what**, the compound words, **whatever, whoever, whichever, whatsoever, whosoever, and whichsoever**, are used as **Compound Relative Pronouns**.

74. A **Preposition** that would otherwise precede a **Simple Relative Pronoun** may properly be used after the **Compound Relative Pronoun, what**; thus, the Sentence, "**Call whoever I shall speak to,**" becomes, when transposed, "**Call the person to whom I shall speak;**" and "**I found what I was looking for**" becomes "**I found the thing for which I was looking.**"

75. A **Preposition** used with **whom** or **which** *must precede it*, but it can not be used with **that** unless it follows it; as, "**The boy that I sent for came**" would be very awkward if written, "**The boy for that I sent came;**" but "**The boy for whom I sent came**" would be preferable to either.

76. When the **Simple Relative Pronoun** is in the **Objective Case**, it can, with propriety, be **omitted**; as, "**I gave him all (that) he wanted,**" in which **that** can be dispensed with.

The proper method of studying these Definitions of **Simple and Compound Relative Pronouns** is to write the Exercises in **Part I.**, commencing on page 65, either as Dictation Exercises or otherwise, as explained on the introductory pages. **Contemporaneous lessons** should be assigned for home study from these Definitions. This will invest the work with a charm that can not otherwise be infused into the study of Grammar; and instead of being hostile to this much abused subject, the scholars will become interested in what will be one of the most attractive studies of the school-room. These remarks are applicable to all the Definitions in **Part II.**

INTERROGATIVE PRONOUNS.

77. **Interrogative Pronouns** are those that are used to ask questions.

78. The simplest **Interrogative Pronoun** is **what**, as used to respond to a question or an invention; as, "Sam!" "What?" "Did you pay the money?" "What?"

The word **What** is used in an entirely different sense as the initial word in such Exclamations as, "**What** a remarkable word this is!" It is then called an Exclamatory Sign. See Part IV.

79. The **Simple Relative Pronouns, who and which**, may also become **Interrogative Pronouns**; as, "**Who** is it?" "**Which** is mine?" "**What** is the reason?"

80. **Who** and **which** are used to ask questions of discrimination and of identification between persons and things respectively; while **what** is used in demanding an explanation of anything; as, "Who was the second President of the United States?" "Which is most abundant in the atmosphere, oxygen or hydrogen?" "What causes iron ships to float?" "What becomes of the smoke?"

81. **Who** is incapable of being converted into an **Adjective**, but **which** or **what** may be so used with the Noun expressed after it; as, "**What** man is he that shall not see death?" "**Which** window did you close?" "What simple substances are contained in an egg?"

82. **Whatever** can be used as an **Interrogative Pronoun** for **what**; as, "**Whatever** can have become of my knife?"

83. **Who, which, what** (except when used alone, as in answer to a question), and **whatever**, as **Interrogative Pronouns**, must be parsed as such when standing alone, giving **Gender, Person, Number, and Case**; but all, except **who**, become **Pronominal Adjectives** when Nouns are expressed or understood after them. They may then be parsed as **Interrogative Pronominal Adjectives**.

Models and Formulae for Parsing are given at the end of these Definitions. There the pupils can find the form for parsing all the different kinds of Pronouns. The Compound Relative Pronoun should be separated into a Simple one with its Antecedent; but when the word **what** is a Simple Interrogative, as in sec. 78, it is disposed of accordingly.

ADJECTIVE PRONOUNS AND ADJECTIVES.

84. An **Adjective** is a word or combination of words used to describe a Noun, restrict its meaning, or limit its number or quantity; as, good, more beautiful, most fortunate, many, much more numerous.

85. An **Adjective Pronoun**, or, as it is sometimes called, a **Pronominal Adjective**, is an **Adjective that can be used alone**, by omitting the Noun which it modifies; as, **that** (book), **many** (people), **all** (the boys), **one** (person).

86. **Adjective Pronouns** are divided into four groups, called **Demonstrative, Distributive, Indefinite, and Numeral**.

87. The **Demonstrative Adjective Pronouns** are: **This, that, these, those, former, latter, same**.

88. The **Distributive Adjective Pronouns** are: **Each, each other, every, every other, either, neither**.

89. The **Indefinite Adjective Pronouns** are: **All, another, any, any one, any other, anything, both, few, many, many a, no, nobody, no one, none, not a, not an, not any, nothing, other, one, one another, several, so-and-so, some, some other, somebody, some one, something, such, such a one, sundry, and whole**.

Anything is a Pronoun; Adjective form, **any**. **Many a** is an Adjective; Pronominal form, **many**. **No** is an Adjective; Pronominal form, **none**. **Nobody** is a Pronoun; Adjective form, **no**. **No one** is a Pronoun; Adjective form, **no**. **Not a** is an Adjective; Pronominal form, **not any**. **Nothing** is a Pronoun; Adjective form, **no**. **One another** is a Pronoun; Adjective form, wanting. **So-and-so** is a Pronoun; Adjective form, wanting. **Somebody** is a Pronoun; Adjective form, **some**. **Some one** is a Pronoun; Adjective form, **some**. **Something** is a Pronoun; Adjective form, **some**. **Such a one** is a Pronoun; Adjective form, **such**. **Sundry** is an Adjective; Pronominal form, **sundries**. All the others are both Adjectives and Pronouns.

90. The **Numeral Adjective Pronouns** are: **One, two, three, four, five, etc.**, which are called **Cardinal**; and **first, second, third, fourth, fifth, etc.**, which are called **Ordinal**.

91. **One, other, and another** are declined as Nouns. **One** and **other** have a Plural; but **another** has none.

COMPARISON OF ADJECTIVES.

92. Almost all **Descriptive** and a few **Restrictive** or **Limiting Adjectives** are capable of **Comparison**; as, "This is the **best** book I have ever read;" "The mosquitoes were **more numerous** in the woods." "The Pyramids are **older** than Saint Peter's; the Nile is **older** than the Pyramids; how **much older** than *the dome of St. Peter's* must be *the waters of the Nile!*"

93. **Comparison** is the **contrast** of the **degree of quality** in the same object or in several objects when compared. There are **four Degrees** of Comparison, the **Positive**, **Comparative**, **Ultra-comparative**, and **Superlative**.

The **Positive** is the **quality** itself, without anything to compare with it. The **Positive** does not become a **Degree** until a comparison has been made with the same quality in a greater or less degree; thus, in the sentence, "The eagle is **strong**," no particular *degree* of strength is expressed. Only the **positive quality** is denoted.

The **Comparative** is a **greater or less degree of quality** possessed by **one of two objects** that have been contrasted, or in the same object; thus, "The eagle is **stronger** than the robin," or "The robin is **less strong** than the eagle," shows a **greater degree** of the **quality of strength** in the eagle than in the robin.

The **Ultra-comparative** is a **degree of quality greater or less** than the **Comparative**, in a **third object** that is compared with **only two others**: "The eagle is stronger than the robin; the robin is stronger than the butterfly; **much stronger**, then, is *the eagle than the butterfly.*" The expression **much stronger** shows a comparison between the *first* and *third*. The latter, being **beyond** the second, has been indicated by prefixing **Ultra** to the word **Comparative**.

The **Superlative** is the highest or lowest **degree of quality**; "He is the **most benevolent** man in the city;" "A point is the **smallest** possible space."

As far as the author is aware, no attempt has heretofore been made to assign a place to the additional Degree of Comparison which we have called the **Ultra-comparative**. Its utility will at once appear to all who are familiar with the frequency of its occurrence in the demonstrations of Higher Mathematics.

COMPARISON OF ADJECTIVES.

94. Most **Adjectives** are compared by prefixing **more**, **much more**, and **most** to the **Positive**, to form the **Comparative**, **Ultra-comparative**, and **Superlative Degrees**, respectively; as, **beautiful**, **more beautiful**, **much more beautiful**, **most beautiful**.

95. For **lower Degrees**, **less**, **much less**, and **least** are used.

96. Many **Adjectives**, especially those of **one syllable**, are compared by the addition of **er** and **est** to the **Positive**, to form the **Comparative** and **Superlative Degrees**, respectively, and prefixing **much** to the Comparative to form the **Ultra-comparative**; as, **rich**, **richer**, **much richer**, **richest**.

97. The following **Adjectives** are compared **irregularly**, by a change of orthography:

| Positive. | Comparative. | Ultra-comparative. | Superlative. |
|-----------------|-----------------|--------------------|---------------------------|
| Aft (adverb), | after, | wanting, | aftermost. |
| Bad, | worse, | much worse, | worst. |
| Evil, | worse, | much worse, | worst. |
| Far, | farther, | much farther, | farthest. |
| Fore, | former, | wanting, | foremost or first. |
| Forth (adverb), | further, | wanting, | furthest or furthestmost. |
| Good, | better, | much better, | best. |
| Hind, | hinder, | wanting, | hindmost or hindermost. |
| Ill, | worse, | much worse, | worst. |
| Inside, | inner, | wanting, | inmost or innermost. |
| Late, | later, | much later, | latest or last. |
| Little, | less or lesser, | much less, | least. |
| Many, | more, | much more, | most. |
| Much, | more, | much more, | most. |
| Near or nigh, | nearer, | much nearer, | nearest or next. |
| Old (things), | older, | much older, | oldest. |
| Old (persons), | the elder, | much the elder, | eldest. |
| Out (adverb), | utter, | wanting, | utmost or uttermost. |
| Outside, | outer, | wanting, | outmost or outermost. |
| Under, | wanting, | wanting, | undermost. |
| Up (adverb), | upper, | wanting, | upmost or uppermost. |
| Top, | wanting, | wanting, | topmost. |

98. Comparatives ending with **ior** are followed by **to** instead of **than**, which follows ordinary Comparatives; as, "Mine is **superior to his**."

99. The Adjectives **a** or **an** and **the** are also called **Articles**, of which the latter is called **Definite** and the former the **Indefinite**. **An** loses the **n** before consonants. Both **a** and **an** are corruptions of **ane**, the Anglo-Saxon word for **one**.

Incomparable Adjectives are those that are incapable of comparison; as, **eternal**.

ADVERBS.

100. An **Adverb** is a word or expression used to modify an **attribute**.

101. An **attribute** is a **condition**, a **quality**, or a **feeling**, and is represented by a **Verb**, an **Adjective**, or an **Adverb**; thus, "God is **very** powerful;" "He deals **justly**;" "You walk **too** rapidly." Here, the attribute represented by the **Adjective** "**powerful**" is modified by the **Adverb** "**very**;" the **Adverb** "**justly**" is the modifier in the attribute of **just dealing**; while the **Adverb** "**too**" modifies the attribute of **rapidity in walking**. (Def. 32, Part IV.)

102. Hence an **Adverb** always modifies a **Verb**, an **Adjective**, or another **Adverb**.

103. An **Adverb** may be formed from any suitable **Adjective** by simply adding the termination **ly**; as, **glad**, **gladly**.

104. Many **Adverbs**, like **Adjectives**, can be **compared**. Some **Adverbs** are compared by adding **er** and **est**; others, by prefixing **more** and **most**; while a few are **Irregular**:

| Positive. | Comparative. | Superlative. |
|------------|-----------------|-----------------|
| Decidedly, | more decidedly, | most decidedly. |
| Gladly, | more gladly, | most gladly. |
| Forth, | further, | furthest. |
| Badly, | worse, | worst. |
| Little, | less, | least. |
| Much, | more, | most. |
| Well, | better, | best. |

105. An **Adverb** that is incapable of **comparison** is said to be **Incomparable**; as, wholly, absolutely.

One of the most common errors in the use of language is the substitution of **Adjectives** and **Adverbs** for one another, thus giving rise to great confusion of ideas, and very careless habits in conversation. Such expressions as "How **pretty** the room is decorated!" for "How **prettily**," etc.; also "He punished him **good**" for "He punished him **well**," are examples of the most frequent faults. An excellent method is to appoint a critic each day to note errors that can be detected, and correct them at night before dismissal, illustrating them at the black-board, without any personal allusions.

CLASSIFICATION OF ADVERBS.

106. Adverbs may be divided into seven classes:

| | | | | |
|----------------------------------------|---|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONCERNING AN ACT, ADVERBS EXPRESS THE | } | 1. Time | <ul style="list-style-type: none"> 1. Point of time Instantly. 2. Duration Continually. 3. Repetition Often. | |
| | | } | 2. Place | <ul style="list-style-type: none"> 1. Rest in There. 2. Motion to Back. 3. Motion from Away. 4. Alternate motion . . . To and fro. |
| | | | } | 3. Manner |
| | } | | | 4. Limit |
| | | | } | 5. Certainty |
| | | } | | 6. Cause and effect . . . |
| | } | | | 7. Accompanying circumstance..... |

The classification of Adverbs made by different authors varies so much that it is not advisable to require the scholars to commit them to memory in any given order. But they should be familiar with the principal classes; and to accomplish this, lists should be written out containing as many Adverbs as possible belonging to each class, and specifying those that may properly be classified in more than one group; as, **scarcely**, in the Sentences, "I had **scarcely** spoken when the clock struck," and "The locomotive could **scarcely** move the train;" the first relating to the **point of time**, and the second to **degree**.

PREPOSITIONS.

107. A **Preposition** is a **relation-word**; or, it is a word used to denote **place** or **position**. Prepositions are, therefore, often called **place-words**. To illustrate this, let the teacher take a book in one hand and a piece of paper (or any other object) in the other. *Place* the paper **on** the book; then **under** it and **on** the table, or **between** the table and the book; make the paper revolve *round* the book, and wrap it **around** it. Place the paper **near** the book, then **over**, **within**, **next to**, **above**, **by**, or **opposite to** it. Then take it **away from**, **from off**, or **from within** the book. In this manner illustrate the use of as many **Prepositions** as the class can mention.

A **Preposition** shows the **relation** of **Nouns** and **Pronouns** to each other and to other words; as, the *cover of the box*, *one of us*, *Less of all*, a *hen with chickens*, *come to me*.

108. The **Object** of a **Preposition** is the **word** following it to which it calls attention; as, in the preceding section, **box**, **us**, **all**, **chickens**, and **me** are the **Objects** of the **Prepositions** that precede them.

109. A **Preposition with its Object** can be used as an **Adjective** or an **Adverb**; as, "He *went from the city in a hurry*," can be made to read, "He *went away hastily*," in which the **Adverbs** **away** and **hastily** are substituted for the expressions **from the city** and **in a hurry**. And again, "The **Generals of France** were **men of the people**," can be changed to "The **French Generals** were **popular men**," in which the **Adjectives** **French** and **popular** are substituted for the expressions of **France** and **of the people**.

A **Preposition with its Object**, including **modifying words**, is called a **Prepositional Phrase**, as explained in Part IV., Def. 31.

110. An **Inseparable Preposition** is one that can be used in **connection with a Verb** without any other grammatical construction; as, "He *disliked to be laughed at*;" "They *were brought in*;" "He *may be looked for* at any moment." **At**, **for**, and **in** are **Inseparable Prepositions**. The **Inseparable Preposition**, being in reality a component part of the **Verb**, should be parsed with it. "He *uplifts the fallen*" is the same as "He *lifts up the fallen*."

LIST OF ADVERBS.

| | | | |
|-------------------|--------------|----------------|--------------|
| accordingly, | forward, | never, | thence, |
| again, | gladly, | nevertheless, | there, |
| ago, | haply, | no, | thereby, |
| alike, | hardly, | not, | thither, |
| almost, | hardly ever, | now, | thrice, |
| alone, | hence, | now and then, | to and fro, |
| always, | here, | nowadays, | to wit, |
| and so forth, | hereafter, | often, | too, |
| apart, | hereby, | once, | to-day, |
| as, | heretofore, | one by one, | to-morrow, |
| as follows, | heretofore, | only, | to-night, |
| aside, | hither, | out, | together, |
| asunder, | hitherto, | outdoors, | twice, |
| at once, | how, | outright, | two-fold, |
| away, | however, | over, | usually, |
| backwards, | howsoever, | over and over, | very, |
| barcly, | ill, | overboard, | verily, |
| better, | immediately, | particularly, | viz., |
| by, | in, | partly, | yea, |
| by-and-by, | indeed, | peradventure, | yes, |
| by-the-bye, | indoors, | perhaps, | yesterday, |
| certainly, | in fact, | possibly, | well, |
| enough, | in fine, | probably, | when, |
| etcetera, | inside, | quite, | whenever, |
| even, | instead, | rather, | whence, |
| ever, | last, | readily, | where, |
| evermore, | least, | scarcely, | whereat, |
| exactly, | less, | seldom, | whereby, |
| exceedingly, | little, | since, | whereon, |
| far, | low, | so, | wheresoever, |
| far away, | more, | soon, | wherever, |
| first, | much, | sometimes, | whilst, |
| forever, | may, | sore, | withal, |
| forever and ever, | namely, | sure, | within, |
| forth, | near, | surely, | without, |
| forthwith, | nearly, | then, | worse. |

This list of Adverbs contains most of those that are in common use, and is far more complete than the lists usually given. In addition, there are many other words, such as the combinations, **adrift**, **afloat**, **awake**, **hereinbefore**, **afortime**, etc., which, however, may readily be recognized, in common with all Adverbs, by ascertaining whether they answer the questions, "How?" "When?" "Where?" "Under what circumstances?" "To what extent?" etc.

As a general rule, **all words** formed from **Adjectives** by the addition of the final syllable **ly** may be classified as **Adverbs**; thus, **effectually**, from **effectual**.

Many words assume the functions of several parts of speech; thus **more** may be an **Adjective** or an **Adverb**; and **for** a **Conjunction** or a **Preposition**.

LIST OF PREPOSITIONS.

| | | | |
|-----------------|------------------|--------------------|------------------|
| abast, | down, | in upon, | plus (+), |
| aboard, | down among, | less, | previously to, |
| about, | down at, | like, | regarding, |
| above, | down by, | minus (-), | respecting, |
| according to, | down from, | multiplied by (×), | round, |
| across, | down in, | next to, | round and round, |
| adjacent to, | down on, | notwithstanding, | save, |
| after, | down to, | of, | similar to, |
| against, | down under, | off, | since, |
| along, | during, | off from, | subject to, |
| amid, | ere, | off to, | subsequent to, |
| amidst, | except, | off with, | through, |
| among, | equal to (=), | on, | throughout, |
| amongst, | for, | on to, | till, |
| around, | from, | opposite, | to, |
| as far as, | from among, | opposite to, | touching, |
| as to, | from across, | out among, | towards, |
| at, | from before, | out at, | under, |
| athwart, | from behind, | out beyond, | underneath, |
| away from, | from between, | out by, | until, |
| because of, | from beyond, | out from, | unto, |
| before, | from off, | out in, | up, |
| behind, | from over, | out of, | up above, |
| below, | from under, | out on, | up among, |
| beneath, | from underneath, | out to, | up at, |
| beside, | from within, | out towards, | up by, |
| besides, | from without, | over, | up in, |
| between, | in, | over among, | upon, |
| betwixt, | in among, | over at, | up to, |
| beyond, | in at, | over by, | up with, |
| by, | in behind, | over in, | with, |
| by means of, | in on, | over on, | within, |
| by reason of, | in out of, | over to, | without, |
| concerning, | instead of, | past, | with regard to, |
| contrary to, | into, | pending, | with respect to, |
| divided by (÷), | in under, | per, | worth. |

A great discrepancy exists between the lists of Prepositions and other Parts of Speech given by different authors. In the list given above the **mathematical signs** are all included, as well as other expressions, such as **like** and **worth**. "Four **plus five**" so much resembles "four **with five**," or "four **combined with five**," that it is difficult to detect any difference. Again, "seven **by nine**" is exactly analogous to "seven **multiplied by nine**;" and "seven **into** fourteen equals two" has precisely the same effect as "seven **divided into** fourteen," etc., or "fourteen **divided by seven**," etc.; so that any attempt to prove them to be different from one another seems like making a *distinction* without a *difference*.

COMPOUND PREPOSITIONS.

111. A **Compound Preposition** is a combination of two or more simple Prepositions, or other words, which together possess the same force and nature as an ordinary Preposition; as, "He walked **up to** the next street, **contrary to** my instructions." Here **up to** signifies that he walked on some other street upwards *to* the next street. **Up** alone would mean that he walked *on* the next street; while **to** alone would signify that he went *as far as* the next street, approaching from any direction.

In some cases the two words are combined, as in the Prepositions **upon** (from **up** and **on**), **into**, **within**, **without**; but usage probably determined this previous to the invention and use of printing.

The difference in meaning is in most cases so great that they have been considered deserving of special consideration in the list on page 137.

In the sentence, "The ship sailed **out beyond** the island," **out** is manifestly not an *Adverb*, as in "The school is **out**," or "The boat has been bailed **out**," for then the meaning would be that the *sailing out* took place *beyond* the island. But when **out beyond** is considered as a **Preposition**, the point of departure is on this side of the island.

In the sentence, "Father has returned **from across** the river," the meaning is that he went **across** and returned **from** the other side; while **from** alone would signify that he returned *without going across*; and **across** alone, that he first came from the other side to this, and afterwards went back, or *returned to the other side*.

Again, in "We could see **in behind** the curtain," our point of observation was on this side of the curtain; but **behind** alone would indicate that the observer's position was inside, or *on the other side* of the curtain, and that he was *able to see* there.

The distinction is exactly analogous in the difference between **in** and **into**. We say, "The fish leaped **in** the water," as it was already there; but "The boy leaped **into** the water," because he was *out of the water* when he leaped.

CONJUNCTIONS.

112. **Conjunctions** are words used to connect parts of Sentences.

113. Those that connect parts that are in harmony, or of similar signification, are called **Copulative Conjunctions**; as, "The sun rose, **and** the clouds were dispersed."

114. Those that connect parts that are in contrast, or of different signification, are called **Disjunctive Conjunctions**; as, "The sun rose, **but** the clouds still remained."

115. When **but** can be changed to **only**, it is an Adverb; as, "He took **but** a few."

116. When **but** can be changed to **except**, it is a Preposition; as, "He took all **but** two."

117. The Conjunction **or** has two uses. When it shows an **alternative**, it is **Disjunctive**. This use requires no comma; as, "I will have two or three." But when it is **explanatory** of the preceding expression, it is **Copulative**, and generally requires a comma; as, "It requires two and three, or five." In the latter case, **or** can be changed to **that is**, by which means it can be recognized.

118. Many words possess such a variety of signification and adaptability to be used under various circumstances, that it is very difficult, at times, to classify them. To illustrate this, we may compare "The boy **with** his father went to the city," with "The boy **and** his father went to the city." It seems almost impossible to regard **with** otherwise than as a **Conjunction**. But it is generally considered a **Preposition**.

119. **As** is another instance. In "It is **as black** as jet," it is an **Adverb** modifying the Adjective **black**; in "Such members **as contribute** are admitted free," it is a **Relative Pronoun**; in "They used hay **as fuel**," it may with great propriety be regarded as a **Preposition** instead of **for**; in "Who wrote that **as on the slate?**" it is a **Noun**; and in "The ice will melt, **as** it is so warm to-day," it is a **Conjunction**. As a general rule, the sense must guide us in determining the classification of all such doubtful words. There are hundreds of these in the language, and it will be found a most profitable and pleasing exercise to encourage the class in writing criticisms on words and illustrating their use in sentences.

CONJUNCTIONS.

120. Perhaps the most remarkable instance is to be found in the word **that**. In the Sentence, "He says **that** *that* 'that' **that** you wrote is wrong," the first one is a **Conjunction**, the second an **Adjective**, the third a **Noun**, and the fourth a **Pronoun**. A common error is found in the use of **so**. This word is always an **Adverb** when it precedes an **Adjective** that is to be intensified by it; thus, the Sentence, "He should not use **such** powerful medicine," should be written, "He should not use **so** powerful medicine," or "medicine **so** powerful," because **such**, which is an **Adjective**, cannot modify *another Adjective*. But in cases like the last Sentence but one on the preceding page, **such** is correctly used, as the three Adjectives, **all**, **such**, and **doubtful**, modify the Noun **words**.

121. **Correlative Conjunctions** are those that are related together in pairs. They are more conspicuously Copulative or Disjunctive than single Conjunctions; as,

Both—and. "Both the teacher and the scholars must be punctual."

Either—or. "Either you or he must have done it."

Neither—nor. "Neither the hens nor the turkeys are laying just now."

As—as. "It is about as worthless as it is cheap."

So—as. "He is not so sure as to be able to swear to it."

So—that. "I was so happy that I cried."

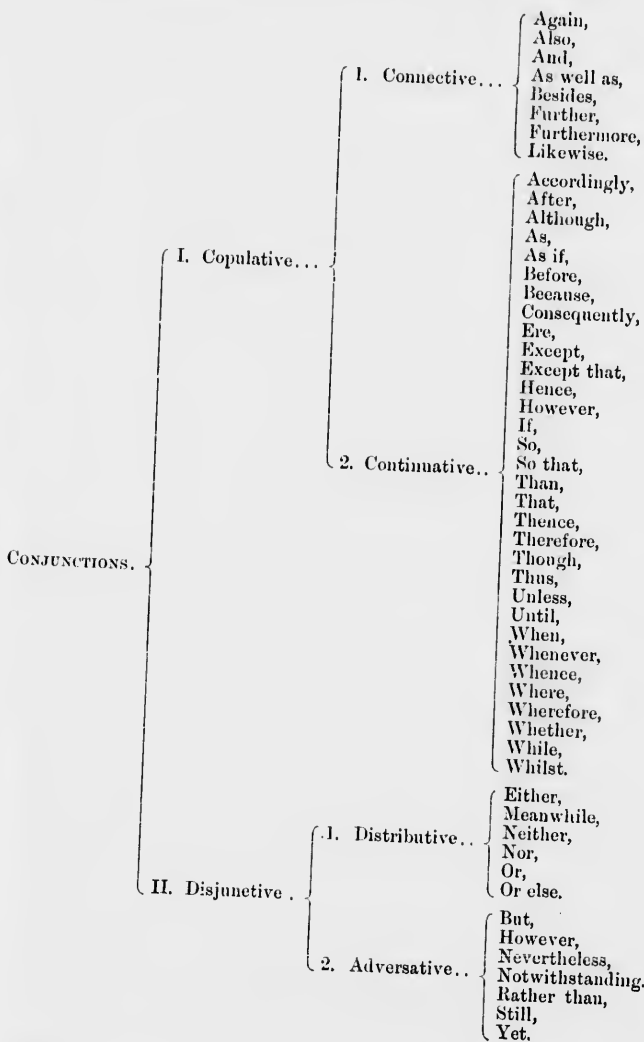
Whether—or. "I do not care whether you go or stay at home."

Though—yet. "Though he was unjustly accused, yet he submitted to the sentence."

122. **Copulative Conjunctions** are divided into two groups: **Connective**; as, "Henry died and Edward succeeded him." And **Continuative**; as, "Edward reigned after his father died."

123. **Disjunctive Conjunctions** are also divided into two groups: **Distributive**; as, "He will come to-morrow or at some other time." And **Adversative**; as, "The hot sun soon caused the seeds to germinate, but the frost soon nipped all the blossoms."

CLASSIFICATION OF CONJUNCTIONS.



INTERJECTIONS.

124. **Interjections** are expressions to denote sudden outbursts of feeling, such as **admiration, fear, anger, disgust, and rage**; as in the following sentences, in which the first word of each is an example:

Off! I shall have no more to do with you!

Alas! he is dead!

Oh! I have it now!

Oh! what a large flock!

Mercy! what have I done?

Thanks! you are very kind!

Hush! she is sleeping!

Lo! the poor Indian!

Pshaw! that is nothing!

Hurrah! the ship is launched!

What! at it again?

Well! what are you going to do about it?

Why! your hair has all turned gray!

Ho! Charlie!

Well done! good and faithful servant!

125. All words commonly used to intensify expressions are **Interjections**. This includes all the inelegant words and phrases commonly called **swearing, or profane language**. These are all very much out of taste, and convey indescribable disgust and even pain to persons who do not use such language. Indeed, the best usage is to avoid, as much as possible, the use of all such phraseology. While it may provoke laughter, and afford mirth and fun for the thoughtless, it lowers us in the estimation of even those who are addicted to its use. When in the presence of ladies even the most inveterate swearer does not presume to indulge in bad or profane language. This is the best evidence of its unfitness and vulgarity. It is also incontrovertible proof that any one, no matter how much addicted to this habit, can cure himself of the degrading practice. This is addressed in all sincerity and seriousness to those who are so unfortunate as to have become victims to the insidious encroachments of this pernicious vice.

THE VERB.—EXERCISE IN PARSING.

The boy **would have been killed**.

I must search more diligently.

He **has found** some money.

We **may be** here.

You **have** an excellent memory.

They **have been picking** flowers.

I desire to stand.

She **should have been playing** a tune.

Having unlocked the door, I **went in**.

Call the men to dinner.

Be attending to me.

After residing there a year.

- Would have been killed. . . verb; prin. parts, kill, killed, killed; reg.; trans.; passive; poten.; past perf.; third; sing.; same as **BOY**.
- must search. verb; p. p., search, searched, searched; reg.; intr.; common; pot.; pres.; first; sing.; same as **I**.
- has found. verb; p. p., find, found, found; irreg.; trans.; com.; ind.; pres.; perf.; third sing.; same as **HE**.
- may be. verb; p. p., am, was, been; irreg.; intr.; com.; pot.; pres.; first; plural; same as **WE**.
- have verb; p. p., have, had, had; irreg.; trans.; com.; ind.; pres.; second; sing.; same as **YOU**.
- have been picking. verb; p. p., pick, picked, picked; reg.; trans.; prog.; ind.; pres. perf.; third; plu.; same as **THEY**.
- desire verb; p. p., desire, desired, desired; reg.; trans.; com.; ind.; pres.; first; sing.; same as **I**.
- to stand verb; p. p., stand, stood, stood; irr.; intr.; com.; inf.; pres.; used as a **NOUN**, object of **DESIRE**.
- should have been playing. verb; p. p., play, played, played; reg.; trans.; prog.; pot.; past perf.; third; sing.; same as **SHE**.
- having unlocked. verb; p. p., unlock, unlocked, unlocked; reg.; trans.; com.; participle; present; **NOT FINITE**.
- went verb; p. p., go, went, gone; irr.; intr.; com.; ind.; past; first; sing.; same as **I**.
- call verb; p. p., call, called, called; reg.; trans.; com.; imper.; pres.; second; sing. or plu.; **NOM. ELIDED**.
- be attending verb; p. p., attend, attended, attended; reg.; intr.; prog.; imper.; pres.; second; sing. or plu.; **NOM. ELIDED**.
- residing verb; p. p., reside, resided, resided; reg.; intr.; com.; participle; pres.; obj. after **AFTER**.

THE NOUN.—EXERCISE IN PARSING.

The **man's hat** was blown into the river.

George! Sam, the messenger, has returned!

The **dog** has bitten **John's** right **leg**.

The **lights** having been extinguished, we left.

She gave my **sister** five **books**.

The **martyr** dies for **conscience' sake**.

The **scholars** have a **holiday** every **Saturday**.

"Thy **will** be done!"

"Thy **kingdom** come!"

"O **man**, degenerate **man**, offend no more!"

Go learn of **brutes** thy **Maker** to adore!"

Many **people** were killed by the explosion.

| | | |
|-------------|-------|----------------------------------------------------------|
| Man's | ..... | com. n.; mas.; third; sing.; poss.; with HAT. |
| hat | ..... | com. n.; neu.; third; sing.; nom.; to WAS BLOWN. |
| river | ..... | com. n.; neu.; third; sing.; obj.; after INTO. |
| George! | ..... | prop. n.; mas.; second; sing.; indep.; by address. |
| Sam | ..... | prop. n.; mas.; third; sing.; nom.; to HAS RETURNED. |
| messenger | ..... | com. n.; mas.; third; sing.; nom.; in app. with SAM. |
| dog | ..... | com. n.; mas.; third; sing.; nom.; to HAS BITTEN. |
| John's | ..... | prop. n.; mas.; third; sing.; poss.; with LEG. |
| leg | ..... | com. n.; neu.; third; sing.; obj.; after HAS BITTEN. |
| lights | ..... | com. n.; neu.; third; plu.; indep.; before a participle. |
| sister | ..... | com. n.; fem.; third; sing.; obj.; after (TO). |
| books | ..... | com. n.; neu.; third; plu.; obj.; after GAVE. |
| martyr | ..... | com. n.; mas.; third; sing.; nom.; to DIES. |
| conscience' | ..... | com. n.; neu.; third; sing.; poss.; with SAKE. |
| sake | ..... | com. n.; neu.; third; sing.; obj.; after FOR. |
| scholars | ..... | com. n.; com.; third; plu.; nom.; to HAVE. |
| holiday | ..... | com. n.; neu.; third; sing.; obj.; after HAVE. |
| Saturday | ..... | prop. n.; neu.; third; sing.; obj.; after (ON). |
| will | ..... | abs. n.; neu.; third; sing.; obj.; after (LET). |
| kingdom | ..... | col. n.; neu.; third; sing.; nom.; to (MAY) COME. |
| man | ..... | com. n.; mas.; third; sing.; indep.; by address. |
| brutes | ..... | com. n.; com.; third; plu.; obj.; after OF. |
| Maker | ..... | prop. n.; mas.; third; sing.; obj.; after TO ADORE. |
| people | ..... | col. n.; com.; third; plu.; nom.; to WERE KILLED. |

In the eighth and ninth examples the construction has been varied; both, however, may be construed alike: "(Let) thy will (to) be done," or "(I pray that) thy will (may) be done;" and the same construction for the ninth example.

THE PRONOUN.—EXERCISE IN PARSING.

"**Thou** understandest **our** thoughts afar off."

"Give **us** this day **our** daily bread."

"Get **thee** behind **me**, Satan!"

I gave **you** the money **that** **I** found."

He will tell **you** **that** story **that** he told **me**.

That **which** lives dies at last.

Observe **what** happens.

We who know **each** **other** should help **one** another.

"**It** is **I!** be not afraid!"

"Frank!" "What?"

What has become of the little ones?

Were there **none** growing in the garden?

- Thou.....pers. pron.; mas.; second; sing.; nom.; to UNDERSTANDEST.
 our.....pers. pron.; com.; first; plu.; poss.; with THOUGHTS.
 us.....pers. pron.; com.; first; plu.; obj.; after (TO).
 our.....pers. pron.; com.; first; plu.; poss.; with BREAD.
 thee.....pers. pron.; mas.; second; sing.; obj.; after GET.
 me.....pers. pron.; mas.; first; sing.; obj.; after BEHIND.
 I.....pers. pron.; com.; first; sing.; obj.; to GAVE.
 you.....pers. pron.; com.; second; sing.; obj.; after (TO).
 that.....rel. pron.; neu.; third; sing.; obj.; after FOUND.
 He.....pers. pron.; mas.; third; sing.; nom.; to WILL TELL.
 you.....pers. pron.; com.; second; sing. or plu.; obj.; after (TO).
 that.....pronominal adj.; modifying STORY.
 that.....rel. pron.; neu.; third; sing.; obj.; after TOLD.
 me.....pers. pron.; com.; first; sing.; obj.; after (TO).
 that.....adj. pron.; com.; third; sing.; nom.; to DIES.
 which.....rel. pron.; com. third; sing.; nom.; to LIVES.
 what.....com. rel. pron.; equivalent to THAT WHICH.
 that.....adj. pron.; neu.; third; sing.; obj.; after OBSERVE.
 which.....rel. pron.; neu.; third; sing.; nom.; to HAPPENS.
 We.....pers. pron.; com.; first; plu.; nom.; to SHOULD HELP.
 who.....rel. pron.; com.; first; plu.; nom.; to KNOW.
 each other.....adj. pron.; com.; first; sing.; obj.; after KNOW.
 one another.....adj. pron.; com.; first; sing.; obj.; after SHOULD HELP.
 It.....pers. pron.; impersonal; idiomatic; nom.; to IS.
 I.....pers. pron.; mas.; first; sing.; nom.; after IS.
 What?.....interrog. pron.; replying to the invocation.
 What.....interrog. pron.; impersonal; nom.; to HAS BECOME.
 ones.....adj. pron.; indef.; com.; third; plu.; obj.; after OF.
 none.....adj. pron.; indef.; neu.; third; plu.; nom.; to WERE GROWING.

THE ADJECTIVE.—EXERCISE IN PARSING.

He is a **most intolerable** fool.

Intolerant bigots persecuted their **defenseless** victims.

All our rosebushes are **dead**.

More people were **killed** yesterday.

Several kind old gentlemen spoke to the **little** boy.

He is **less responsible** than his brother.

A very **great** famine prevailed.

Three beautiful birds died on the **third** day.

He became a **much greater** man than his father.

She is a woman of **superior** skill and ability.

A **very** Daniel has come to judgment.

You are sawing the wood too **short**.

Some worthless old horses were killed.

| | | | |
|------------------|-------|------------------------------------------|--------------------|
| A | ..... | adjective; article; limiting | FOOL. |
| most intolerable | ..... | adjective; superlative; describing | FOOL. |
| intolerant | ..... | adjective; positive; describing | BIGOTS. |
| defenseless | ..... | adjective; positive; describing | VICTIMS. |
| all | ..... | adjective; pronominal; limiting | ROSEBUSHES. |
| dead | ..... | adjective; incomparable; describing | ROSEBUSHES. |
| more | ..... | adjective; comparative; limiting | PEOPLE. |
| several | ..... | adjective; pronominal; limiting | GENTLEMEN. |
| kind | ..... | adjective; positive; describing | GENTLEMEN. |
| old | ..... | adjective; positive; describing | GENTLEMEN. |
| the | ..... | adjective; article; identifying | BOY. |
| little | ..... | adjective; positive; describing | BOY. |
| less responsible | ..... | adjective; comparative; describing | (PERSON). |
| great | ..... | adjective; positive; limiting | FAMINE. |
| three | ..... | adjective; numeral; cardinal; limiting | BIRDS. |
| beautiful | ..... | adjective; positive; describing | BIRDS. |
| third | ..... | adjective; numeral; ordinal; limiting | DAY. |
| much greater | ..... | adjective; ultra-comparative; describing | MAN. |
| superior | ..... | adjective; comparative; limiting | SKILL and ABILITY. |
| very | ..... | adjective; positive; identifying | DANIEL. |
| short | ..... | adjective; positive; describing the | sawed wood. |
| some | ..... | adjective; pronominal; limiting | HORSES. |
| worthless | ..... | adjective; positive; describing | HORSES. |
| old | ..... | adjective; positive; describing | HORSES. |

A Pronoun that may be used as an Adjective is a **Pronominal Adjective** when so used; and an Adjective used as a Pronoun, instead of the modified word, is an **Adjective Pronoun**.

seless victims.

e little boy.

day.
father.
ty.

ROOL.
TS.
MS.
EBUSHES.
ROSEBUSHES.
OPLE.
TLEMEN.
LEMEN.
LEMEN.

(PERSON).
g BIRDS.
g DAY.
ing MAN.
ll and ABILITY.
EL.
ced WOOD.
SES.
SES.
SES.

s a Pronomi-
sed as a Pro-
ve Pronoun.

THE ADVERB.—EXERCISE IN PARSING.

He is **exceedingly** old and **probably** quite blind.
They will be **here to-morrow** or **very soon** thereafter.
Never put **off** till to-morrow a disagreeable duty.
You should **always first** lock the doors.
Afterwards you can **easily** unlock them.
I came **back immediately afterwards**.
He **almost invariably** speaks **incorrectly**.
Why do you cry? **Perhaps** you are afraid.
No, indeed, I am **not afraid**; therefore I shall go.
Well, for ten days **consecutively** he was absent.
Never speak **hesitatingly**.

- Exceedinglyadverb; modifying OLD, *intensively*.
- probablyadverb; modifying IS, expressing *doubt*.
- quiteadverb; modifying BLIND, in *degree*.
- hereadverb; modifying WILL BE, showing *place*.
- to-morrowadverb; modifying WILL BE, indicating *time*.
- veryadverb; modifying SOON, in *degree*.
- soonadverb; modifying WILL BE, indicating *time*.
- thereafteradverb; modifying SOON, showing *time*.
- neveradverb; modifying PUT, by limiting *time*.
- offadverb; modifying SHOULD LOCK, in *time*.
- alwaysadverb; modifying SHOULD LOCK, in *order*.
- firstadverb; modifying SHOULD LOCK, in *order*.
- afterwardsadverb; modifying CAN UNLOCK, in *time*.
- easilyadverb; modifying CAN UNLOCK, showing *facility*.
- backadverb; modifying CAME, showing *motion to*.
- immediatelyadverb; modifying AFTERWARDS, indicating *time*.
- afterwardsadverb; modifying CAME, showing *time*.
- almostadverb; modifying INVARIABLY, in *degree*.
- invariablyadverb; modifying SPEAKS, showing *frequency*.
- incorrectlyadverb; modifying SPEAKS, showing *manner*.
- whyadverb; modifying DO CRY, inquiring for the *cause*.
- perhapsadverb; modifying ARE, expressing *doubt*.
- afraidadverb; modifying ARE, showing *fear*.
- noadverb of *negation*.
- indeedadverb; modifying AM, expressing *certainty*.
- notadverb; modifying AFRAID, *negatively*.
- welladverb; used as an *introductory word*.
- consecutivelyadverb; modifying TAKEN (understood), showing *order*.
- neveradverb; modifying SPEAK, denoting *time*.
- hesitatinglyadverb; modifying SPEAK, showing *manner*.

THE PREPOSITION.—EXERCISE IN PARSING.

Stand **from** under it.

I went **as far as** Third street (to Third street).

Give the apple **to** the boy.

He has just returned **from across** the bay.

We stood **over on** the island **for** an hour.

The boys, **without** hats, ran **round and round** the house.

That house **on** the hill was built **in** May.

“Take off thy shoes **from off** thy feet.”

The noise came **from within** the house.

We saw **in behind** the curtain.

Contrary to my expectations, he came **to** the meeting.

She went **aboard** the train **with** her father.

The ship sailed **out beyond** the island.

They live **up by** our house, **on** G street.

We shall keep **in company throughout** the day.

A hen **with** chickens came **from under** the barn.

| | |
|----------------------|--------------------------------------------------|
| From under..... | preposition; connecting IT with STAND. |
| as far as | preposition; connecting STREET with WENT. |
| to | preposition; connecting BOY with GIVE. |
| from across | preposition; connecting BAY with RETURNED. |
| over on..... | preposition; connecting ISLAND with STOOD. |
| for | preposition; connecting HOUR with STOOD. |
| without | preposition; connecting HATS with BOYS. |
| round and round..... | preposition; connecting HOUSE with RAN. |
| on | preposition; connecting HILL with HOUSE. |
| in | preposition; connecting MAY with WAS BUILT. |
| from off..... | preposition; connecting FEET with TAKE. |
| from within..... | preposition; connecting HOUSE with CAME. |
| in behind | preposition; connecting CURTAIN with SAW. |
| contrary to..... | preposition; connecting EXPECTATIONS with CAME. |
| to | preposition; connecting MEETING with CAME. |
| aboard | preposition; connecting TRAIN with WENT. |
| with | preposition; connecting FATHER with WENT. |
| out beyond..... | preposition; connecting ISLAND with SAILED. |
| up by | preposition; connecting HOUSE with LIVE. |
| on | preposition; connecting STREET with HOUSE. |
| in | preposition; connecting COMPANY with SHALL KEEP. |
| throughout..... | preposition; connecting DAY with SHALL KEEP. |
| with..... | preposition; connecting CHICKENS with HEN. |
| from under..... | preposition; connecting BARN with CAME. |

THE CONJUNCTION AND INTERJECTION.—PARSING.

Oh! how bright and beautiful it is!

Why! you have forgotten to comb your hair!

The men as well as the boys took part in the game.

They walked over to the gate, but did not enter.

Mercy! would you kill the child?

He was announced first; hence I had to follow.

I would rather give than receive.

He would die rather than forfeit his integrity.

So live that your death may be regretted.

He died in prison; consequently he was not hanged.

Pshaw! why did you give him **that**?

I say **that that "that" that** you wrote is correct.

Well! you neither laughed nor cried!

He is whistling; therefore he is happy.

Hush! she is sleeping!

Oh!interjection; showing *admiration*.

andconjunction; copulative; connects BRIGHT with BEAUTIFUL.

why!interjection; indicating *surprise*.

as well asconjunction; copulative; connects MEN with BOYS.

butconj.; disjunctive; adversative; between WALKED and DID ENTER.

mercy!interjection; denoting *terror*.

henceconj.; copulative; continuative; between two clauses.

rather—thanconj.; disjunctive; adversative; correlative; between two words.

rather thanconj.; disjunctive; adversative; correlative; between two clauses.

so thatconj.; copulative; continuative; between LIVE and the following clause.

consequentlyconj.; copul.; contin.; between two clauses.

pshaw!interjection, expressing *indifference*.

thatadj. pron.; demonstr.; neu.; third; sing.; obj.; after DID GIVE.

thatconj.; copul.; contin.; between SAY and a clause.

“that”nom. adj.; identifying the noun THAT (name of a word).

thatrel. pron.; neu.; third; sing.; nom.; to IS.

thatrel. pron.; neu.; third; sing.; obj.; after WROTE.

well!interjection; denoting *appreciation*.

neither—norconj.; correl.; disj.; distrib.; between LAUGHED and CRIED.

thereforeconj.; copul.; contin.; between IS WHISTLING and IS.

hush!interjection; expressing *caution*.

FORMULA FOR PARSING VERBS.

- | | |
|--------------------------------|--------------------------------------|
| 1. A VERB | v. |
| 2. PRINCIPAL PARTS | P. P. |
| 3. STRUCTURE | { Regular reg. |
| | { Irregular irr. |
| 4. CLASS | { Transitive trans. |
| | { Intransitive intr. |
| | { Active, or Common act., com. |
| 5. FORM | { Passive pass. |
| | { Progressive prog. |
| | { Emphatic emph. |
| | { Indicative ind. |
| | { Potential pot. |
| 6. MOOD | { Subjunctive subj. |
| | { Infinitive inf. |
| | { Imperative imp. |
| | { Participle part. |
| | { Present pres. |
| | { Present Perfect pres. perf. |
| 7. TENSE | { Past past. |
| | { Past Perfect past perf. |
| | { Future fut. |
| | { Future Perfect fut. perf. |
| | { First 1st. |
| 8. PERSON | { Second 2nd. |
| | { Third 3rd. |
| 9. NUMBER | { Singular sing. |
| | { Plural plu. |
| 10. AGREEMENT with Nominative. | |

If the Verb is in the form of an **Infinitive** or a **Participle**, state whether it represents a **Noun** or an **Adjective**.

FORMULA FOR PARSING ADVERBS.

- | | |
|--------------------|-----------------------------|
| 1. AN ADVERB | adv |
| 2. DEGREE | { Positive pos. |
| | { Comparative comp. |
| | { Superlative superl. |
| 3. MODIFICATION. | |

FORMULA FOR PARSING NOUNS.

- | | | |
|---------------------------------------|---------------------|--------|
| 1. A NOUN | n. | |
| 2. CLASS | { Common | com. |
| | { Proper | prop. |
| | { Abstract | abstr. |
| | { Collective | col. |
| 3. GENDER | { Masculine | mas. |
| | { Feminine | fem. |
| | { Common | com. |
| | { Neuter | neu. |
| 4. PERSON | { First | 1st. |
| | { Second | 2d. |
| | { Third | 3rd. |
| 5. NUMBER | { Singular | sing. |
| | { Plural | plu. |
| | { Nominative | nom. |
| 6. CASE | { Possessive | poss. |
| | { Objective | obj. |
| | { Independent | indep. |
| 7. RELATION to Verbs or Prepositions. | | |

FORMULA FOR PARSING PRONOUNS.

- | | | |
|---------------------------------------|-----------------------|--------|
| 1. A PRONOUN | pron. | |
| 2. CLASS | { Personal | per. |
| | { Relative | rel. |
| | { Interrogative | inter. |
| | { Adjective | adj. |
| 3. GENDER, <i>same as Nouns.</i> | | |
| 4. PERSON, <i>same as Nouns.</i> | | |
| 5. NUMBER, <i>same as Nouns.</i> | | |
| 6. CASE, <i>same as Nouns.</i> | | |
| 7. RELATION to Verbs or Prepositions. | | |

Compound Relative Pronouns must be resolved into their elements, as in the Exercise in Parsing Pronouns, on page 145.

Adjective Pronouns must be classified as **Distributive**, **Demonstrative**, **Indefinite**, and **Numeral**.

.v.
 .p. p.
 .reg.
 .irr.
 .trans.
 .intr.
 .act., com.
 .pass.
 .prog.
 .emph.
 .ind.
 .pot.
 .subj.
 .inf.
 .imp.
 .part.
 .pres.
 .pres. perf.
 .1st.
 .past perf.
 .4th.
 .fut. perf.
 .1st.
 .2nd.
 .3rd.
 .sing.
 .plu.

Participle,

adv.
 pos.
 comp.
 superl.

FORMULA FOR PARSING ADJECTIVES.

1. AN ADJECTIVEadj.
 - Distributivedist.
 - Demonstrativedem.
2. PRONOMINAL
 - Indefiniteindef.
 - Numeralnum.
- Or COMMON
 - Descriptivedescr.
 - Limitinglim.
3. DEGREE
 - Positivepos.
 - Comparativecomp.
 - Ultra-comparativeult.-comp.
 - Superlativesuperl.
4. EXPLANATION of modification.

FORMULA FOR PARSING PREPOSITIONS.

1. A PREPOSITIONprep.
2. RELATION between words or phrases.

FORMULA FOR PARSING CONJUNCTIONS.

1. A CONJUNCTIONconj.
2. CLASS
 - Copulativecopul.
 - Disjunctivedisj.
3. CONNECTION between words, phrases, or clauses.

FORMULA FOR PARSING INTERJECTIONS.

1. AN INTERJECTIONinterj.
2. EMOTION
 - Surprise,
 - Admiration,
 - Disgust,
 - Fear,
 - Rage,
 - Excitement, etc.

When a word is capable of any other construction than that given in an exercise, it should be stated at the end accompanied by the reason for the opinion expressed.

A
A
B
B
(h
B
(e
B
Be
Be
Be
Be
Be
Bi
Bi
Bit
Ble
Ble
Ble
Blo
Bre

Bre
Bri
Bail
Burr
Burs
Buy,
Can,
Cast,
Cate
Child

Choos
Cleav
(adhe
Cleav
(split)

Cling,
Clothe
(Be)Co
Cost,

LIST OF IRREGULAR VERBS.

| Present. | Past. | Past Par. | Present. | Past. | Past Par. |
|---------------|------------|--------------|------------|----------|--------------|
| Abide, | abode, | abode. | Creep, | crept, | crept. |
| Awake, R., | awoke, | awoke. | Crow, R., | crew, | crowed. |
| Be, or am, | was, | been. | Cut, | cut, | cut. |
| Bear, | bore, | born. | Dare, R., | durst, | dared. |
| (bring forth) | bare, | born. | (venture) | | |
| Bear, | bore, | borne. | Deal, R., | dealt, | dealt. |
| (carry) | bare, | | Dig, R., | dug, | dug. |
| Beat, | beat, | beaten. | Do, | did, | done. |
| Begin, | began, | begun. | Draw, | drew, | drawn. |
| Bend, R., | bent, | bent. | Dream, R., | dreamt, | dreamt. |
| Bereave, R., | bereft, | bereft. | Dress, R., | drest, | drest. |
| Beseech, | besought, | besought. | Drink, | drank, | drunk. |
| Bet, R., | bet, | bet. | Drive, | drove, | driven. |
| Bid, | bade, bid, | bidden, bid. | Dwell, R., | dwelt, | dwelt. |
| Bind, | bound, | bound. | Eat, | ate, | eaten. |
| Bite, | bit, | bitten, bit. | (Be)Fall, | fell, | fallen. |
| Bleed, | bled, | bled. | Feed, | fed, | fed. |
| Blend, R., | blent, | blent. | Feel, | felt, | felt. |
| Bless, R., | blest, | blest. | Fight, | fought, | fought. |
| Blow, | blew, | blown. | Find, | found, | found. |
| Break, | broke, | broken. | Flee, | fled, | fled. |
| | brake, | | Fling, | flung, | flung. |
| Breed, | bred, | bred. | Fly, | flew, | flown. |
| Bring, | brought, | brought. | Forsake, | forsook, | forsaken. |
| Build, R., | built, | built. | Forbear, | forbore, | forborne. |
| Burn, R., | burnt, | burnt. | Freeze, | froze, | frozen. |
| Burst, | burst, | burst. | (For)Get, | got, | got. |
| Buy, | bought, | bought. | | | gotten. |
| Can, | could, | — | Gild, R., | gilt, | gilt. |
| Cast, | east, | east. | Girl, R., | girt, | girt. |
| Catch, | caught, | caught. | (For)Give, | gave, | given. |
| Chide, | chid, | chidden, | (Under)Go, | went, | gone. |
| | | chid. | (En)Grave, | graved, | graved. |
| Choose, | chose, | chosen. | | | graven. |
| Cleave, | cleaved, | cleaved. | Grind, | ground, | ground. |
| (adhere) | clave, | | Grow, | grew, | grown. |
| Cleave, | clove, | cloven. | Hang, R., | hung, | hung. |
| (split) | cleft, | cleft. | Have, | had, | had. |
| | elave, | | Hear, | heard, | heard. |
| Cling, | clung, | clung. | Heave, R., | hove, | heaved. |
| Clothe, R., | clad, | clad. | Hew, R., | hewed, | hewn. |
| (Be)Come, | came, | come. | Hide, | hid, | hidden, hid. |
| Cost, | cost, | cost. | Hit, | hit, | hit. |

H.
 YES.
 . . . adj.
 . . . dist.
 . . . dem.
 . . . indef.
 . . . num.
 . . . descr.
 . . . Jim.
 . . . pos.
 . . . comp.
 . . . ult.-comp.
 . . . superl.

ONS.
 . . . prep.

ONS.
 . . . conj.
 . . . copul.
 . . . disj.

ONS.
 . . . interj.

that
 accompanied

LIST OF IRREGULAR VERBS—*Continued.*

| Present. | Past. | Past Par. | Present. | Past. | Past Par. |
|------------|---------|-----------|--------------------------|---------|-----------|
| (Be)Hold, | held, | held. | Run, | ran, | run. |
| | | holden. | Saw, R., | — | sawn. |
| Hurt, | hurt, | hurt. | Say, | said, | said. |
| Keep, | kept, | kept. | See, | saw, | seen. |
| Kneel, R., | knelt, | knelt. | Seek, | sought, | sought. |
| Knit, R., | knit, | knit. | See th e, R., | — | sodden. |
| Know, | knew, | known. | Sell, | sold, | sold. |
| Lade, R., | — | laden. | Send, | sent, | sent. |
| (load) | | | (Be)Set, | set, | set. |
| Lay, | laid, | laid. | Shake, | shook, | shaken. |
| Lead, | led, | led. | Shall, | should, | — |
| Lean, R., | leant, | leant. | Shape, R., | — | shapen. |
| Leap, R., | leapt, | leapt. | Shave, R., | — | shaven. |
| Learn, R., | learnt, | learnt. | Shear, R., | shore, | shorn. |
| Leave, | left, | left. | Shed, | shed, | shed. |
| Lend, | lent, | lent. | Shine, R., | shone, | shone. |
| Let, | let, | let. | Shoe, | shod, | shod. |
| Lie, | lay, | lain. | Shoot, | shot, | shot. |
| (recline) | | | Show, R., | — | shown. |
| Light, R., | lit, | lit. | Shred, | shred, | shred. |
| Lose, | lost, | lost. | Shrink, | shrank, | shrnk. |
| Make, | made, | made. | | shrunk, | shrunken. |
| May, | might, | — | Shut, | shut, | shut. |
| Mean, | meant, | meant. | Sing, | sang, | sung. |
| Meet, | met, | met. | | sung, | |
| Mow, R., | — | mown. | Sink, | sank, | sunken. |
| Must, | — | — | | sunk, | sunken. |
| Ought, | — | — | Sit, | sat, | sat. |
| Pass, R., | — | past. | Slay, | slew, | slain. |
| Pay, | paid, | paid. | Sleep, | slept, | slept. |
| Pen, R., | pent, | pent. | Slide, | slid, | slidden. |
| Put, | put, | put. | | slid, | slid. |
| Quit, R., | quit, | quit. | Sling, | slung, | slung. |
| Quote, R., | quoth, | — | Slink, | slunk, | stunk. |
| Rap, R., | rapt, | rapt. | Slit, R., | slit, | slit. |
| Read, | read, | read. | Smell, R., | smelt, | smelt. |
| Rend, R., | rent, | rent. | Smite, | smote, | smitten. |
| Rid, | rid, | rid. | | smit, | smit. |
| Ride, | rode, | ridden. | Sow, | — | sown. |
| Ring, | rang, | rung. | Speak, | spoke, | spoken. |
| | rung, | | | spake, | |
| (A)Rise, | rose, | risen. | Speed, | sped, | sped. |
| Rive, R., | — | riven. | Spell, R., | spelt, | spelt. |

med.

LIST OF IRREGULAR VERBS—*Continued.*

| Past Par. | Present. | Past. | Past Par. | Present. | Past. | Past Par. |
|-----------|------------|---------|-----------|-------------|----------|-----------|
| run. | Spend, | spent, | spent. | Swell, R., | — | swollen. |
| sawn. | Spill, R., | spilt, | spilt. | Swim, | swam, | swum. |
| said. | Spin, | spun, | spun. | Swing, | swung, | swung. |
| seen. | Spit, | spit, | spit. | Take, | took, | taken. |
| sought. | | spat, | | Teach, | taught, | taught. |
| sodden. | Split, | split, | split. | Tear, | tare, | torn. |
| sold. | Spoil, R., | spoilt, | spoilt. | Tell, | told, | told. |
| sent. | Spread, | spread, | spread. | Think, | thought, | thought. |
| set. | Spring, | sprang, | sprung. | Thrive, R., | throve, | thriven. |
| shaken. | | sprung, | | Throw, | threw, | thrown. |
| — | Stand, | stood, | stood. | Thrust, | thrust, | thrust. |
| shapen. | Stave, R., | stove, | stove. | Tread, | trod, | trodden. |
| shaven. | Stay, R., | staid, | staid. | Wake, R., | woke, | — |
| shorn. | Steal, | stole, | stolen. | Wax, R., | — | waxen, |
| shed. | Stick, | stuck, | stuck. | Wear, | wore, | worn. |
| shone. | Sting, | stung, | stung. | Weave, | wove, | woven. |
| shod. | Stink, | stunk, | stunk. | Weep, | wept, | wept. |
| shot. | | stank, | | Wet, R., | wet, | wet. |
| shown. | Stride, | strode, | stridden. | Will, | would, | — |
| shred. | Strike, | struck, | struck. | Win, | won, | won. |
| shrunk. | | | | Wind, | wound, | wound. |
| shrunk. | String, | strung, | strung. | Work, R., | wrought, | wrought. |
| shut. | Strive, | strove, | striven. | Wot, | wist, | — |
| sung. | Strew, R., | — | strown. | Wring, | wrung, | wrung. |
| | Swear, | swore, | sworn. | Write, | wrote, | written. |
| | | sware, | | | | |
| sunk. | Sweat, R., | sweat, | sweat. | | | |
| sunken. | Sweep, | swept, | swept. | | | |
| sat. | | | | | | |
| slain. | | | | | | |
| slept. | | | | | | |
| slidden. | | | | | | |
| slid. | | | | | | |
| slung. | | | | | | |
| slunk. | | | | | | |
| slit. | | | | | | |
| smelt. | | | | | | |
| smitten. | | | | | | |
| smit. | | | | | | |
| sown. | | | | | | |
| spoken. | | | | | | |
| | | | | | | |
| sped. | | | | | | |
| spelt. | | | | | | |

Those Verbs in the foregoing list marked with the letter **R.** have a **Regular** as well as an **Irregular** structure; and in some cases the **Regular** form has a different signification or application from the **Irregular**. The **Regular** form of **hang** signifies **to put to death** by hanging; but the **Irregular** means simply **to suspend**. The **Regular** form of **dare** means **to challenge**. The **Regular** form of such Verbs as **bend** and **burn** are used in connection with the human body, and the **Irregular** for inanimate objects, when used as **Adjectives**.

In general, the **Irregular** is preferable to the **Regular** form in the **Participle**, when used as an **Adjective**.

PART III.

PARSING EXERCISES.

Selections have been made from the most complicated and difficult specimens of construction in the English Language, and a sufficient number of examples given to serve as models. These should be followed by numerous similar Exercises, selected from the writings of such authors as William Cullen Bryant, Edgar A. Poe, John G. Whittier, J. G. Holland, and other equally well known American authors, as well as the most notable English writers.

After having been sufficiently studied at home, the subject-matter of the Parsing Exercise should be written upon the blackboard, and the recitation of the class given orally, with criticisms. This is one of the most valuable Exercises in procuring a thorough knowledge of English Grammar.

SENTENCES ON PAGE 42.

- Theadj.; art.; identifying "train."
 traincom. n.; neu.; third; sing.; nom.; to "arrives."
 arrives.....v.; reg.; intr.; com.; ind.; pres.; third; sing.; agreeing
 with "train."
 regularlyadv.; modifying "arrives," by denoting *manner*.
 inprep.; connecting "afternoon" with "arrives."
 theadj.; art.; identifying "afternoon."
 afternooncom. n.; neu.; third; sing.; obj.; after "in."
 carries.....v.; reg.; trans.; com.; ind.; pres.; third; sing.; agreeing
 with "train."
 passengerscom. n.; com.; third; plu.; obj.; after "carries."
 Theadj.; art.; identifying "steamer."
 tidecom. n.; neu.; third; sing.; nom.; to "rises."
 rises.....v.; irr.; intr.; com.; ind.; pres.; third; sing.; agreeing
 with "tide."
 very.....adv.; modifying "slowly," by showing *degree*.
 slowly.....adv.; modifying "rises," denoting *manner*.
 Everyadj.; distributive; limiting "steamer."
 steamer.....com. n.; neu.; third; sing.; nom.; before "had left."
 had left.....v.; irr.; trans.; com.; ind.; past perf.; third; sing.; agree-
 ing with "steamer."
 theadj.; art.; identifying "port."
 portcom. n.; neu.; third; sing.; obj.; after "had left."
 Noadj.; limiting "steamer."
 steamer.....com. n.; neu.; third; sing.; nom.; before "will depart."
 will departv.; reg.; intr.; com.; ind.; fut.; third; sing.; agreeing with
 "steamer."
 to-morrowcom. n.; neu.; third; sing.; obj.; after ("on").
 Alladj.; indefinite; limiting "cattle."
 theadj.; art.; identifying "cattle."
 cattle.....com. n.; com.; third; plu.; nom.; to "died."
 inprep.; connecting "Egypt" with "cattle."
 Egyptprop. n.; neu.; third; sing.; obj.; after "in."
 diedv.; reg.; intr.; com.; ind.; past; third; plu.; agreeing with
 "cattle."
 Lightning.....com. n.; neu.; third; sing.; nom.; to "killed."
 afterwardsadv.; modifying "killed," denoting *time*.
 killedv.; reg.; trans.; com.; ind.; past; third; sing.; agreeing
 with "lightning."
 cattlecom. n.; com.; third; plu.; obj.; after "killed."
 Strange.....adj.; pos.; describing "events."
 events.....com. n.; neu.; third; plu.; nom.; to "may happen."
 may happen.....v.; reg.; intr.; com.; pot.; pres.; third; plu.; same as
 "events."

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SENTENCES ON PAGE 89.

- Bidv.; irr.; trans.; com.; imper.; pres.; second; sing.; same as "you."
- himper. pron.; mas.; third; sing.; obj.; after "bid."
(to) come.....v.; irr.; intr.; com.; inf.; pres.; used as a noun, obj.; after "bid."
- hereadv.; modifying "come," indicating *place*.
- Youper. pron.; com.; second; sing.; nom.; to "dare."
dare.....v.; reg.; trans.; com.; ind.; pres.; second; sing.; same as "you."
- not.....adv.; modifying "dare," expressing *negation*.
(to) do.....v.; irr.; trans.; com.; inf.; pres.; used as a noun, obj.; after "dare."
- itper. pron.; neu.; third; sing.; obj.; after "do."
Weper. pron.; com.; first; plu.; nom.; to "need."
needv.; reg.; trans.; com.; ind.; pres.; first; plu.; like "we."
(to) have.....v.; irr.; trans.; com.; inf.; pres.; used as a noun, obj.; after "need."
- noadj.; limiting "money."
moneycom. n.; neu.; third; sing.; obj.; after "have."
Did see.....v.; irr.; trans.; emph.; ind.; past; second; sing.; same as "you," interrogative.
- youper. pron.; com.; second; sing.; nom.; to "did see."
himper. pron.; mas.; third; sing.; obj.; after "did see."
(to) strike.....v.; irr.; trans.; com.; inf.; pres.; used as a noun, obj.; after "did see."
- meper. pron.; com.; first; sing.; obj.; after "strike."
Heper. pron.; mas.; third; sing.; nom.; to "will let."
will letv.; irr.; trans.; com.; ind.; fut.; third; sing.; same as "He."
not.....adv.; modifying "will let," expressing *negation*.
- meper. pron.; com.; first; sing.; obj.; after "will let."
(to) go.....v.; irr.; intr.; com.; inf.; pres.; used as a noun, obj.; after "will let."
- Whyadv.; modifying "should behold;" interrogative sign.
should behold ...v.; irr.; trans.; com.; pot.; past; first; plu.; same as "we."
weper. pron.; com.; first; plu.; nom.; to "should behold."
himper. pron.; mas.; third; sing.; obj.; after "should behold."
(to) diev.; reg.; intr.; com.; inf.; pres.; after "should behold."
Youper. pron.; com.; second; sing.; nom.; to "may observe."
may observe.....v.; reg.; trans.; com.; pot.; pres.; second; sing.; same as "you."
- theadj.; art.; identifying "planet."
planetcom. n.; neu.; third; sing.; obj.; after "may observe."
(to) movev.; reg.; intr.; com.; inf.; pres.; used as a noun, obj.; after "may observe."

COMPLEX SENTENCE.

Those people who make the loudest professions, and most persistently criticise others, when closely scrutinized, are often found to be sadly deficient in the very qualities they pretend to possess, and sometimes inferior to those whom they denounce.

- Thosepronom. adj.; dem.; plural; identifying "people."
 peoplecol. n.; com.; third; plu.; nom.; to "are found."
 whorel. pron.; com.; third; plu.; nom.; to "make" and "criticise."
 makev.; p. p., make, made, made; irreg.; trans.; com.; ind.; pres.; third; plu.; agreeing with "who."
 theadj.; art.; identifying "professions."
 loudestadj.; superl.; describing "professions."
 professionsadstr. n.; neu.; third; plu.; obj.; after "make."
 andconj.; copulative; connecting "make" and "criticise."
 most persistently.adv.; superl.; modifying "criticise;" showing *determination*.
 criticisev.; p. p., criticise, criticised, criticised; reg.; trans.; com.; ind.; pres.; third; plu.; agreeing with "who."
 othersadj. pron.; indef.; com.; third; plu.; obj.; after "criticise."
 whenconjunctive adv.; modifying "scrutinized," denoting *time*.
 (they are) scruti- v.; p. p., scrutinize, scrutinized, scrutinized; reg.; trans.; nized. pass.; ind.; pres.; third; plu.; agreeing with ("they").
 closelyadv.; modifying "scrutinized," showing *manner*.
 are foundv.; p. p., find, found, found; irr.; trans.; pass.; ind.; pres.; third; plu.; agreeing with "people."
 to bev.; p. p., am, was, been; irr.; intr.; com.; inf.; pres.; after "are found."
 sadlyadv.; modifying "deficient," showing *degree*.
 deficientadj.; pos.; describing "people."
 inprep.; connecting "qualities" with "deficient."
 theadj.; art.; identifying "qualities."
 veryadj.; identifying "qualities."
 qualitiesabstr. n.; neu.; third; plu.; obj.; after "in."
 theyper. pron.; com.; third; plu.; nom.; to "pretend."
 pretendv.; p. p., pretend, pretended, pretended; reg.; trans.; com.; ind.; pres.; third; plu.; agreeing with "they."
 to possessv.; p. p., possess, possessed, possessed; reg.; trans.; com.; inf.; pres.; after "pretend."
 sometimesadv.; modifying "are found," denoting *time*.
 toprep.; connecting "those" with "are found inferior."
 thoseadj. pron.; demon.; com.; third; plu.; obj.; after "to."
 whomrel. pron.; com.; third; plu.; obj.; after "denounce."
 denouncev.; reg.; trans.; com.; ind.; pres.; third; plu.; like "they."

COMPLEX SENTENCE.

He who, seeing his neighbor in deep distress, and, having the power to relieve him, refuses to do so, will surely himself, some day, feel the relentless hand of cruel adversity, deserted and friendless.

- He per. pron.; mas.; third; sing.; nom.; to "will feel."
 who rel. pron.; mas.; third; sing.; nom.; to "refuses."
 seeing v.; p. p., see, saw, seen; irr.; trans.; com.; part.; pres.
 his per. pron.; mas.; third; sing.; poss.; with "neighbor."
 neighbor com. n.; mas.; third; sing.; obj.; after "seeing."
 in prep.; connecting "distress" with "neighbor."
 deep adj.; pos.; limiting "distress."
 distress abstr. n.; neu.; third; sing.; obj.; after "in."
 and conj.; equal.; connecting the two participial phrases.
 having v.; p. p., have, had, had; irr.; trans.; com.; part.; pres.
 the adj.; art.; identifying "power."
 power abstr. n.; neu.; third; sing.; obj.; after "having."
 to relieve v.; p. p., relieve, relieved, relieved; reg.; trans.; com.; inf.;
 pres.; defining "power."
 him per. pron.; mas.; third; sing.; obj.; after "to relieve."
 refuses v.; p. p., refuse, refused, refused; reg.; trans.; com.; ind.;
 pres.; third; sing.; agreeing with "who."
 to do v.; p. p., do, did, done; irr.; trans.; com.; inf.; pres.; ob-
 ject of "refuses."
 so adv.; modifying "to do," by expressing *identity*.
 will feel v.; p. p., feel, felt, felt; irr.; trans.; com.; ind.; fut.; third;
 sing.; agreeing with "He."
 surely adv.; modifying "will feel," expressing *certainty*.
 himself per. pron.; reflexive; mas.; third; sing.; nom.; in app. with
 "He."
 some pronom. adj.; indef.; limiting "day."
 day com. n.; neu.; third; sing.; obj.; after ("on") or ("dur-
 ing").
 the adj.; art.; identifying "hand."
 relentless adj.; positive; describing "hand."
 hand com. n.; figurative; neu.; third; sing.; obj.; after "will
 feel."
 of prep.; connecting "adversity" with "hand."
 cruel adj.; positive; describing "adversity."
 adversity abstr. n.; personified; fem.; third; sing.; obj.; after "of."
 deserted participial adj.; describing "himself."
 and conj.; connecting "deserted" with "friendless."
 friendless adj.; incomparable; describing "himself."

SENTENCES ON PAGE 82.

- Heper. pron.; mas.; third; sing.; nom.; to "will swear."
 will swearv.; irr.; intr. com.; ind.; fut.; third; sing.; same as "He."
 most solemnly...adv.; superl.; modifying "will swear," showing *manner*.
 to prep.; connecting "anything" with "will swear."
 whatevercomp. rel. pron.; equivalent to "anything that."
 anything.....adj. pron.; indef.; neu.; third; sing.; obj.; after "to."
 thatrel. pron.; neu.; third; sing.; obj.; after "may say."
 youper. pron.; com.; second; sing.; nom.; to "may say."
 may sayv.; irr.; trans.; com.; pot.; pres.; second; sing.; same as
 "you."
 I.....per. pron.; com.; first; sing.; nom.; to "shall accept."
 shall acceptv.; reg.; trans.; com.; ind.; fut.; first; sing.; same as "I."
 gladlyadv.; modifying "shall accept," denoting *willingness*.
 whichevercomp. rel. pron.; equivalent to "the one that."
 (the) one.....adj. pron.; indef.; neu.; third; sing.; obj.; after "shall ac-
 cept."
 that.....rel. pron.; neu.; third; sing.; obj.; after "to give."
 youper. pronoun; com.; second; sing.; nom.; to "may be
 pleased."
 may be pleased...v.; reg.; trans.; pass.; pot.; pres.; second; sing.; same as
 "you."
 to givev.; irr.; trans.; com.; inf.; pres.; after "may be pleased."
 meper. pron.; com.; first; sing.; obj.; after ("to").
 Whoevercomp. rel. pron.; equivalent to "the person that."
 (the) person....com. n.; com.; third; sing.; nom.; to "knew."
 thatrel. pron.; com.; third; sing.; nom.; to "gave."
 gavev.; irr.; trans.; com.; ind.; past; third; sing.; same as
 "that."
 youper. pron.; com.; second; sing.; obj.; after ("to").
 thatpronom. adj.; limiting "pen."
 pencom. n.; neu.; third; sing.; obj.; after "gave."
 knewv.; irr.; trans.; com.; ind.; past; third; sing.; same as
 "person."
 thatconj.; connecting "knew" with the following clause.
 itper. pron.; neu.; third; sing.; nom.; to "was."
 wasv.; irr.; intr.; com.; ind.; past; third; sing.; same as "it."
 perfectly.....adv.; modifying "useless," indicating *degree*.
 uselessadj.; pos.; describing "pen."
 Whichever.....comp. rel. pron.; equivalent to "that which."
 thatadj. pron.; demon.; neu.; third; sing.; obj.; after "may
 bring."
 whichrel. pron.; neu.; third; sing.; obj.; after "obtain."
 youper. pron.; com.; second; sing.; nom.; to "obtain."
 firstadv.; modifying "obtain," denoting *time*.

- obtainv.; reg.; trans.; com.; ind.; pres.; second; sing.; same as "you."
- youper. pron.; com.; second; sing.; nom.; to "may bring."
- may bring.....v.; irr.; trans.; com.; pot.; pres.; second; sing.; same as "you."
- toprep.; connecting "me" with "may bring."
- meper. pron.; com.; first; sing.; obj.; after "to."
- forprep.; connecting "examination" with "may bring."
- examination....com. n.; neu.; third; sing.; obj.; after "for."
- Weper. pron.; com.; first; plu.; nom.; to "shall reward."
- shall reward...v.; reg.; trans.; com.; ind.; fut.; first; plu.; same as "we."
- handsomely....adv.; modifying "shall reward," showing *manner*.
- whoevercomp. rel. pron.; equivalent to "anyone who."
- anyoneadj. pron.; com.; third; sing.; obj.; after "shall reward."
- whorel. pron.; com.; third; sing.; nom.; to "gives."
- givesv.; irr.; trans.; com.; ind.; pres.; third; sing.; same as "who."
- usper. pron.; com.; first; plu.; obj.; after ("to").
- theadj.; art.; defining information."
- desiredv.; reg.; trans.; com.; participle; past; used as an adj. to describe "information."
- information....com. n.; neu.; third; sing.; obj.; after "gives."
- Aadj.; art.; limiting "man."
- mancom. n.; mas.; third; sing.; nom.; to "will reap."
- will reap.....v.; reg.; trans.; com.; ind.; fut.; third; sing.; same as "man."
- most certainly...adv.; superl.; modifying "will reap," showing *certainty*.
- whatsoever....comp. rel. pron.; equivalent to "that which."
- thatadj. pron.; demon.; neu.; third; sing.; obj.; after "will reap."
- whichrel. pron.; neu.; third; sing.; obj.; after "may have sown."
- heper. pron.; mas.; third; sing.; nom.; to "may have sown."
- may have sown...v.; irr.; trans.; com.; pot.; pres. perf.; third; sing.; same as "he."
- Iper. pron.; com.; first; sing.; nom.; to "shall approve of."
- shall approve of .v. (with insepar. prep.); reg.; trans.; com.; ind.; fut.; first; sing.; same as "I."
- certainly.....adv.; modifying "shall approve of," showing *certainty*.
- whatevercomp. rel. pron.; equivalent to "anything that."
- anything.....adj. pron.; neu.; third; sing.; obj.; after "shall approve of."
- thatrel. pron.; neu.; third; sing.; obj.; after "may do."
- youper. pron.; com.; second; sing.; nom.; to "may do."
- absenceabstr. n.; neu.; third; sing.; obj.; after "in."

THE LORD'S PRAYER.

Our Father, who art in heaven! Hallowed be thy name. Thy kingdom come: thy will be done on earth as it is in heaven. Give us this day our daily bread: and forgive us our trespasses as we forgive them that trespass against us. And lead us not into temptation, but deliver us from evil; for thine is the kingdom, the power, and the glory forever: Amen.

- Ourper. pron.; com.; first; plu.; poss.; with "Father."
 Fatherprop. n.; mas.; second; sing.; indep.; by address.
 whorel. pron.; mas.; second; sing.; nom.; to "art."
 artv.; p. p., am, was, been; irr.; intr.; com.; ind.; pres.; second; sing.; same as "who."
 inprep.; connecting "heaven" with "art."
 heavencom. n.; neu.; third; sing.; obj.; after "in."
 (Let)v.; (understood.)
 thyper. pron.; mas.; second; sing.; poss.; with "name."
 namecom. n.; neu.; third; sing.; obj.; after ("Let").
 (to) be hallowed. .v.; p. p., hallow, hallowed, hallowed; reg.; trans.; pass.; inf.; pres.; following ("Let").
 (I pray that)a prayer (understood before "thy").
 thyper. pron.; mas.; second; sing.; poss.; with "kingdom."
 kingdom.....com. n.; neu.; third; sing.; nom.; to (may) "come."
 (may) comev.; p. p., come, came, come; irr.; intr.; com.; pot.; pres.; third; sing.; agreeing with "kingdom."
 (that) thy.....per. pron.; mas.; second; sing.; poss.; with "will."
 willabstr. n.; neu.; third; sing.; nom.; to (may) "be done."
 (may) be (so) done.v.; p. p., do, did, done; irr.; trans.; pass.; pot.; pres.; pres.; third; sing.; agreeing with "will."
 onprep.; connecting "earth" with "may be done."
 earthcom. n.; neu.; third; sing.; obj.; after "on."
 asconj.; cop.; (with "so" understood before "done;") connecting two clauses.
 itper. pron.; neu.; third; sing.; nom.; to "is (done)."
 is (done).....v.; p. p., do, did, done; irr.; trans.; pass.; ind.; pres.; third; sing.; agreeing with "it."
 inprep.; connecting "heaven" with "is (done)."
 heavencom. n.; neu.; third; sing.; obj.; after "in."
 Givev.; p. p., give, gave, given; irr.; trans.; act.; imp.; pres.; second; sing.; agreeing with ("thou").
 (to) usper. pron.; com.; first; plu.; obj.; after ("to").
 (during) thispronom. adj.; identifying "day."
 daycom. n.; neu.; third; sing.; obj.; after ("during").
 our.....per. pron.; com.; first; plu.; poss.; with "bread."

- dailyadj.; pos.; modifying "bread."
 breadcom. n.; neu.; third; sing.; obj.; after "give."
 andconj.; cop.; connecting "forgive" with "give."
 forgivev.; p. p., forgive, forgave, forgiven; irr.; trans.; com.;
 imp.; pres.; second; sing.; agreeing with ("thou").
 usper. pron.; com.; first; plu.; obj.; after "forgive."
 (for) ourper. pron.; com.; first; plu.; poss.; with "trespasses."
 trespassescom. n.; neu.; third; plu.; obj.; after ("for").
 asadv.; connective; modifying "forgive," and connecting two
 clauses, as a conjunction.
 weper. pron.; com.; first; plu.; nom.; to "forgive."
 forgivev.; same as above; ind.; pres.; first; plu.; with "we."
 themper. pron.; com.; third; plu.; obj.; after "forgive."
 thatrel. pron.; com.; third; plu.; nom.; to "trespass."
 trespassv.; p. p., trespass, trespassed, trespassed; reg.; intr.; com.;
 ind.; pres.; third; plu.; with "that."
 againstprep.; connecting "us" with "trespass."
 usper. pron.; com.; first; plu.; obj.; after "against."
 andconj.; cop.; connecting two sentences.
 leadv.; p. p., lead, led, led; irr.; trans.; com.; imp.; pres.;
 second; sing.; agreeing with ("thou").
 usper. pron.; com.; first; plu.; obj.; after "lead."
 notadv.; negative; modifying "lead."
 intoprep.; connecting "temptation" with "lead."
 temptationabstr. n.; neu.; third; sing.; obj.; after "into."
 butconj.; disj.; connecting "deliver" with "lead."
 deliverv.; p. p., deliver, delivered, delivered; reg.; trans.; com.;
 imp.; pres.; second; sing.; with ("thou").
 usper. pron.; com.; first; plu.; obj.; after "deliver."
 fromprep.; connecting "evil" with "deliver."
 evilabstr. n.; neu.; third; sing.; obj.; after "from."
 forconj.; cop.; contin.; connecting the following clause with
 what precedes it.
 thineper. pron.; mas.; second; sing.; poss.; with "kingdom," etc.
 isv.; p. p., am, was, been; irr.; intr.; com.; ind.; pres.;
 third; sing.; same as "kingdom."
 theadj.; art.; identifying "kingdom."
 kingdomcom. n.; neu.; third; sing.; nom.; to "is."
 theadj.; art.; identifying "power."
 powercom. n.; neu.; third; sing.; nom.; to ("is").
 andconj.; cop.; connecting "kingdom," "power," and "glory."
 theadj.; art.; identifying "glory."
 glorycom. n.; neu.; third; sing.; nom.; to ("is").
 foreveradv.; limiting "is," expressing time.
 Amenadv. of affirmation, *confirming* the prayer.

RETURN OF REFUGEES.—PATRICK HENRY.

Yes, sir, they will see her great in arts and in arms; her golden harvests waving over fields of immeasurable extent, her commerce penetrating the most distant seas, and her cannon silencing the vain boasts of those who now proudly affect to rule the waves.

- Yesadv.; affirmative; connective.
 sircom. n.; mas.; third; sing.; indep.; by address.
 theyper. pron.; com.; third; plu.; nom.; to "will see."
 will seev.; irr.; trans.; com.; ind.; fut.; third; plu.; same as "they."
 herper. pron.; fem.; third; sing.; obj.; after "will see."
 greatadj.; pos.; describing "her" (meaning America).
 artscom. n.; neu.; third; plu.; obj.; after "in."
 armscom. n.; neu.; third; plu.; obj.; after "in."
 herper. pron.; fem.; third; sing.; poss.; with "harvests."
 goldenadj.; pos.; describing "harvests."
 harvestscom. n.; neu.; third; plu.; obj.; after "will see."
 wavingv.; reg.; intr.; conl.; part.; pres.; used as adj., describing "harvests."
 overprep.; connecting "fields" with "waving."
 fieldscom. n.; neu.; third; plu.; obj.; after "over."
 immeasurableadj.; incomparable; limiting "extent."
 extentcom. n.; neu.; third; sing.; obj.; after "of."
 commercecom. n.; neu.; third; sing.; obj.; after "will see."
 penetratingv.; reg.; trans.; com.; part.; pres.; modifying "commerce."
 most distantadj.; superl.; limiting "seas."
 seascom. n.; neu.; third; plu.; obj.; after "penetrating."
 andconj.; cop.; connecting "harvests," "commerce," and "cannon."
 herper. pron.; fem.; third; sing.; poss.; with "cannon."
 cannoncom. n.; neu.; third; plu.; obj.; after "will see."
 silencingv.; reg.; trans.; com.; part.; pres.; modifying "cannon."
 vainadj.; incomparable; describing "boasts."
 boastscom. n.; neu.; third; plu.; obj.; after "silencing."
 thoseadj. pron.; dem.; com.; third; plu.; obj.; after "of."
 whorel. pron.; com.; third; plu.; nom.; to "affect."
 nowadv.; modifying "affect," denoting *time*.
 proudlyadv.; modifying "affect," indicating *manner*.
 affectv.; reg.; trans.; com.; ind.; pres.; third; plu.; same as "who."
 to rulev.; reg.; trans.; com.; inf.; pres.; used as a noun, obj.; after "affect."
 wavescom. n.; neu.; third; plu.; obj.; after "to rule."

JULIUS CÆSAR.—ACT. I., SCENE II.

Therefore, good Brutus, be prepared to hear:
 And, since you know you cannot see yourself
 So well as by reflection, I, your glass,
 Will modestly discover to yourself
 That of yourself which you yet know not of.

- Thereforeconj.; connecting the following clause with the preceding.
 goodadj. pos.; describing "Brutus."
 Brutusprop. n.; mas.; second; sing.; independent by address.
 be preparedv.; reg.; trans.; pass.; imper.; pres.; second; sing.
 to hearv.; irr.; trans.; com.; inf.; pres.; after "be prepared."
 andconj.; cop.; connecting the two clauses.
 sinceconj.; cop.; connecting the *premises* with the *conclusion*.
 youper. pron.; mas.; second; sing.; nom.; to "know."
 knowv.; irr.; trans.; com.; ind.; pres.; second; sing.; like "you."
 youper. pron.; mas.; second; sing.; nom.; to "can see."
 can seev.; irr.; trans.; com.; pot.; pres.; second; sing.; like "you."
 notadv. of negation; modifying "can see."
 yourselfper. pron.; reflexive; mas.; second; sing.; obj.; after "can see."
 soadv.; modifying "well," showing *degree*.
 welladv.; modifying "can see," expressing *quality*.
 asconj.; cop.; connecting "can see" with the same verb understood.
 byprep.; connecting "reflection" with "can see" understood.
 reflectioncom. n.; neu.; third; sing.; obj.; after the prep. "by."
 Iper. pron.; mas.; first; sing.; nom.; to "will discover."
 yourper. pron.; mas.; second; sing.; poss.; with "glass."
 glasscom. n.; neu.; third; sing.; nom.; in app. with "I."
 will discoverv.; reg.; trans.; com.; ind.; fut.; first; sing.; like "I."
 modestlyadv.; modifying "will discover."
 toprep.; connecting "yourself" with "will discover."
 yourselfper. pron.; reflexive; mas.; second; sing.; obj.; after "to."
 thatadj. pron.; neu.; third; sing.; obj.; after "will discover."
 ofprep.; connecting "yourself" with "know."
 yourselfper. pron.; reflex.; mas.; second; sing.; obj.; after "of."
 whichrel. pron.; neu.; third; sing.; obj.; after "know (of)."
 youper. pron.; mas.; second; sing.; nom.; to "know."
 yetadv.; modifying "know."
 knowv.; irr.; trans.; com.; ind.; pres.; second; sing.; like "you."
 notadv.; modifying "know."
 ofinseparable prep. with "know."

JULIUS CÆSAR.—ACT I., SCENE II.

I can not tell what you and other men
Think of this life; but, for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself.

- I.....per. pron.; mas.; first; sing.; nom.; to "can tell."
can tell.....v.; irr.; trans.; com.; pot.; pres.; first; sing.; like "I."
not.....adv. of negation; modifying "can tell."
what.....comp. rel. pron.; equivalent to "that which". that—adj.
pron.; neu.; third; sing.; obj.; after "can tell".
which—rel. pron.; neu.; third; sing.; obj.; after
"think."
you.....per. pron.; mas.; second; sing.; nom.; to "think."
and.....conj.; cop.; connecting "men" with "you."
other.....pronom. adj.; limiting "men."
men.....com. n.; mas.; third; plu.; nom.; to "think."
think.....v.; irr.; trans.; com.; ind.; pres.; second; plu.; like "you"
and "men."
of.....prep.; connecting "life" with "think."
this.....pronom. adj.; limiting "life."
life.....com. n.; neu.; third; sing.; obj.; after "of."
but.....conj.; disj.; connecting the two clauses.
for.....prep.; connecting "myself" with "speaking" understood.
myself.....reflex. per. pron.; mas.; first; sing.; obj.; after "for."
single.....adj.; limiting "self."
I.....per. pron.; first; sing.; nom.; to "had."
had.....v.; irr.; trans.; com.; ind.; past; first; sing.; like "I."
as.....adv.; modifying "lief," showing *degree*.
lief.....adv.; modifying "had" (equivalent to "willingly").
not.....adv. of negation; modifying "(to) be."
(to) be.....v.; irr.; intr.; com.; inf.; pres.; after "had."
as.....conj.; cop.; connecting the two clauses.
(to) live.....v.; reg.; intr.; com.; inf.; pres.; after ("have").
to be.....v.; irr.; intr.; com.; inf.; pres.; after "live."
awe.....com. n.; neu.; third; sing.; obj.; after "in."
such.....pronom. adj.; indef.; limiting "thing."
a.....adj.; art.; limiting "thing."
thing.....com. n.; neu.; third; sing.; obj.; after "of."
as.....conjunctive adv.; modifying "am," and connecting it with
"such."
I.....per. pron.; mas.; first; sing.; nom.; to ("am").
myself.....reflex. per. pron.; mas.; first; sing.; nom.; in app. with "I."
(am).....v.; irr.; intr.; com.; ind.; pres.; first; sing.; like "I."

JULIUS CÆSAR.—ACT. I., SCENE II.

For, once, upon a raw and gusty day,
The troubled Tiber chafing with her shores,
Cæsar said to me, "Dar'st thou, Cassius, now
Leap in with me into this angry flood,
And swim to yonder point?"

- For conj.; contin.; connecting following clause with preceding sentence.
- once adv.; limiting "said," denoting *time*.
- upon prep.; connecting "day" with "said."
- raw, gusty adjectives; pos.; describing "day."
- and conj.; cop.; connecting "raw" and "gusty."
- day com. n.; neu.; third; sing.; obj.; after "upon."
- the adj.; art.; identifying "Tiber."
- troubled participial adj.; describing "Tiber."
- Tiber prop. n.; fem.; third; sing.; independent before "chafing."
- chafing v.; reg.; intr.; com.; participle; present.
- with prep.; connecting "shores" with "chafing."
- her per. pron.; fem.; third; sing.; poss.; with "shores."
- shores com. n.; neu.; third; pl.; obj.; after "with."
- Cæsar prop. n.; mas.; third; sing.; nom.; to "said."
- said v.; irr.; trans.; com.; ind.; past; third; sing.; same as "Cæsar."
- to prep.; connecting "me" with "said."
- me per. pron.; mas.; first; sing.; obj.; after "to."
- Dar'st v.; reg.; trans.; interrog.; ind.; pres.; second; same as "thou."
- thou per. pron.; mas.; second; sing.; nom.; to "Dar'st."
- Cassius prop. n.; mas.; second; sing.; independent by address.
- now adv.; modifying "Dar'st," denoting *time*.
- (to) leap v.; reg.; intr.; com.; inf.; pres.; after "Dar'st."
- in inseparable prep.; used with the verb "leap."
- with prep.; connecting "me" with "leap in."
- me per. pron.; mas.; first; sing.; obj.; after "with."
- into prep.; connecting "flood" with "leap in."
- this pronom. adj.; demonstrative; limiting "flood."
- angry adj.; describing "flood."
- flood com. n.; neu.; third; sing.; obj.; after "into."
- and conj.; cop.; connecting "leap" with "swim."
- (to) swim v.; irr.; intr.; com.; inf.; pres.; after "Dar'st."
- to prep.; connecting "point" with "swim."
- yonder adj.; limiting "point."
- point com. n.; neu.; third; sing.; obj.; after "to."

JULIUS CÆSAR.—ACT I., SCENE II.

Upon the word,
 Accoutered as I was, I plungèd in,
 And bade him follow; so, indeed, he did.
 The torrent roar'd; and we did buffet it
 With lusty sinews; throwing it aside
 And stemming it with hearts of controversy.

- Upon prep.; connecting "word" with "plunged."
 the adj.; art.; identifying "word."
 word com. n.; neu.; third; sing.; obj.; after "upon."
 accoutered v.; reg.; trans.; com.; participle.; past.; used as adj.
 as conjunctive adv.; modifying "was (accoutered)."
 I per; pron.; mas.; first; sing.; nom.; to "was (accoutered)."
 was (accoutered) v.; reg.; trans.; pass.; ind.; past; first; sing.; same as "I."
 I per. pron.; mas.; first; sing.; nom.; to "plunged"
 plungèd v.; reg.; intr.; com.; ind.; past; first; sing.; same as "I."
 in inseparable prep.; with "plunged."
 and conj.; cop.; connecting "plunged," with "bade."
 bade v.; irr.; trans.; com.; ind.; past; first; sing.; same as "I."
 him per. pron.; mas.; third; sing.; obj.; after "bade."
 (to) follow v.; reg.; trans.; com.; inf.; pres.; after "bade."
 so adv.; modifying "did," indicating *manner*.
 indeed adv.; verifying "did," denoting *certainty*.
 he per. pron.; mas.; third; sing.; nom.; to "did."
 did (or, acted) v.; irr.; intr.; com.; ind.; past; third; sing.; same as "he."
 torrent com. n.; neu.; third; sing.; nom.; to "roar'd."
 roar'd v.; reg.; intr.; com.; ind.; past; third; sing.; same as
 "torrent."
 and conj.; cop.; connecting two clauses.
 we per. pron.; mas.; first; plu.; nom.; to "did buffet."
 did buffet v.; reg.; trans.; emph.; first; plu.; same as "we."
 it per. pron.; neu.; third; sing.; obj.; after "did buffet."
 throwing v.; irr.; trans.; com.; part.; pres.
 it per. pron.; neu.; third; sing.; obj.; after "throwing."
 aside adv.; modifying "throwing," denoting *place*.
 and conj.; cop.; connecting "throwing" and "stemming."
 stemming v.; reg.; trans.; com.; part.; pres.
 it per. pron.; neu.; third; sing.; obj.; after "stemming."
 with prep.; connecting "hearts" with "throwing" and "stem-
 ming."
 hearts com. n.; neu.; third; plu.; obj.; after "with."
 of prep.; connecting "controversy" with "hearts."
 controversy com. n.; neu.; third; sing.; obj.; after "of."

JULIUS CÆSAR.—ACT I., SCENE II.

But ere we could arrive the point proposed,
Cæsar cried, "Help me, Cassius, or I sink."

Butconj.; disj.; connecting this sentence with the preceding.

ereprep. (See note below.)

weper. pron.; mas.; first; plu.; nom.; to "could arrive."

could arrive.....v.; reg.; trans.; com.; pot.; past; first; pl. e "we."

the.....adj.; art.; defining "point."

point.....com. n.; neu.; third; sing.; obj.; after "could arrive."

proposed.....participial adj.; specifying "point."

Cæsar.....prop. n.; mas.; third; sing.; nom.; to "cried."

cried.....v.; reg.; trans.; com.; ind.; past; third; sing.; like "Cæsar."

Help.....v.; reg.; trans.; com.; imper.; pres.; second; sing.; like ("thou").

(thou).....per. pron.; mas.; second; sing.; nom.; to "Help."

me.....per. pron.; mas.; first; sing.; obj.; after "Help."

Cassius.....prop. n.; mas.; second; sing.; independent by address.

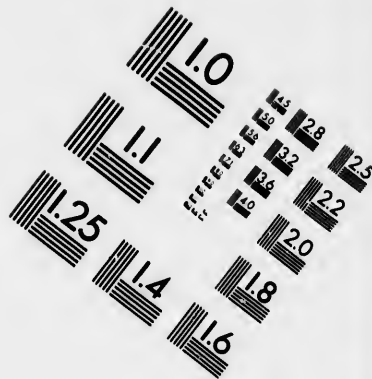
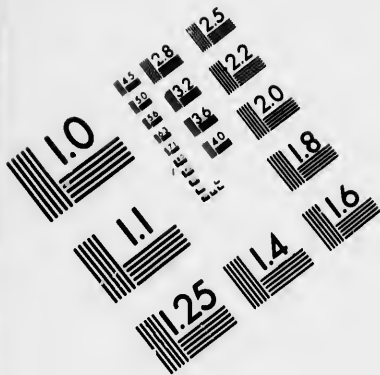
or.....conj.; disj.; connecting the two clauses.

I.....per. pron.; mas.; first; sing.; nom.; to "(shall) sink."

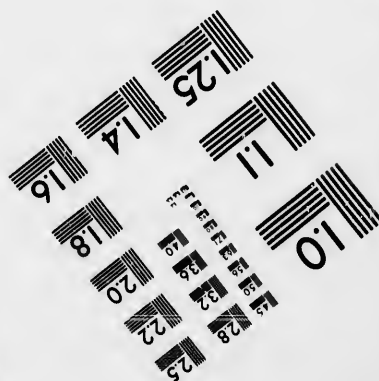
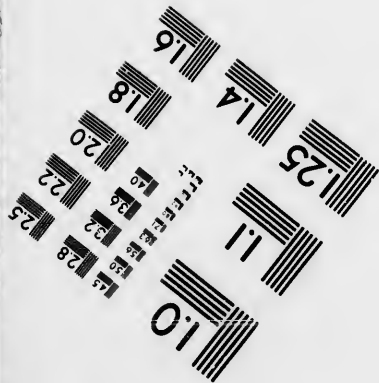
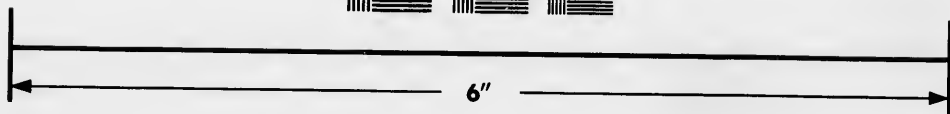
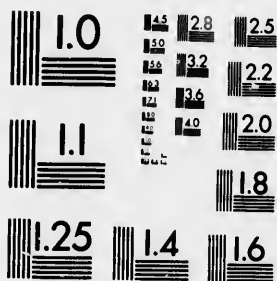
(shall) sink.....v.; irr.; intr.; com.; ind.; fut.; first; sing.; like "I."

The Preposition **ere** has for its Object the Clause, "we could arrive the point proposed," and is equivalent to "ere our arrival," in which **arrival** is the Object. It connects this Object with the Verb **cried**. **Could arrive** is synonymous with **could reach**, and is therefore **Transitive** in this Sentence. The Verb **cried** is used in the same sense as **said**, and is, therefore, in this case, **Transitive**. It has for its Object the following Clause. **Sink** is evidently used in the future, with the Auxiliary **shall** elided, for the purpose of preserving the beautiful rhythm which is so characteristic of all Shakespeare's writings. The Conjunction **But**, while it *separates* the two ideas that are in contrast, *connects* the parts grammatically. The Verb **could arrive** can also be disposed of as **Intransitive**, by supplying the Preposition **at** after it. Should this be given as the preferable construction, make **point** the Object of the Preposition instead of the Verb. When several different methods of construction can be shown, the preferable one may be given, with the reason for the preference. Simplicity should always be preserved, if possible.





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JULIUS CÆSAR.—ACT I, SCENE II.

I, as Æneas, our great ancestor,
 Did from the flames of Troy upon his shoulder
 The old Anchises bear, so from the waves of Tiber
 Did I the tired Cæsar.

- I.....per. pron.; mas.; first; sing.; nom. (superfluous); to "did bear."
 asconj.; used with "so," to connect the two clauses.
 Æneasprop. n.; mas.; third; sing.; nom.; to "did bear."
 our.....per. pron.; mas.; first; plu.; poss.; with "ancestor."
 great.....adj.; describing "ancestor."
 ancestor.....com. n.; mas.; third; sing.; nom.; in app. with "Æneas."
 did bear.....v.; irr.; trans.; emph.; ind.; past; third; sing.; same as "Æneas."
 from.....prep.; connecting "flames" with "did bear."
 the.....adj.; art.; identifying "flames."
 flames.....com. n.; neu.; third; plu.; obj.; after "from."
 of.....prep.; connecting "Troy" with "flames."
 Tro.....prop. n.; neu.; third; sing.; obj.; after "of."
 upon.....prep.; connecting "shoulder" with "did bear."
 his.....per. pron.; mas.; third; sing.; poss.; with "shoulder."
 shoulder.....com. n.; neu.; third; sing.; obj.; after "upon."
 the.....adj.; art.; identifying "Anchises."
 old.....adj.; describing "Anchises."
 Anchises.....prop. n.; mas.; third; sing.; obj.; after "did bear."
 so.....conj.; used with "as" to connect the two clauses.
 from.....prep.; connecting "waves" with "did (bear)."
 the.....adj.; art.; identifying "waves."
 waves.....com. n.; neu.; third; plu.; obj.; after "from."
 of.....prep.; connecting "Tiber" with "waves."
 Tiber.....prop. n.; fem.; third; sing.; obj.; after "of."
 I.....per. pron.; mas.; first; sing.; nom.; to "did (bear)."
 did (bear).....v.; irr.; trans.; emph.; ind.; past; first; sing.; like "I."
 the.....adj.; art.; identifying "Cæsar."
 tired.....adj.; describing "Cæsar."
 Cæsar.....prop. n.; mas.; third; sing.; obj.; after "did (bear)."

A description of the celebrated siege of Troy by the Grecians, and the final destruction of the city by a stratagem, can be found in any English translation of Virgil's "Æneid." Æneas carried his father "Anchises" upon his shoulders to the summit of Mount Ida; but his wife, for whom he returned to search, could nowhere be found. She perished during the flight.

JULIUS CÆSAR.—ACT I., SCENE II.

* * * * And this man

Is now become a god; and Cassius is
 A wretched creature, and must bend his body,
 if Cæsar carelessly but nod on him.

- And.....conj.; connecting two clauses.
 this.....pronom. adj., lem.; limiting "man."
 man.....com. n.; mas.; third; sing.; nom.; to "is become."
 is become.....v.; irr.; intr.; pass.; ind.; pres.; third; sing.; same as "man."
 now.....adv.; modifying "is become," showing *time*.
 god.....com. n.; mas.; third; sing.; nom.; after "is become."
 and.....conj.; connecting two clauses.
 Cassius.....prop. n.; mas.; third; sing.; nom.; to "is" and "must
 bend."
 is.....v.; irr.; intr.; com.; ind.; pres.; third; sing.; same as
 "Cassius."
 wretched.....adj.; describing "creature."
 creature.....com. n.; mas.; third; sing.; nom.; after "is."
 and.....conj.; connecting "must bend" with "is."
 must bend.....v.; reg.; trans.; com.; pot.; pres.; third; sing.; same as
 "Cassius."
 his.....per. pron.; mas.; third; sing.; poss.; with "body."
 body.....com. n.; neu.; third; sing.; obj.; a tr "must bend."
 if.....conj.; connecting two clauses.
 Cæsar.....prop. n.; mas.; third; sing.; nom.; to "nod."
 carelessly.....adv.; modifying "nod," expressing *manner*.
 but.....adv.; modifying "nod," expressing *degree*.
 nod.....v.; reg.; intr.; com.; subj.; pres.; third; sing.; same as
 "Cæsar."
 on.....prep.; connecting "him" with "nod."
 him.....per. pron.; mas.; third; sing.; obj.; after "on."

The Verb **is become** is the equivalent of **is**, and, as shown in sec. 49, p. 122, must be followed by the same Case that preceded it; for example, "This boy **will become** a man," has the same signification as "This boy **will be** a man." And to illustrate how the sentence may be transposed, it might be said, after the lapse of years, "This man **was** once a boy." **Man** and **boy** refer to the **same individual**, who simply undergoes the change of state called development, which is expressed by **become**. **But** is equivalent to **only**, and is for this reason classed as an **Adverb**.

JULIUS CÆSAR.—ACT I., SCENE II.

* * * * I did hear him groan;
 Ay, and that tongue of his that bade the Romans
 Mark him, and write his speeches in their books,
 "Alas!" it cried, "give me some drink, Titinius,"
 As a sick girl.

- I.....per. pron.; mas.; first; sing.; nom.; to "did hear."
 did hear.....v.; irr.; trans.; emph.; ind.; past; first; sing.; same as "I."
 him.....per. pron.; mas.; third; sing.; obj.; after "did hear."
 (to) groan.....v.; reg.; intr.; com.; inf.; pres.; after "did hear."
 Ay.....adv.; confirming the statement.
 and.....conj.; connecting the two clauses.
 that.....pron. adj.; limiting "tongue."
 tongue.....com. n.; neu.; third; sing.; nom.; to "cried."
 of.....prep.; used by poetic license with the possessive "his."
 his.....per. pron.; mas.; third; sing.; poss.; with "tongue."
 that.....rel. pron.; neu.; third; sing.; nom.; to "bade."
 bade.....v.; irr.; trans.; com.; ind.; past; third; sing.; same as
 "that."
 the.....adj.; art.; identifying "Romans."
 Romans.....prop. n.; mas.; third; plu.; obj.; after "bade."
 (to) mark.....v.; reg.; trans.; com.; inf.; pres.; after "bade."
 him.....per. pron.; mas.; third; sing.; obj.; after "mark."
 and.....conj.; cop.; connecting "mark" and "write."
 (to) write.....v.; irr.; trans.; com.; inf.; pres.; after "bade."
 his.....per. pron.; mas.; third; sing.; poss.; with "speeches."
 speeches.....com. n.; neu.; third; plu.; obj.; after "write."
 in.....prep.; connecting "books" with "write."
 their.....per. pron.; com.; third; plu.; poss.; with "books."
 books.....com. n.; neu.; third; plu.; obj.; after "in."
 Alas.....interjection.
 it.....per. pron.; neu.; third; sing.; nom.; to "cried."
 cried.....v.; reg.; trans.; com.; ind.; past; third; sing.; same as "it."
 Give.....v.; irr.; trans.; com.; imper.; pres.; second; sing.; same as
 ("thou").
 me.....per. pron.; mas.; first; sing.; obj.; after ("to").
 some.....pronom. adj.; limiting "drink."
 drink.....com. n.; neu.; third; sing.; obj.; after "give."
 Titinius.....prop. n.; mas.; second; sing.; indep. by address.
 as.....conjunctive adv.; connecting the following clause.
 a.....adj.; art.; indef.; limiting "girl."
 sick.....adj.; pos.; describing "girl."
 girl.....com. n.; fem.; third; sing.; nom.; to "cries" understood.

JULIUS CÆSAR.—ACT I., SCENE II.

Men, at some time, are masters of their fates;
 The fault, dear Brutus, is not in our stars,
 But in ourselves, that we are underlings.
 "Brutus" and "Cæsar;" what should be in that "Cæsar?"
 Why should that name be sounded more than yours?

- Men.....com. n.; mas.; third; plu.; nom.; to "are."
 atprep.; connecting "time" with "are."
 somepronom. adj.; limiting "time."
 timecom. n.; neu.; third; sing.; obj.; after "at."
 are.....v.; irr.; intr.; com.; ind.; pres.; third; plu.; like "men."
 masterscom. n.; mas.; third; plu.; nom.; after "are."
 Theadj.; art.; identifying "fault."
 faultcom. n.; neu.; third; sing.; nom.; to "is."
 dear.....adj.; describing "Brutus."
 Brutusprop. n.; mas.; second; sing.; indep. by address.
 is.....v.; irr.; intr.; com.; ind.; pres.; third; sing.; like "fault."
 not.....adv.; modifying "is," expressing *negation*.
 in.....prep.; connecting "stars" with "is."
 our.....per. pron.; mas.; first; plu.; poss.; with "stars."
 starscom. n.; neu.; third; plu.; obj.; after "in."
 Butconj.; connecting "is" with ("is") understood.
 inprep.; connecting "ourselves" with ("is") understood.
 ourselvesper. pron.; reflexive; mas.; first; plu.; obj.; after "in."
 thatconj.; connecting two clauses.
 we.....per. pron.; mas.; first; plu.; nom.; to "are."
 are.....v.; irr.; intr.; com.; ind.; pres.; first; plu.; like "we."
 underlingscom. n.; mas.; first; plu.; nom.; after "are."
 "Brutus"prop. n.; neu.; third; sing.; independent.
 "Cæsar"prop. n.; neu.; third; sing.; independent.
 whatinterrog. pron.; used with "quality" understood.
 should be.....v.; irr.; intr.; com.; pot.; past; third; sing.; like ("quality").
 inprep.; connecting "Cæsar" with "should be."
 thatpronom. adj.; limiting "Cæsar."
 "Cæsar"prop. n.; neu.; third; sing.; obj.; after "in."
 Whyadv.; modifying "should be sounded," *interrogatively*.
 thatpronom. adj.; limiting "name."
 name.....com. n.; neu.; third; sing.; nom.; to "should be sounded."
 should be sounded v.; reg.; trans.; pass.; pot.; past; third; sing.; like "name."

Brutus and **Cæsar** are here used as names merely, and not men; they are, therefore, neuter.

JULIUS CÆSAR.—ACT I., SCENE II.

Write them together—yours is as fair a name;
 Sound them—it doth become the mouth as well;
 Weigh them—it is as heavy; conjure with them—
 “Brutus” will start a spirit as soon as “Cæsar.”

- Writev.; irr.; trans.; com.; imper.; pres.; second; sing.
 themper. pron.; neu.; third; plu.; obj.; after “write.”
 togetheradv.; modifying “write,” denoting *place*.
 yoursper. pron.; mas.; second; sing.; poss.; with (“name”).
 isv.; irr.; intr.; com.; ind.; pres.; third; sing.; same as
 “name.”
 asadv.; modifying “fair,” expressing *degree*.
 fairadj.; describing “name.”
 namecom. n.; neu.; third; sing.; nom.; after “is.”
 Soundv.; reg.; trans.; com.; imper.; pres.; second; sing.
 themper. pron.; neu.; third; plu.; obj.; after “Sound.”
 itper. pron.; neu.; third; sing.; nom.; to “doth become.”
 doth becomev.; irr.; trans.; emph.; ind.; pres.; third; sing.; same as
 “it.”
 mouthcom. n.; neu.; third; sing.; obj.; after “doth become.”
 asadv.; modifying “well,” expressing *degree*.
 welladv.; modifying “doth become,” denoting *manner*.
 Weighv.; reg.; trans.; com.; imper.; pres.; second; sing.; same
 (“thou”).
 themper. pron.; neu.; third; plu.; obj.; after “weigh.”
 itper. pron.; neu.; third; sing.; nom.; to “is.”
 isv.; irr.; intr.; com.; ind.; pres.; third; sing.; same as “it.”
 asadv.; modifying “heavy,” expressing *degree*.
 heavyadj.; describing (“name”).
 conjurev.; reg.; intr.; com.; imper.; pres.; second; sing.
 withprep.; connecting “them” with “conjure.”
 themper. pron.; neu.; third; plu.; obj.; after “with.”
 “Brutus”prop. n.; neu.; third; sing.; nom.; to “will start.”
 will startv.; reg.; trans.; com.; ind.; fut.; third; sing.; same as
 “Brutus.”
 aadj.; art.; indef.; limiting “spirit.”
 spiritcom. n.; com.; third; sing.; obj.; after “will start.”
 as soon asadv.; equivalent to “when,” modifying “will start.”
 “Cæsar”prop. n.; neu.; third; sing.; nom.; to “does.”

As soon as may be otherwise disposed of: **Soon**, an Adverb, modifying **will start**; the preceding **as**, an Adverb, modifying **soon**; and the following **as**, a Conjunctive Adverb.

JULIUS CÆSAR.—ACT I., SCENE II.

Now, in the names of all the gods at once,
 Upon what meat doth this our Cæsar feed,
 That he is grown so grent? Age, thou art shamed!
 Rome, thou hast lost the breed of noble bloods!

- Nowadv.; introducing the sentence.
 inprep.; connecting "names" with the principal clause.
 theadj.; art.; identifying "names."
 namescom. n.; neu.; third; plu.; obj.; after "in."
 ofprep.; connecting "gods" with "names."
 allpronom. adj. indef.; limiting "gods."
 theadj.; art.; identifying "gods."
 godscom. n.; mas.; third; plu.; obj.; after "of."
 at onceadv.; modifying some verb (as, "mentioned") elided.
 Uponprep.; connecting "meat" with "doth feed."
 whatinterrog. pron.; used as an adj.; with "meat."
 meatcom. n.; neu.; third; sing.; obj.; after "Upon."
 doth feedv.; irr.; intr.; emph.; ind.; pres.; third; sing.; same as
 "Cæsar."
 thispronom. adj.; dem.; limiting "Cæsar."
 ourper. pron.; mas.; first; plu.; poss.; with "Cæsar."
 Cæsarprop. n.; mas.; third; sing.; nom.; to "doth feed."
 Thatconj.; connecting the two clauses.
 heper. pron.; mas.; third; sing.; nom.; to "is grown."
 is grownv.; irr.; intr.; pass.; ind.; pres.; third; sing.; same as "he."
 soadv.; modifying "great," expressing *degree*.
 greatadj.; describing "Cæsar."
 Agecom. n.; personified; mas.; second; sing.; independent by
 address.
 thouper. pron.; mas.; second; sing.; nom.; to "art shamed."
 art shamedv.; reg.; trans.; pass.; ind.; pres.; second; sing.; same as
 "thou."
 Romeprop. n.; fem.; second; sing.; independent by address.
 thouper. pron.; fem.; second; sing.; nom.; to "hast lost."
 hast lostv.; irr.; trans.; com.; ind.; pres. perf.; second; sing.; same
 as "thou."
 breedcom. n.; neu.; third; sing.; obj.; after "hast lost."
 ofprep.; connecting "bloods" with "breed."
 nobleadj.; pos.; describing "bloods."
 bloodscom. n.; mas.; third; plu.; obj.; after "of."

Rome, being followed by the Pronoun **her**, is Feminine;
Age, personified, is Masculine, and **bloods**, used for **men**, is
 Masculine; **gods** is also Masculine.

JULIUS CÆSAR.—ACT I., SCENE II.

When went there by an age, since the great flood,
 But it was famed with more than with one man?
 When could they say, till now, that talked of Rome,
 That her wide walks encompassed but one man?

- Whenadv.; modifying "went."
 wentv.; irr.; intr.; com.; ind.; past; third; sing.; same as "age."
 thereadv.; modifying "went," *idiomatic*.
 byinseparable prep.; with "went."
 anadj.; art.; indef.; limiting "age."
 agecom. n.; neu.; third; sing.; nom.; to "went."
 sinceprep.; connecting "flood" with "went by."
 theadj.; art.; identifying "flood."
 greatadj.; pos.; describing "flood."
 floodcom. n.; neu.; third; sing.; obj.; after "since."
 Butprep.; connecting the following clause with "went."
 itper. pron.; neu.; third; sing.; nom.; to "was famed."
 was famedv.; reg.; intr.; pass.; ind.; past; third; sing.; same as "it."
 withprep.; connecting "men" understood with "was famed."
 moreadj.; comparative; limiting ("men").
 thanconj.; connecting the two clauses.
 withprep.; connecting "man" with "was famed."
 oneadj.; numeral; limiting "man."
 mancom. n.; mas.; third; sing.; obj.; after "with."
 Whenadv.; introducing the question, denoting *time*.
 could sayv.; irr.; trans.; com.; pot.; past; third; plu.; same as
 "they."
 theyper. pron.; com.; third; plu.; nom.; to "could say."
 tillprep.; connecting "now" with "could say."
 nowadv.; used as a noun; obj.; after "till."
 thatconj.; connecting two clauses.
 talked ofparticipial adj.; combined with an insep. prep.
 Romeprop. n.; fem.; third; sing.; nom.; to "encompassed."
 herper. pron.; fem.; third; sing.; poss.; with "walks."
 wideadj.; pos.; describing "walks."
 walkscom. n.; neu.; third; plu.; nom.; to "encompassed."
 encompassedv.; reg.; trans.; com.; ind.; past; third; plu.; same as
 "walks."
 butadv.; modifying the adj. "one," denoting *limit*.
 oneadj.; num.; limiting "man."
 mancom. n.; mas.; third; sing.; obj.; after "encompassed."

But, used for **except**, is a Preposition; **but**, used for **only**,
 is an Adverb.

AS YOU LIKE IT.—ACT II., SCENE I.

Now, my co-mates, and brothers in exile,
 Hath not old custom made this life more sweet
 Than that of painted pomp? Are not these woods
 More free from peril than the envious court?

Nowadv.; introducing the sentence.
 myper. pron.; mas.; first; sing.; poss.; with "co-mates" and
 "brothers."

co-matescom. n.; mas.; second; plu.; indep. by address.
 andconj.; cop.; connecting "co-mates" and "brothers."
 brotherscom. n.; mas.; second; plu.; indep. by address.
 inprep.; connecting "exile" with "brothers."
 exilecom. n.; neu.; third; sing.; obj.; after "in."
 Hath made.....v.; irr.; trans.; com.; interrog.; ind.; pres. perf.; third;
 sing.; same as "custom."

not.....adv.; modifying "hath made," denoting *assertion*.
 oldadj.; describing "custom."
 customcom. n.; neu.; third; sing.; nom.; to "hath made."
 thispronom. adj.; dem.; limiting "life."

life.....com. n.; neu.; third; sing.; obj.; after "hath made."
 more sweet.....adj.; compar.; describing "life."
 thanconj.; connecting two clauses.

that.....adj. pron.; neu.; third; sing.; nom.; to ("is").
 of.....prep.; connecting "pomp" with "that."

paintedparticipial adj.; describing "pomp."
 pomp.....com. n.; neu.; third; sing.; obj.; after "of."

Arev.; irr.; intr.; com.; interrog.; ind.; pres.; third; plu.;
 like "woods."

not.....adv.; modifying "are," denoting *assertion*.

these.....pronom. adj.; limiting "woods."

woodscom. n.; neu.; third; plu.; nom.; to "are."

more freeadj.; comp.; describing "woods."

fromprep.; connecting "peril" with "more free."

perilcom. n.; neu.; third; sing.; obj.; after "from."

thanconj.; connecting two clauses.

enviousadj.; describing "court."

courtcom. n.; neu.; third; sing.; nom.; to ("is").

The Adjectives **more sweet** and **more free** might have been compared by the addition of **er**; but as this would destroy the rhythm, the long form is used. The Comparative **more sweet** has the Verb **to be** understood before it. This can be more clearly shown by substituting **caused** for **made**.

AS YOU LIKE IT.--ACT II., SCENE I.

Sweet are the uses of adversity;
 Which, like the toad, ugly and venomous,
 Wears yet a precious jewel in its head;
 And this our life, exempt from public haunts,
 Finds tongues in trees, books in the running brooks,
 Sermons in stones, and good in everything.

- Sweetadj.; describing "uses."
 arev.; irr.; intr.; com.; ind.; pres.; third; plural; same as
 "uses."
 theadj.; art.; identifying "uses."
 usescom. n.; neu.; third; plu.; nom.; to "are."
 ofprep.; connecting "adversity" with "uses."
 adversitycom. n.; neu.; third; sing.; obj.; after "of."
 whichrel. pron.; neu.; third; sing.; nom.; to "wears."
 likeprep.; connecting "toad" with "which."
 toadcom. n.; mas.; third; sing.; obj.; after "like."
 uglyadj.; describing "toad."
 venomousadj.; describing "toad."
 andconj.; cop.; connecting "ugly" with "venomous."
 wearsv.; irr.; trans.; com.; ind.; pres.; third; sing.; same as
 "which."
 yetadv.; modifying "wears."
 preciousadj.; pos.; describing "jewel."
 jewelcom. n.; neu.; third; sing.; obj.; after "wears."
 itsper. pron.; neu.; third; sing.; poss.; with "head."
 headcom. n.; neu.; third; sing.; obj.; after "in."
 thispronom. adj.; limiting "life."
 ourper. pron.; mas.; first; plu.; poss.; with "life."
 lifecom. n.; neu.; third; sing.; nom.; to "finds."
 exemptadj.; describing "life."
 fromprep.; connecting "haunts" with "life."
 publicadj.; pos.; describing "haunts."
 hauntscom. n.; neu.; third; plu.; obj.; after "from."
 findsv.; irr.; trans.; com.; ind.; pres.; third; sing.; same as
 "life."
 tonguescom. n.; neu.; third; plu.; obj.; after "finds."
 treescom. n.; neu.; third; plu.; obj.; after "in."
 bookscom. n.; neu.; third; plu.; obj.; after "finds."
 runningparticipial adj.; describing "brooks."
 brookscom. n.; neu.; third; plu.; obj.; after "in."
 goodabstr. n.; neu.; third; sing.; obj.; after "finds."
 everythingcom. n.; neu.; third; sing.; obj.; after "in."

KING HENRY VIII.—ACT IV., SCENE II.

Grif. Noble madam,
Men's evil manners live in brass; their virtues
We write in water. May it please your highness
To hear me speak his good now?
Katharine. Yes, good Griffith;
I were malicious else.

- Nobleadj.; describing "madam."
 madamcom. n.; fem.; second; sing.; indep. by address.
 men'scom. n.; mas.; third; plu.; poss.; with "manners."
 eviladj.; describing "manners."
 mannerscom. n.; neu.; third; plu.; nom.; to "live."
 livev.; reg.; intr.; com.; ind.; pres.; third; plu.; same as
 "manners."
 inprep.; connecting "brass" with "live."
 brasscom. n.; neu.; third; sing.; obj.; after "in."
 theirper. pron.; mas.; third; plu.; poss.; with "virtues."
 virtuescom. n.; neu.; third; plu.; obj.; after "write."
 weper. pron.; com.; first; plu.; nom.; to "write."
 writev.; irr.; trans.; com.; ind.; first; plu.; same as "we."
 inprep.; connecting "water" with "write."
 watercom. n.; neu.; third; sing.; obj.; after "in."
 may pleasev.; reg.; trans.; com.; pot.; pres.; third; sing.; same as
 "it."
 itper. pron.; neu.; third; sing.; nom.; to "may please."
 yourper. pron.; fem.; second; sing.; poss.; with "highness."
 highnesscom. n.; fem.; second; sing.; obj.; after "may please."
 to hearv.; irr.; trans.; com.; inf.; pres.; after "may please."
 meper. pron.; mas.; first; sing.; obj.; after "to hear."
 (to) speakv.; irr.; intr.; com.; inf.; pres.; after "to hear."
 ofprep.; connecting "good" with "to speak."
 hisper. pron.; mas.; third; sing.; poss.; with "good."
 goodcom. n.; neu.; third; sing.; obj.; after ("of").
 nowadv.; modifying "to hear."
 yesadv.; confirming the subsequent answer.
 goodadj.; describing "Griffith."
 Griffithprop. n.; mas.; second; sing.; indep. by address.
 Iper. pron.; fem.; first; sing.; nom.; to "were."
 werev.; irr.; intr.; com.; subjunctive; past; first; sing.; same
 as "I."
 maliciousadj.; describing ("person"), used as an attribute.
 elseadv.; modifying "were;" used for "otherwise."

VERBS IN DECLARATIVE SENTENCES.

Omit the parentheses.

In order to study the following Exercise in the most systematic manner, it is necessary for each pupil to prepare some Transitive Verb, by unfolding it in all its Moods and Tenses, in the **Common** or **Active**, **Passive**, and **Progressive** Forms. This may be done from the examples on pages 54, 55, and 56; but it should be more complete, as on page 189, by having **shall** used with **will**, **can** and **must** with **may**, and **could**, **would**, and **should** with **might**. By doing this, and at the same time requiring copious Exercises, resembling this and the few following pages, each pupil will soon become, not only expert in identifying each expression, but also interested in the greatest degree. In this collection the Sentences are all **Declarative**. The Participles and Infinitives, which merely assume or name conditions, without *assertion*, do not require Sentences in full.

| VERBS. | Parts. | Class. | Form. | Mood. | Tense. |
|-----------------------------------|--------|--------|-------|-------|-------------|
| (She) could search | reg. | intr. | com. | pot. | past. |
| (I) shall be speaking | irr. | intr. | prog. | ind. | future. |
| To have been waiting | reg. | intr. | prog. | inf. | perfect. |
| (You) must come | irr. | intr. | com. | pot. | present. |
| (I) did call (him) | reg. | trans. | emph. | ind. | past. |
| (They) will be forgiven | irr. | trans. | pass. | ind. | future. |
| (We found it) broken | irr. | trans. | com. | part. | past. |
| (You) do read (too loud) | irr. | intr. | emph. | ind. | present. |
| (It) might have been saved | reg. | intr. | prog. | ind. | fut. perf. |
| (She) does not expect (it) | reg. | trans. | pass. | pot. | past perf. |
| (They) could have been traveling | reg. | trans. | emph. | ind. | present. |
| (We) shall have counted (it) | reg. | intr. | prog. | pot. | past perf. |
| To have defended (him) | reg. | trans. | com. | ind. | fut. perf. |
| Be examining (that exercise) | reg. | trans. | com. | inf. | perfect. |
| (You) might be called (away) | reg. | trans. | prog. | imp. | present. |
| (She) will be singing | irr. | trans. | pass. | pot. | past. |
| (She) will improve (or progress) | reg. | intr. | prog. | ind. | future. |
| (It) would (surely) be known | irr. | intr. | com. | ind. | future. |
| (Every word) shall be written | irr. | trans. | pass. | pot. | past. |
| (They) might have departed | irr. | trans. | pass. | ind. | future. |
| To be destroyed | reg. | intr. | com. | pot. | past perf. |
| (You) should have remembered (it) | reg. | trans. | pass. | inf. | present. |
| (It) will have been seen | reg. | trans. | com. | pot. | past perf. |
| (I) would have been riding | irr. | trans. | pass. | ind. | fut. perf. |
| (It) can (not) have been bleeding | irr. | intr. | prog. | pot. | past perf. |
| (We) are endeavoring (to go) | reg. | intr. | prog. | pot. | pres. perf. |
| (She) could have read (it) | irr. | trans. | prog. | ind. | present. |
| | irr. | trans. | com. | pot. | past perf. |

VERBS IN DECLARATIVE SENTENCES.

Omit the parentheses.

ences.
the most system-
prepare some
s and Tenses, in
essive Forms.
54, 55, and 56;
189, by having
ay, and **could**,
his, and at the
ing this and the
e, not only **ex-**
terested in the
ences are all
which merely
o not require

| VERBS. | | Parts. | Class. | Form. | Mood. | Tense. |
|--------|----------------------------------------------------------|--------|--------|-------|-------|-------------|
| | Being (busy) | irr. | intr. | com. | part. | present. |
| | (The books) should have been found. | irr. | trans. | pass. | pot. | past perf. |
| | (It) has been snowing. | reg. | intr. | prog. | ind. | pres. perf. |
| | (You) would be encouraging (fraud). | reg. | trans. | prog. | pot. | past. |
| | (We) had been advised. | reg. | trans. | pass. | ind. | past perf. |
| | (It) could have been written | irr. | trans. | pass. | pot. | past perf. |
| | Having been warned | reg. | trans. | pass. | part. | perfect. |
| | (They) would have forgotten it | irr. | trans. | com. | pot. | past perf. |
| | Come (back) | irr. | intr. | com. | imp. | present. |
| | (You) must have burnt (it) | irr. | trans. | com. | pot. | pres. perf. |
| | (I) shall have been working | reg. | intr. | prog. | ind. | fut. perf. |
| | (It) might have been refined | reg. | trans. | pass. | pot. | past perf. |
| | Being teaching, (I can not go) | irr. | intr. | prog. | part. | present. |
| | (I) might reply (to him) | reg. | intr. | com. | pot. | past. |
| | (He) should have been reciting (or talking) | reg. | intr. | prog. | pot. | past perf. |
| | (These lessons) must be studied | reg. | trans. | pass. | pot. | present. |
| | Be (fully) persuaded | reg. | trans. | pass. | imp. | present. |
| | (They) may be carried (away) | reg. | trans. | pass. | pot. | present. |
| | (I) will have cut (it) | irr. | trans. | com. | ind. | fut. perf. |
| | (They) can be restored | reg. | trans. | pass. | pot. | present. |
| | To have been looking | reg. | intr. | prog. | inf. | perfect. |
| | (It) must have been found | irr. | trans. | pass. | pot. | pres. perf. |
| | Having prevailed | reg. | intr. | com. | part. | perfect. |
| | (I) may decide (the question) | reg. | trans. | com. | pot. | present. |
| | (It) was written | irr. | trans. | pass. | ind. | past. |
| | (We) must be walking | reg. | intr. | prog. | pot. | present. |
| | (They) tell (the truth) | irr. | trans. | com. | ind. | present. |
| | (He) can (not) have been studying (it) | reg. | trans. | com. | inf. | present. |
| | To instruct (him) | reg. | trans. | com. | inf. | present. |
| | (You) should destroy (it) | reg. | trans. | com. | pot. | past. |
| | Aching | reg. | intr. | com. | part. | present. |
| | (He) may have been shot | irr. | trans. | pass. | pot. | pres. perf. |
| | (She) was speaking | irr. | intr. | prog. | ind. | past. |
| | (They) might be suffering | reg. | intr. | prog. | pot. | past. |
| | (I) can see (trees) | irr. | trans. | com. | pot. | present. |
| | (It) could (not) be printed | reg. | trans. | pass. | pot. | past. |
| | (It) had been raining | reg. | intr. | prog. | ind. | past perf. |
| | Being lost | irr. | trans. | pass. | part. | present. |
| | (She) may have been writing | irr. | intr. | prog. | pot. | pres. perf. |
| | (We) should be inquiring | reg. | intr. | prog. | pot. | past. |
| | (It) will have been found | irr. | trans. | pass. | ind. | fut. perf. |
| | (You) can be listening | reg. | intr. | prog. | pot. | present. |
| | (It) will be finished | reg. | trans. | pass. | ind. | future. |
| | (I) would obey (orders) | reg. | trans. | com. | pot. | past. |
| | (They) had (already) departed | reg. | intr. | com. | ind. | past perf. |
| | (She) must sing | irr. | intr. | com. | pot. | present. |
| | (We) should be rewarded | reg. | trans. | pass. | pot. | past. |
| | (I) may be giving (them away) | irr. | trans. | prog. | pot. | present. |
| | (It) must have been blowing | irr. | intr. | prog. | pot. | pres. perf. |
| | You never extinguished the light. | reg. | trans. | com. | ind. | past. |

| Food. | Tense. |
|-------|-------------|
| pot. | past. |
| ind. | future. |
| inf. | perfect. |
| pot. | present. |
| ind. | past. |
| ind. | future. |
| art. | past. |
| ind. | present. |
| ind. | fut. perf. |
| ot. | past perf. |
| ot. | present. |
| l. | past perf. |
| f. | inf. perf. |
| p. | perfect. |
| f. | present. |
| l. | past. |
| l. | future. |
| l. | past. |
| l. | future. |
| l. | past perf. |
| l. | present. |
| l. | past perf. |
| l. | fut. perf. |
| l. | past perf. |
| l. | pres. perf. |
| l. | present. |
| l. | past perf. |

VERBS IN DECLARATIVE SENTENCES.

| VERBS. | Parts. | Class. | Form | Mood. | Tense. |
|-------------------------------------------|--------|--------|-------|-------|-------------|
| To be exonerated from all blame | reg. | trans. | pass. | inf. | present. |
| We are marching on | reg. | intr. | prog. | ind. | present. |
| Having slaughtered the ox | reg. | trans. | com. | part. | perfect. |
| It may sting you | irr. | trans. | com. | pot. | present. |
| I was there | irr. | intr. | com. | ind. | past. |
| She must have been invited | reg. | trans. | pass. | pot. | pres. perf. |
| Being expecting a letter | reg. | trans. | prog. | part. | present. |
| He did it twice | irr. | trans. | com. | ind. | past. |
| Do it again | irr. | trans. | com. | imp. | present. |
| The goods must be sold | irr. | trans. | com. | pot. | present. |
| I do not remember it | reg. | trans. | pass. | pot. | present. |
| Sam could not see the lines | reg. | trans. | emph. | ind. | present. |
| To be exaggerating it | irr. | trans. | com. | pot. | past. |
| The sun is declining | reg. | trans. | prog. | inf. | present. |
| He would have been caught | reg. | intr. | prog. | ind. | present. |
| "If thou go not with us" | irr. | trans. | pass. | pot. | past perf. |
| Being preparing for it | irr. | intr. | com. | subj. | present. |
| No one would have suspected it | reg. | intr. | prog. | part. | present. |
| The boy will have been standing | irr. | intr. | com. | pot. | past perf. |
| Our cow does not give milk | irr. | intr. | prog. | ind. | fut. perf. |
| Charlie chose cherries | irr. | trans. | emph. | ind. | present. |
| Thriving | irr. | trans. | com. | ind. | past. |
| Do not stay late | irr. | intr. | com. | part. | present. |
| You must have been making some | irr. | intr. | emph. | imp. | present. |
| | irr. | trans. | prog. | pot. | pres. perf. |

VERBS IN INTERROGATIVE SENTENCES.

Omit the parentheses.

The following Verbs are all used in Interrogative Sentences. This causes the Nominative and the Verb to be transposed. Before disposing of them, they should be converted into Declarative Sentences, in order to know certainly that the expression is understood.

| VERBS. | Parts. | Class. | Form. | Mood. | Tense. |
|----------------------------------------------|--------|--------|-------|-------|-------------|
| Must (she) be sewing (shirts) ? | reg. | trans. | prog. | pot. | present. |
| Will (it) have been paid ? | irr. | trans. | pass. | ind. | fut. perf. |
| Do (I) write (them) correctly ? | irr. | trans. | emph. | ind. | present. |
| Might (it) have been done ? | irr. | trans. | pass. | pot. | past perf. |
| Has (it) been snowing ? | reg. | intr. | prog. | ind. | pres. perf. |
| Can (you) remain ? | reg. | intr. | com. | pot. | present. |
| Must (we) have been going ? | irr. | intr. | prog. | ind. | fut. perf. |
| (What!) studying ? | irr. | trans. | com. | part. | present. |
| Should (they) have been punished ? | reg. | intr. | com. | part. | present. |
| Did (I) speak ? | irr. | trans. | pass. | pot. | past perf. |
| Might (we) be progressing ? | reg. | intr. | emph. | ind. | past. |
| | irr. | intr. | prog. | pot. | past. |

VERBS IN INTERROGATIVE SENTENCES.

Omit the parentheses.

NCES.

| Mood. | Tense. |
|-------|-------------|
| inf. | present. |
| ind. | present. |
| part. | perfect. |
| pot. | present. |
| ind. | past. |
| pot. | pres. perf. |
| part. | present. |
| ind. | past. |
| imp. | present. |
| pot. | present. |
| ind. | present. |
| pot. | past. |
| inf. | present. |
| ind. | present. |
| ot. | past perf. |
| adj. | present. |
| art. | present. |
| ot. | past perf. |
| d. | fut. perf. |
| d. | present. |
| d. | past. |
| rd. | present. |
| sp. | present. |
| t. | pres. perf. |

ES.

Sentences.
transposed.
d into De-
that the ex-

| | Tense. |
|--|-------------|
| | present. |
| | fut. perf. |
| | present. |
| | past perf. |
| | pres. perf. |
| | present. |
| | fut. perf. |
| | present. |
| | present. |
| | past perf. |
| | past. |
| | past. |

| VERBS. | Parts. | Class. | Form. | Mood. | Tense. |
|----------------------------------------|--------|--------|-------|-------|-------------|
| Is (he) crying? | | | | | |
| Could (you) assist (me)? | reg. | intr. | prog. | ind. | present. |
| Have (I) missed (the train)? | reg. | trans. | com. | pot. | past. |
| May (it) have been mislaid? | reg. | trans. | com. | ind. | pres. perf. |
| Had (he) been whistling? | irr. | trans. | pass. | pot. | pres. perf. |
| Should (we) be imposed (upon)? | reg. | intr. | prog. | ind. | past perf. |
| Was (he) teaching? | reg. | intr. | pass. | pot. | past. |
| Might (we) arrive (too late)? | irr. | intr. | prog. | ind. | past. |
| Can (she) be sighing? | reg. | intr. | com. | pot. | past. |
| Will (it) be rebuilt? | reg. | intr. | prog. | pot. | present. |
| Would (you) be surprised? | irr. | trans. | pass. | | future. |
| Had (he) finished (it)? | reg. | trans. | pass. | | past. |
| Should (I) be starving? | reg. | trans. | com. | ind. | past perf. |
| Is (it) written? | irr. | intr. | prog. | pot. | past. |
| Could (they) have been trusted? | irr. | trans. | pass. | ind. | present. |
| Shall (it) be said? | reg. | trans. | pass. | pot. | past perf. |
| May (I) be assisted? | irr. | trans. | pass. | ind. | future. |
| Have (you) a broken slate? | reg. | trans. | pass. | pot. | present. |
| Can (he) have mistaken (it)? | irr. | trans. | com. | ind. | present. |
| Shall (I) listen? | irr. | trans. | com. | pot. | pres. perf. |
| Would (you) arrest (him)? | reg. | intr. | com. | ind. | future. |
| Had (he) been waiting? | reg. | trans. | com. | pot. | past. |
| May (you not) have put (it away)? | reg. | intr. | prog. | ind. | past perf. |
| Would (it) have been caught? | irr. | trans. | com. | pot. | pres. perf. |
| Shall (I) have returned? | irr. | trans. | pass. | pot. | past perf. |
| May (we) have been dreaming? | reg. | intr. | com. | ind. | fut. perf. |
| Were (they) killed? | irr. | intr. | prog. | pot. | pres. perf. |
| Must (you) have been understood (you)? | reg. | trans. | pass. | ind. | past. |
| Should (I) be (again) disappointed? | irr. | trans. | com. | pot. | past perf. |
| Will (he) be reciting (it)? | reg. | trans. | pass. | pot. | present. |
| Might (it) be destroyed? | reg. | intr. | com. | pot. | past. |
| Can (it) have been raining? | reg. | trans. | prog; | ind. | future. |
| Shall (it) have been thought? | reg. | trans. | pass. | pot. | past. |
| Could (he) be joking? | reg. | intr. | prog. | pot. | pres. perf. |
| Must (you not) have made (an error)? | irr. | trans. | pass. | ind. | fut. perf. |
| Shall (we) be hurrying? | reg. | intr. | prog. | pot. | past. |
| Can (they) be persuaded? | irr. | trans. | com. | pot. | pres. perf. |
| Must (he not) have been smoking? | reg. | intr. | prog. | ind. | future. |
| Had (it ever) been announced? | reg. | trans. | pass. | pot. | present. |
| Must (I) have burnt (it)? | irr. | intr. | prog. | pot. | pres. perf. |
| Shall (we) have discovered? | reg. | trans. | pass. | ind. | past perf. |
| Can (you) have been deceived? | irr. | trans. | com. | pot. | pres. perf. |
| Would (it) have been tied? | reg. | trans. | com. | ind. | fut. perf. |
| Will (they) have been playing? | reg. | trans. | pass. | pot. | pres. perf. |
| Would (I) have lost (it)? | reg. | trans. | pass. | pot. | past perf. |
| Could (it) be represented? | irr. | intr. | prog. | ind. | fut. perf. |
| Should (she) have been laughing? | reg. | trans. | com. | pot. | past perf. |
| Has (it) been accomplished? | reg. | trans. | pass. | pot. | past. |
| May (he) accompany (me)? | reg. | intr. | prog. | pot. | past perf. |
| | reg. | trans. | pass. | ind. | pres. perf. |
| | reg. | trans. | com. | pot. | present. |

SYNOPSIS OF THE VERB "HAVE."

| | | |
|-------------------------------------------|-------------------------|--------------------------------------------|
| Indicative | { | Present I have. |
| | | Present Perfect I have had. |
| | | Past I had. |
| | | Past Perfect I had had. |
| | | Future I shall have. |
| | | Future I will have. |
| | | Future Perfect I shall have had. |
| | | Future Perfect I will have had. |
| Potential | { | Present I may have. |
| | | Present I can have. |
| | | Present I must have. |
| | | Present Perfect I may have had. |
| | | Present Perfect I can have had. |
| | | Present Perfect I must have had. |
| | | Past I might have. |
| | | Past I could have. |
| | | Past I would have. |
| | | Past I should have. |
| | | Past Perfect I might have had. |
| Past Perfect I could have had. | | |
| Past Perfect I would have had. | | |
| Past Perfect I should have had. | | |
| Subjunctive | { | Present If I have. |
| | | Past If I had. |
| Infinitive | { | Present To have. |
| | | Perfect To have had. |
| Imperative | Present Have! | |
| Participles | { | Present Having. |
| | | Past Had. |
| | | Perfect Having had. |

No more profitable lesson can be assigned for preparation at home than a synopsis of some one of the Irregular Verbs in the list on page 153, to be written on a sheet of paper or a slate in the form given on this page.

SYNOPSIS OF THE VERB "KNOW."

| | | |
|------------------------------------------------|---|-----------------------------------------------|
| Indicative | { | Present Thou knowest. |
| | | Present Perfect . . Thou hast known. |
| | | Past Thou knewest. |
| | | Past Perfect Thou hadst known. |
| | | Future Thou wilt know. |
| | | Future Thou shalt know. |
| | | Future Perfect . . Thou wilt have known. |
| | | Future Perfect . . Thou shalt have known. |
| Potential | { | Present Thou mayst know. |
| | | Present Thou canst know. |
| | | Present Thou must know. |
| | | Present Perfect . . Thou mayest have known. |
| | | Present Perfect . . Thou canst have known. |
| | | Present Perfect . . Thou must have known. |
| | | Past Thou mightst know. |
| | | Past Thou couldst know. |
| | | Past Thou wouldst know. |
| | | Past Thou shouldst know. |
| | | Past Perfect Thou mightst have known. |
| | | Past Perfect Thou couldst have known. |
| Past Perfect Thou wouldst have known. | | |
| Past Perfect Thou shouldst have known. | | |
| Subjunctive . . . | { | Present If thou know. |
| | | Past If thou knewest. |
| Infinitive | { | Present To know. |
| | | Perfect To have known. |
| Imperative | | Present Know! |
| Participles . . . | { | Present Knowing. |
| | | Past Known. |
| | | Perfect Having known. |

All the Tenses of the Subjunctive, except *the Present, in the Second and Third Persons, Singular*, are identical with the corresponding Tenses of the Indicative; and not only the Indicative, but also the Potential, may all be used in a Subjunctive sense.

THE VERB "BE."

| | | | |
|------------------------|----------------------|---------------------------|---------------------|
| Indicative | { | Present | It is. |
| | | Present Perfect | It has been. |
| | | Past | It was. |
| | | Past Perfect | It had been. |
| | | Future | It will be. |
| | | Future | It shall be. |
| | | Future Perfect | It will have been. |
| Potential | { | Future Perfect | It shall have been. |
| | | Present | It may be. |
| | | Present | It can be. |
| | | Present | It must be. |
| | | Present Perfect | It may have been. |
| | | Present Perfect | It can have been. |
| | | Present Perfect | It must have been. |
| | | Past | It might be. |
| | | Past | It could be. |
| | | Past | It would be. |
| | | Past | It should be. |
| | | Past Perfect | It might have been. |
| | | Past Perfect | It could have been. |
| Past Perfect | It would have been. | | |
| Past Perfect | It should have been. | | |
| Subjunctive .. | { | Present | If it be. |
| | | Past | If it were. |
| Infinitive | { | Present | To be. |
| | | Perfect | To have been. |
| Imperative | Present | Wanting. | |
| Participles | { | Present | Being. |
| | | Past | Been. |
| | | Perfect | Having been. |

The Subjunctive Mood as a special and distinct classification of Tenses, has almost become obsolete. When any tense of the Potential combined with **if** it must be parsed as Potential with the signification of Subjunctive.

CONJUGATION.

The **Conjugation** of a Verb is the **Classification** of all its Moods and Tenses, including Derivative Forms.

A **Synopsis** is the arrangement of the variations of **one Number** and **Person** in all the Moods and Tenses, as shown on the three preceding pages.

CONJUGATION OF THE VERB **BE**.

INDICATIVE MOOD.

Present Tense. (Certainty.)

| Sing. | Plu. |
|--------------------|--------------|
| 1. I am, | 1. We are, |
| 2. Thou art, | 2. You are, |
| 3. He, she, it is. | 3. They are. |

Present Perfect Tense. (Certainty.)

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

Past Tense. (Certainty.)

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

Past Perfect Tense. (Certainty.)

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

Future Tense. (Simple Futurity.)

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

Future Tense. (Determination.)

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

Future Perfect Tense. (Simple Futurity.)

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

Future Perfect Tense. (Determination.)

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

EXERCISES IN PARSING.

POTENTIAL MOOD.

Present Tense. (Probability.)

- | | |
|----------------------------------------------------------------------|------------------------------------------------------------|
| sing. 1. I may be, 2. Thou mayst be, 3. He, she, it may be. | Plu. 1. We may be, 2. You may be, 3. They may be. |
|----------------------------------------------------------------------|------------------------------------------------------------|

Present Tense. (Possibility.)

- | | |
|----------------------------------------------------|----------------------------------------------------|
| 1. I can be, 2. Thou canst be, 3. He can be. | 1. We can be, 2. You can be, 3. They can be. |
|----------------------------------------------------|----------------------------------------------------|

Present Tense. (Necessity.)

- | | |
|--------------------------------------------------------------|-------------------------------------------------------|
| 1. I must be, 2. Thou must be, 3. He, she, it must be. | 1. We must be, 2. You must be, 3. They must be. |
|--------------------------------------------------------------|-------------------------------------------------------|

Present Perfect Tense.

- | | |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. I may, can, or must have been, 2. Thou mayst, canst, or must have been, 3. He, she, it may, can, or must have been. | 1. We may, can, or must have been, 2. You may, can, or must have been, 3. They may, can, or must have been. |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

Past Tense.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. I might, could, would, or should be, 2. Thou mightst, couldst, wouldst, or shouldst be, 3. He, she, it might, could, would, or should be. | 1. We might, could, would, or should be, 2. You might, could, would, or should be, 3. They might, could, would, or should be. |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

Past Perfect Tense.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. I might, could, would, or should have been, 2. Thou mightst, couldst, wouldst, or shouldst have been, 3. He, she, it might, could, would, or should have been. | 1. We might, could, would, or should have been, 2. You might, could, would, or should have been, 3. They might, could, would, or should have been. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

SUBJUNCTIVE MOOD.

Present Tense. (Contingency.)

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

Past Tense. (Hypothesis.)

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

INFINITIVE MOOD.

Present Tense.

(All the Persons in both Numbers alike.)

- | | | |
|------------------------------|--|----------------------|
| <i>Sing.</i> | | <i>Plu.</i> |
| 1. (For me) to be, | | 1. (For us) to be, |
| 2. (For thee) to be, | | 2. (For you) to be, |
| 3. (For him, her, it) to be. | | 3. (For them) to be. |

Perfect Tense.

(All the Persons in both Numbers alike.)

- | | |
|-------------------------------------|-----------------------------|
| 1. (For me) to have been, | 1. (For us) to have been, |
| 2. (For thee) to have been, | 2. (For you) to have been. |
| 3. (For him, her, it) to have been. | 3. (For them) to have been. |

IMPERATIVE MOOD.

Present Tense.

- | | |
|-----------------------------------|------------------|
| 1. Wanting. | 1. Wanting. |
| 2. Be, or be thou, or do thou be. | 2. Be, or be ye. |
| 3. Wanting. | 3. Wanting. |

PARTICIPLES.

(Impersonal.)

Present—Being.

Perfect—Having been.

Past—Been.

The Infinitives are wholly **impersonal**. But we have indicated their use after the Objective Case of each Person in both Numbers.

CONJUGATION OF THE VERB **GIVE**.

INDICATIVE MOOD.

Present.

- | | | |
|-----------------------|--|---------------|
| <i>Sing.</i> | | <i>Plu.</i> |
| 1. I give, | | 1. We give, |
| 2. Thou givest, | | 2. You give, |
| 3. He, she, it gives. | | 3. They give. |

Present Perfect.

- | | |
|---------------------------|---------------------|
| 1. I have given, | 1. We have given, |
| 2. Thou hast given, | 2. You have given, |
| 3. He, she, it has given. | 3. They have given. |

Past.

- | | |
|----------------------|---------------|
| 1. I gave, | 1. We gave, |
| 2. Thou gavest, | 2. You gave, |
| 3. He, she, it gave. | 3. They gave. |

Past Perfect.

- | | |
|---------------------------|--------------------|
| 1. I had given, | 1. We had given, |
| 2. Thou hadst given, | 2. You had given, |
| 3. He, she, it had given. | 3. They had given. |

EXERCISES IN PARSING.

Future. (Prediction or Determination.)

Sing.

1. I shall or will give,
2. Thou wilt or shalt give,
3. He, she, it will or shall give.

Plu.

1. We shall or will give,
2. You will or shall give,
3. They will or shall give.

Future Perfect. (Prediction or Determination.)

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I shall or will have given, 2. Thou wilt or shalt have given, 3. He, she, it will or shall have given. | <ol style="list-style-type: none"> 1. We shall or will have given, 2. You will or shall have given, 3. They will or shall have given. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

POTENTIAL MOOD.

Present. (Probability, Possibility, or Necessity.)

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I may, can, or must give, 2. Thou mayst, canst, or must give, 3. He, she, it may, can, or must give. | <ol style="list-style-type: none"> 1. We may, can, or must give, 2. You may, can, or must give, 3. They may, can, or must give. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Present Perfect. (Probability, Possibility, or Necessity.)

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I may, can, or must have given, 2. Thou mayst, canst, or must have given, 3. He, she, it may, can, or must have given. | <ol style="list-style-type: none"> 1. We may, can, or must have given. 2. You may, can, or must have given, 3. They may, can, or must have given. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Past.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I might, could, would, or should give, 2. Thou mightst, couldst, wouldst, or shouldst give, 3. He, she, it might, could, would, or should give. | <ol style="list-style-type: none"> 1. We might, could, would, or should give, 2. You might, could, would, or should give, 3. They might, could, would, or should give. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Past Perfect.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. I might, could, would, or should have given, 2. Thou mightst, couldst, wouldst, or shouldst have given, 3. He, she, it might, could, would, or should have given. | <ol style="list-style-type: none"> 1. We might, could, would, or should have given, 2. You might, could, would, or should have given, 3. They might, could, would, or should have given. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

INFINITIVE MOOD.

Present—To give.*Perfect*—To have given.

IMPERATIVE MOOD.

Present.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Wanting. 2. Give, or give thou, or do thou give. 3. Wanting. | <ol style="list-style-type: none"> 1. Wanting. 2. Give, or give ye. 3. Wanting. |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|

PARTICIPLES.

Present—Giving.*Past*—Given.*Perfect*—Having given.

ill give,
hall give,
hall give.
(m.)
ll have given,
ull have given,
all have given.
(y.)
or must give,
or must give.
or must give.
(ssity.)
must have given.
or must have
, or must have
uld, would, or
uld, would, or
uld, would, or
ld, would, or
ven,
ld, would, or
ren,
ld, would, or
en.
ren.

PART IV.

ANALYSIS AND SYNTHESIS.

Showing the structure of Sentences and their component parts, including Propositions of all kinds, Modifying Elements, Clauses, and Phrases; together with the most important Rules of Syntax, illustrated by numerous Examples.

SIMPLE SENTENCES.

sand the gold has miner in the found
 The miner has found gold in the sand.
 Has the miner found gold in the sand?
 What bright gold the miner has found!
 Find some gold in the sand for me.

Write these five lines on the blackboard.

What is meant by the combination of words in the first line?
 Nothing.

Has not each word a meaning? Yes; but when taken as a whole, they mean nothing.

Why have these words no meaning? Because they are not properly arranged.

How can we give these words a meaning? By arranging them properly.

Has the second line any meaning? Yes; the new arrangement gives it a meaning.

Of whom are we thinking? **The miner.**

Give all the words that tell what we think about the miner.

Has found gold in the sand.

When these two parts are combined, what **Sentence** is formed? **The miner has found gold in the sand.**

What is the **Subject** of this Sentence? **The miner.**

What is the **Predicate**, or completion of the thought? **Has found gold in the sand.**

DEFINITION I. A **Simple Sentence** is a combination of words that expresses a single thought.

DEF. II. The **Subject** of a Simple Sentence is what we think of.

DEF. III. The **Predicate** of a Simple Sentence is what we think concerning the Subject.

The third line is a Sentence in the form of a question; the fourth contains a Sentence in the form of an exclamation; the fifth is a Sentence in the form of a command or request. Sentences are, therefore, divided into four classes: **Declarative, Interrogative, Exclamatory, and Imperative.** **How** and **what** are the exclamatory signs.

This use of the word **what** is entirely distinct from its other uses. It is here an Interjection.

SIMPLE SENTENCES.

DEF. IV. A **Declarative Sentence** is one that affirms or denies something.

DEF. V. An **Interrogative Sentence** is one that propounds a question.

DEF. VI. An **Exclamatory Sentence** is one that expresses impulsive thought.

DEF. VII. An **Imperative Sentence** is one that commands, requests, entreats, or permits.

DEF. VIII. **Synthesis** is the building up or construction of a Sentence from its parts.

DEF. IX. **Analysis** is the separation of a Sentence into its parts, or elements.

DEF. X. **Punctuation** is the method of indicating by points the class to which a Sentence belongs, or the relation of its parts to each other.

PUNCTUATION AND USE OF CAPITAL LETTERS.

RULE I. Every **Declarative** and **Imperative Sentence** must terminate with a **Period** (.).

RULE II. Every **Interrogative Sentence** must be followed by an **Interrogation Point** (?).

RULE III. Every **Exclamatory Sentence** must be followed by an **Exclamation Point** (!).

RULE IV. Every **Sentence** must begin with a **Capital Letter**.

RULE V. Every **Interrogation** or **Exclamation Point** and **Period** must be followed by a **Capital Letter** in the succeeding Sentence.

RULE VI. Every **Proper Name** must begin with a **Capital Letter**.

RULE VII. In **Titles of Honor**, **Titles of Literary Works**, **Captions**, **Labels**, and **Advertisements**, only the most important words must begin with **Capital Letters**.

RULE VIII. Every **word that is contracted** and every **Initial Letter** must be followed by a **Period**.

RULE IX. The letters **I** and **O**, when standing alone, must be **Capital Letters**.

RULE X. The omission of one or more letters must be indicated by an **apostrophe**; as, e'er for ever.

SIMPLE SENTENCES.

The little bird has built its nest in the tree.

This is a Simple Declarative Sentence, because it expresses a single thought, affirming something. It begins with a Capital Letter, and terminates with a Period. The Subject is "The little bird," because that is what we are thinking of. The Predicate is "has built its nest in the tree," because this is what we think about the bird.

How many birds can live in the same nest?

This is a Simple Interrogative Sentence, because it expresses a single thought by asking a question. It begins with a Capital Letter, is introduced by the interrogative word "How," and terminates with an Interrogation Point. The Subject is "How many birds," because it is what the question is asked about. The Predicate is "can live in the same nest," because it is what is asked concerning the birds.

What a glorious sunset we had this evening!

This is a Simple Exclamatory Sentence, because it expresses one impulsive thought. It is introduced by the exclamatory sign "What!" It begins with a Capital Letter, and terminates with an Exclamation Point. The Subject is "we," because it indicates who witnessed the sunset, and shows of whom we think. The Predicate is "had (what) a glorious sunset this evening," because it expresses what is thought.

Give all the cherries to the birds.

This is a Simple Imperative Sentence, because it expresses a single thought as a command or request. It begins with a Capital Letter and terminates with a Period. The Subject is "you" (understood), because it shows who is addressed, and tells, therefore, of whom we think. The Predicate is "give all the cherries to the birds," because it expresses what we think or wish to be done.

Each Sentence should be written upon the blackboard, and a short vertical line drawn between the Subject and Predicate. When the words are transposed, they should be re-arranged in the order required by the construction, as in the third Sentence.

SIMPLE SENTENCES.

My father is not a politician.

This is a Simple Declarative Sentence, because it expresses a single thought, denying something. It begins with a Capital Letter, and terminates with a Period. The Subject is "My father," because it is he of whom the speaker is thinking. The Predicate is "is not a politician," because it expresses what is declared, and therefore thought, concerning him.

Where is the key of the front door?

This is a Simple Interrogative Sentence, because it expresses a single thought by asking a question. It begins with a Capital Letter, is introduced by the interrogative word "Where," and terminates with an Interrogation Point. The Subject is "the key of the front door," because it is what the inquirer is thinking of and asking about. The Predicate is "Where is," or (transposed) "is where," because it indicates what the inquiry is.

How my head does ache!

This is a Simple Exclamatory Sentence, because it expresses one impulsive thought. It is introduced by the exclamatory word "How!" The Subject is "my head," because it is what the speaker is thinking of. The Predicate is "does ache (how)," because it tells what is thought concerning the head.

Study your lesson very carefully.

This is a Simple Imperative Sentence, because it expresses a single thought as a command or request. It begins with a Capital Letter, and terminates with a Period. The Subject is "you" (understood), because it represents the person thought of and addressed. The Predicate is "study your lesson very carefully," because it expresses what the speaker thinks or desires you to do.

It will be observed that the object of these exercises is to determine the **Subject** and the **Predicate**, and to become familiar with the structure of the **Simple Sentence** in each of the four forms, so as to be able without hesitation to give the analysis, with the reasons, as shown on this and the preceding page.

SIMPLE SENTENCES.

Transpose the words in the following four combinations so as to construct an example of each of the four kinds of Simple Sentences; then analyze them, as on the two preceding pages:

- Declarative.* you of the observed rules not the have game
Interrogative. the saw in the room of her many people how
Exclamatory. that long horse what mane has a bay
Imperative. cage the keep in this little wire canary

When transposed, they become:

- Decl.* **You** have not observed the rules of the game.
Inter. **How** many of the people in the room saw her?
Excl. **What** a long mane that bay horse has!
Imp. **Keep** the canary in this little wire cage.

The analysis may be shown thus:

- You** | have not observed the rules of the game.
(How) many of the people in the room | saw her?
That bay horse | has (what) a long mane!
(You) | keep the canary in this little wire cage.

It will be observed that by omitting the interrogative sign **How** from the second Sentence, and the exclamatory sign **What** from the third, and changing the punctuation, these would be transformed into Declarative Sentences. The same thing would be true of the fourth by inserting the word **You** at the beginning. The division into Subject and Predicate is shown by the short vertical line. Copious exercises have been prepared on the following pages, without punctuation or properly arranged capital letters. These may be assigned in lessons of suitable length. They will afford pleasure as well as instruction to junior classes, and will be found as attractive as games.

No attention should be given to the more minute details of analysis, by describing the modifying words, phrases, and clauses, until after completing the following exercises in rearrangement and construction of Subject and Predicate. After the Definitions of the different modifiers have been studied and the manner of applying them understood, these Sentences should be reviewed and the nature of each modifying element explained.

WORDS TO BE RE-ARRANGED AS SIMPLE SENTENCES.

Each sentence must be punctuated, supplied with capital letters, and analyzed, as on preceding page.

Decl. depth was ground three feet in the Frozen

Inter. that find Did money all where george

Excl. bill brown bravely Storm the blinding faced how

Imp. letter your follow to The Instructions

Decl. and the Darkness clouds the dispels sun

Inter. how many you feel The Do Pain in places

Excl. a beautiful Been has what this Day

Imp. for Exertion upon Success Own your Rely

Decl. and the evil rain upon the Descends the Good

Inter. friends have what you in Living Cities

Excl. opportunities have many how we lost

Imp. room the Morning in the daily Sweep

Decl. can a Minute twenty i Words receive

Inter. one will chance Me give you More

Excl. we lesson a Short what had Yesterday

Imp. all away let his Books put Him

Decl. never shall country my Native return to i

Inter. so did the Result quickly obtain how She

Excl. view it from how our Rapidly disappeared

Imp. morning at Me o clock in The call five

Decl. all Parts of they from the Came world

Inter. joseph Read the ever story of You Did

Excl. i tried him Often how to have Persuade

Imp. thirty of us flannel pieces send

Decl. gone friends Have our Intimate all

Inter. it can Definition of Give you a good me

Excl. sensation has what it a great Created

Imp. former us Privileges to all our restore

Decl. the Naked sun looking The dazzles at Eye

Inter. black Warm are Too clothes for the Summer why

Excl. great of The godliness Mystery is how

Imp. more behalf in His least Effort at one make

WORDS TO BE RE-ARRANGED AS SIMPLE SENTENCES.

Each sentence must be punctuated, supplied with capital letters, and analyzed, as on preceding page.

- Decl.* warning the Fair boys gave all A he
Inter. children Did where they lost The find
Excl. end the Faithfully unto he how Endured
Imp. all field the drive into the Chickens
- Decl.* his fortune sometimes Manners a Man's make
Inter. open the Leave why you do the Room of your door
Excl. many Concealed ocean Are in depths how treasures
Imp. country Into the Journey on a short go
- Decl.* Health takes the Sake of his Exercise for he
Inter. and how in The next exist am I where to world
Excl. that severe Was what earthquake of a shock
Imp. bread Us daily this give Our day
- Decl.* gem the Diamond Most the brilliant is
Inter. not writing Rapid Good writing always is
Excl. noble the theme Of a science Is what astronomy
Imp. trust not money Alone in Your put
- Decl.* lasting any People is sin to a Disgrace
Inter. money out to Find how we Can make the Way
Excl. that Beard what has a beautiful White old man
Imp. not For the weep that Have before Gone friends
- Decl.* and the garden Expelled the eve From adam were
Inter. air What is Composed Of the gases
Excl. neglect a disaster By what was a terrible caused
Imp. one burdens Another's Bear ye
- Decl.* six gas at the Light we always o clock
Inter. some will week next Call us On you Evening
Excl. rain carries a Umbrella in the large He what
Imp. and All wide windows the open Doors
- Decl.* unworthy Is charity of our Utterly he
Inter. that there swearing of what Man's need is
Excl. inevitable death is the how of Approach
Imp. stairs come down this minute

WORDS TO BE RE-ARRANGED AS SIMPLE SENTENCES.

Each sentence must be punctuated, supplied with capital letters, and analyzed, as on preceding page.

- Decl.* nests without their birds Instruction the Build
Inter. sam my know You brother do
Erel. a large Just has caught what Fish he
Imp. point your Sharp keep on a pencil
- Decl.* and Pure Terrors has death for the no good
Inter. many Sky can count in the how you stars
Erel. bright that flash of a Lightning what was
Imp. absence your remember your during friends
- Decl.* all the since has twice she world Over traveled
Inter. for us will train the Time call you in
Erel. you been Kind have and how good
Imp. lights put the do out Not at all Once
- Decl.* part must Last and at truest the Best friends
Inter. far can Stone you throw a how
Erel. shower had a Nice Night what we last of Rain
Imp. garden some Fresh in the nice pick flowers
- Decl.* three stamps No Cent here have i
Inter. pay did what him That Pen for you Gold
Erel. and his cheerless Cold how was Reply
Imp. our messenger Letters for a send
- Decl.* very grind the gods of the Slowly Mills
Inter. should Ignorance encouraged Idleness and be
Erel. prodigious had a tom head what
Imp. the pity Old Man of a poor Sorrows
- Decl.* each Meals eat Day usually we Three
Inter. straps your Boot lift you Can by Yourself
Erel. i news the Gladly Good how to listened
Imp. to-day flowers My Room to wild some bring
- Decl.* for other be it can No Given Reason
Inter. zebedee's father of the Children who was
Erel. display the grand children what Made A
Imp. ask more just questions me now no

WORDS TO BE RE-ARRANGED AS SIMPLE SENTENCES.

Each sentence must be punctuated, supplied with capital letters, and analyzed, as on preceding page.

- Decl.* again i to speak you never will
Inter. the battle of Disappear will Ever smoke
Excl. it often told him about how i have
Imp. care prepare with all your great lessons
- Decl.* has No Ages existed The Earth for doubt
Inter. land The Wharves at the Boat which does of
Excl. flock a Large Birds of what i see
Imp. the call for your home on the way children
- Decl.* i to like Pictures do not Ugly at the look
Inter. you have seen the Ever Shining Day Time in the stars
Excl. faithless untrue Many and prove how Friends
Imp. and Drink Tobacco avoid of the Strong Use
- Decl.* a Hundred Horse bought Three Dollars for a man
Inter. have a Report upon the Agreed Committee
Excl. a Long Wait obliged to time what we were
Imp. that question Merits upon Its Own Decide
- Decl.* the Early should not worm out too Venture
Inter. nest the Little where its build did bird
Excl. be a Vast Will what that assemblage
Imp. address his Friends for the stranger ask
- Decl.* own every Brings its day duties succeeding
Inter. i garden your Come into this May Morning
Excl. been it cold and Late has of Stormy how
Imp. sentences all compare of the Both Words
- Decl.* many honey collect Flowers from bees
Inter. mail the Send we shall By money
Excl. you strange a Question what have asked
Imp. studies out a Programme of our make
- Decl.* much were also Days then the Longer
Inter. retire your From will Ever business father
Excl. must such a Dreadful Be how death
Imp. pencil the use of Instead the to-day Pen

WORDS TO BE RE-ARRANGED AS SIMPLE SENTENCES.

Each sentence must be punctuated, supplied with capital letters, and analyzed, as on preceding page.

Decl. far happy is there away a Far Land

Inter. for look the Long Error how you did

Excl. sweetly how sing o they

Imp. grass the Children all the play upon let

Decl. birds a large Collected Number of has she

Inter. you last your letter when did receive

Excl. sailing gallantly how Ships the Go By

Imp. shore the Count upon the sea sands

Decl. glass people In Stones should not throw houses

Inter. box the little of the cover where is

Excl. have the Elegantly decorated how they room

Imp. to-morrow All the Exercises before Examine

Decl. wicked people this poor Oppressed ruler the Always

Inter. the Wheel interrupted been motion Of the has

Excl. mistake made you an unpardonable what Have

Imp. the Whole surprise of the imagine party

Decl. i always effort with Can sufficient improve

Inter. sleep their briny fishes ever in the do home

Excl. Effects feel the loss of the Severely must how he

Imp. to-morrow from evening meeting the early return

Decl. wind the Direction straws of the Show

Inter. many cow's wrinkles the horns on how there are

Excl. the Carefully Resolutions have the prepared how boys

Imp. your brother books The pass the table to on those

Decl. he Opinions his positive and is in dogmatical too

Inter. the White surface on the water of the why is foam

Excl. whale a large Sea saw at the passengers what

Imp. pasture the little Corn Plant beyond the field In

Decl. except the Room he no find in book could this Other

Inter. book my Name when you write the new Will in

Excl. the last Country rained it in how Month

Imp. bank in your Morning Money in the deposit The

COMPOUND SUBJECTS AND PREDICATES.

The horse | ran away.

To attain greatness | should be our constant aim.

Making money | occupied all his attention.

Gold and silver | are found in California.

The teacher | assigned a lesson and dismissed the class.

We | use both gold and silver for money.

Write the above sentences on the blackboard.

The first Sentence has but one Noun in the Subject and one Verb in the Predicate. The Subject and Predicate are, therefore, both said to be **Simple**.

In the second Sentence the Infinitive Phrase is equivalent to "*The attainment of greatness,*" and therefore constitutes a **Simple Subject**. The Predicate contains but one Verb, and is thus a **Simple Predicate**.

The Participial Phrase, "*Making money,*" in the third Sentence, means "*The accumulation of wealth,*" and for this reason forms a **Simple Subject**. The Predicate, having but one Verb, is likewise **Simple**.

We find in the Subject of the fourth Sentence two **Nouns**. It is for this reason called a **Compound Subject**. The Predicate, having but one Verb, is **Simple**.

The Subject of the fifth Sentence, containing but one Noun, is **Simple**; but the Predicate, having two Verbs, is for this reason said to be **Compound**.

Both Subject and Predicate of the sixth Sentence are **Simple**. But the Verb, having two Objectives, is said, for this reason, to have a **Compound Object**.

DEF. XI. A **Simple Subject** is one that contains only *one* Noun or Noun-Phrase.

DEF. XII. A **Compound Subject** is one that contains more than one Noun or Noun-Phrase.

DEF. XIII. A **Simple Predicate** is one that contains only one Finite Verb.

DEF. XIV. A **Compound Predicate** is one that contains more than one Finite Verb.

DEF. XV. A **Simple Sentence** has but *one* Subject and *one* Predicate; but *either* or *both* of these may be **Compound** or **Simple**.

PROPOSITIONS AND CLAUSES.

Words are the **signs of ideas**.

Write the word **Snow** on the blackboard.

This **word** reminds you of a familiar substance.

The **idea** of snow is suggested externally.

The **mind** immediately **acts** upon this idea.

Thinking is the name given to this action.

Think of the color of the snow.

Express your **thought** by writing it.

The **expression of the thought** forms a **Sentence**.

Think of the effect of applying heat to the snow, and express your thoughts.

The new **Sentence** contains three thoughts, which may be connected by using the words printed in italics. Write these on the blackboard:

Snow | *is white*.

Snow | *melts, and water* | *is produced, when heat* | *is applied*.

The **Sentence**, "*Snow is white*," has another name.

When the **Subject** is combined with its **Predicate**, it forms what is termed a **Proposition**; and when there are several **Subjects** with their **Predicates** in the same **Sentence**, each **Subject** with its **Predicate** forms a separate **Proposition**.

The first **Sentence** above contains but *one* **Proposition**.

The second **Sentence** has *three* distinct **Propositions**. **Snow melts** is the first **Proposition**, **water is produced** is the second, and **heat is applied** the third.

The **Connective and** connects the first and second, and the **Connective when** connects these two, combined, with the third. The three **Propositions** of the second **Sentence** are also called **Clauses**. The **connective word** may be one of the essential words of the **Proposition** to which this important function is assigned; or it may be a special word that is seldom or never used for any other purpose. **And** and **when** are of the latter class.

DEF. XVI. A **Proposition** is a **Subject** combined with its **Predicate**.

DEF. XVII. A **Clause** is any portion of a **Sentence** that includes a complete **Proposition**.

Clauses must not be confounded with **Phrases**.

COMPOUND AND COMPLEX SENTENCES.

[Time] is short, but [eternity] is long.

[The bird] flew away when [the boy] opened the window.

Pay [thou] the money during my absence if [the collector] comes.

How many fish did [he] catch while [he] was in the country?

[The man (that) discovered the mine] died poor.

[I] gave the money to a poor woman (who) was destitute.

In the first four Sentences, two Independent Clauses, either of which would make good sense if detached, are connected by the words **but**, **when**, **if**, and **while**. These words are called Connectives. The Subject of each Proposition is inclosed in brackets. Such Sentences are said to be **Compound**, each Clause having almost as independent an existence as if standing alone.

The fifth Sentence may be easily separated into two parts. The first is "The man that discovered the mine." This is properly the Subject of the Sentence. The second part, "died poor," is the Predicate. The Subject, however, contains a Clause, "who discovered the mine," used to identify "the man" who died poor. Its existence depends upon the circumstance that we wish to indicate which man died poor. The Subject of this Clause is in parenthesis marks. Such a Sentence as this is called **Complex**. The word in this Sentence that performs the function of a **Connective** is **that**, the **Subject** of the Relative Clause.

The Subject of the sixth Sentence is "I." The Predicate proper contains a Clause, which could not exist independently. The Subject of the Sentence is in brackets; that of the Clause is in parenthesis marks. This Sentence is also **Complex**.

Compound Sentences are Simple Sentences combined.

DEF. XVIII. A **Compound Sentence** is one that contains two or more Independent Clauses, which are generally united by some **connective word**.

DEF. XIX. A **Complex Sentence** is one whose Subject or Predicate contains Dependent modifying Clauses that cannot be detached.

DEF. XX. Clauses that are independent of each other are called **Co-ordinate**, while those that are dependent upon others are said to be **Subordinate**.

HETEROGENEOUS SENTENCES.

[The man (who sold his wheat) made a large profit]; but [the money (that he received) was deposited in a bank (that failed),] and he lost all.

In this Sentence the principal assertions are:

1. That the man made a profit.
2. That the money was deposited in an unsafe place; and,
3. That he lost all.

The three parts that contain these statements are Co-ordinate; but the first part contains also a Subordinate Clause, which would make it a Complex Sentence if detached at the semicolon; the second part contains two Subordinate Clauses, which would make it also Complex; and the final Clause would make a Simple Sentence.

We might, therefore, consider the entire Sentence to be Compound, since it contains three Co-ordinate Propositions. But we must also pronounce it Complex, for it has three Subordinate Clauses as modifiers of the principal Propositions. Heretofore, authors have neglected to classify such Sentences, so far as we are aware; and in the absence of a better term, we shall hereafter, when referring to such Sentences as this, use the term **Heterogeneous**, or **Mixed**.

The principal, or Co-ordinate Complex Clauses, as modified, are contained in brackets, while the Subordinate, or modifying Clauses, are inserted in parenthesis marks. In analyzing, name the Co-ordinate Clauses first, considering the Subordinate ones as simple modifying words.

DEF. XXI. **Heterogeneous** or **Mixed** Sentences are Compound Sentences, any or all of whose independent parts are complex, with **Principal** and **Subordinate** Clauses.

The Relative Clause, "who sold his wheat," does not require a special **connective word** to unite it to the Principal Clause, "The man made a large profit," for the **Subject** of the former, **who**, assumes the additional function of connecting the two Clauses. The same thing is true of the two **Subordinate Clauses** contained in the second part; both are connected with the **Principal Proposition** by the Relative Pronoun **that**, which, in each, is the **Subject-Nominative** as well as the **Connective**.

MODIFIERS, OR ELEMENTS.

People speculate.

Men use money.

Many men regularly deposit their money.

By examining Ex. XXII., page 16, it is evident that a great difference exists between the Verbs in the seventh and eighth lines. (Introduction, page vii.) The same difference is found in the first two Verbs on this page, "speculate" and "use."

"Speculate" is Intransitive, and has a complete signification without adding any other words. But "use," being a Transitive Verb, fails to express a complete thought without some other word following. If, however, the word "money" is added, the two words taken together, "use money," have no greater power of expression than the Intransitive Verb "speculate" possesses alone.

Wherefore we may infer that it requires both the **Transitive Verb and its Object** to express as much as the **Intransitive Verb** is capable of expressing alone.

We shall, therefore, regard the **Object** not only as a **modifier** of the **Transitive Verb**, but also as the most important of all its modifiers, and hence worthy of the first mention.

In the third Sentence, "Many men" is the Subject, and "regularly deposit their money" is the Predicate.

We call "men" the **Subject-Nominative**, and "deposit" the **Predicate-Verb**.

The word "Many," an Adjective, limits the number of "men," and is called an **Adjective Element**.

The word "regularly," an Adverb, modifies "deposit," by indicating method, and is called an **Adverbial Element**.

The word "money," a Noun, is the **Object** of the Transitive Verb "deposit," and as its chief modifier is known as an **Objective Element**.

The word "their," a Pronoun, limits the Noun "money," and is also an **Adjective Element**.

DEF. XXII. The **Subject-Nominative** is the **principal word** in the Subject, when taken without its modifiers.

The Subject is frequently some Infinitive or Participial Phrase; no one word can then be selected as the Subject-Nomi-

native, but the whole Phrase becomes the Nominative of the Verb.

DEF. XXIII. The **Predicate-Verb** is the **Verb**, including Auxiliaries, without any of its modifiers.

DEF. XXIV. An **Adjective Element** is any **modifier** of the **Subject-Nominative**.

Adjective Elements are also used to modify the Object of the Predicate-Verb or of any Preposition.

DEF. XXV. An **Adverbial Element** is any **modifier** of the **Predicate Verb**, or of any other **modifier**.

Adjective and Adverbial Elements may consist of Words, Phrases, or Clauses.

DEF. XXVI. A **Phrase** is any group of words that does not form a **Proposition**, but has a distinct significance when used as a **modifier**, a **Nominative**, or the **Object** of a Transitive Verb.

DEF. XXVII. An **Objective Element** is the **Object** of a Transitive Verb, and is the principal modifier in the Predicate.

DEF. XXVIII. An **Independent Element** is any word or Phrase used without any connection with the Predicate; such as an Interjection, a Noun in the Independent Case, or any exclamation, or an introductory expression.

DEF. XXIX. An **Infinitive Phrase** is one that consists of a Verb in the Infinitive Mood, with or without adverbial modifiers.

DEF. XXX. A **Participial Phrase** is one that consists of a Participle with its modifiers.

DEF. XXXI. A **Prepositional Phrase** is one that is introduced by a Preposition; it may be an Adjective or an Adverbial Element.

One Prepositional Phrase may become very complicated by the addition of others as modifiers. The **Principal Word** is the **Object** of the first **Preposition** used. The **Principal Word** is always modified by the entire Phrase that follows, whose **Principal Word** may again be modified in the same manner, and so on indefinitely.

The **Connective** of the Prepositional Phrase is the **Preposition**, and the **Principal Word** is the **Object** of the Preposition.

ANALYSIS OF A SIMPLE SENTENCE.

PASSIVE FORM.

Many works of great excellence have recently been produced in this country, by popular authors of acknowledged ability, to supply the increasing demand for general knowledge.

Subject, "Many works of great excellence."

Predicate, "have recently been produced in this country, by popular authors of acknowledged ability, to supply the increasing demand for general knowledge."

Subject-Nominative, "works."

Predicate-Verb, "have been produced."

Modifiers of Subject-Nominative:

1. Adj. element, word, "Many," expressing *quantity*.
2. Adj. el., prepositional phrase, "of great excellence" (*a*), expressing *quality*.

Modifiers of Predicate-Verb:

1. Adv. el., word "recently," expressing *time*.
2. Adv. el., prep. phrase "in this country," (*b*), expressing *place*.
3. Adv. el., prep. phrase "by popular authors of acknowledged ability" (*c*), expressing *agency*.
4. Adv. el., infinitive phrase "to supply the increasing demand for general knowledge" (*d*), expressing *cause*.
 - (*a*) Connective, prep. "of;" principal word, "excellence," modified by adj. el., word "great," expressing *degree*.
 - (*b*) Connective, prep. "in;" principal word, "country," modified by adj. el., word "this," expressing *limit*.
 - (*c*) Connective, prep. "by;" principal word, "authors," modified, first, by adj. el., word "popular," expressing *kind*; second, by adj. el., prep. phrase "of acknowledged ability," expressing *quality*, and composed of connective, prep. "of," and principal word, "ability," modified by adj. el., word "acknowledged," expressing *degree*.
 - (*d*) Connective, infinitive sign "to;" prin. word, "supply," modified by obj. el., word "demand," whose modifiers are, first, adj. el., word "the;" second, adj. el., word "increasing;" third, prep. phrase "for general knowledge," having the connective, prep. "for," and prin. word, "knowledge," modified by adj. el., word "general," expressing *character*.

The expression "by popular authors," is not the complete modifier; it must be given as modified by "of acknowledged ability."

ANALYSIS OF A SIMPLE SENTENCE.

ACTIVE OR COMMON FORM.

Even the savages of the earliest prehistoric period had already, in some way, without the aid of modern science, domesticated certain animals of suitable structure to bear the oppressive weight of their accumulating burdens.

A Simple Declarative Sentence.

Connective, "Even," connecting with some preceding thought.

Subject, "the savages of the earliest prehistoric period."

Predicate, *all that follows the Subject.*

Subject-Nominative, "savages."

Predicate-Verb, "had domesticated."

Modifiers of Subject-Nominative:

1. Adjective element, word "the," expressing *identity*.
2. Adj. el., prepositional phrase "of the earliest prehistoric period" (a), expressing *limit*.

Modifiers of Predicate-Verb:

1. Adverbial el., word "already," denoting *time*.
 2. Adv. el., prep. phrase "in some way" (b), expressing *means*.
 3. Adv. el., prep. phrase "without the aid of modern science" (c), expressing *means*.
 4. Objective el., phrase "certain animals of suitable structure" (d).
 5. Adv. el., infinitive phrase "to bear the oppressive weight of their accumulating burdens" (e), denoting *cause*.
- (a) Connective, prep. "of;" prin. word, "period," modified by adj. elements, "the," "earliest," and "prehistoric," expressing *limit*.
- (b) Connective, prep. "in;" prin. word, "way," modified by adj. el., word "some," expressing *identity*.
- (c) Connective, prep. "without;" prin. word, "aid," modified, first, by adj. el., word "the;" and second, by adj. el., prep. phrase "of modern science," of which the connective is "of," and prin. word "science," modified by adj. el., "modern," *limiting*.
- (d) Object, word "animals," modified, first, by adj. el., word "certain," expressing *identity*; second, by adj. el., prep. phrase "of suitable structure," *descriptive*, of which connective is "of," and prin. word "structure," modified by adj. el., word "suitable," expressing *adaptation*.
- (e) Infinitive, "to bear," whose object is "weight," modified, first, by adj. el., "the;" second, adj. el., "oppressive," *descriptive*; third, adj. el., prep. phrase "of their accumulating burdens," having connective "of," and prin. word "burdens," modified by "their" and "accumulating."

VERB "BE"—ATTRIBUTES, OR QUALITIES.

God is powerful.

Gold is very heavy.

Snow is always cold.

Harry has been a diligent student.

Alexander was a great conqueror.

Write these sentences upon the blackboard.

These are all Simple Declarative Sentences; the first word in each is the Subject, and the remaining words of each constitute the Predicate.

The first **attribute** or **quality** here expressed is that of **power**; second, **weight**; third, **temperature**, fourth, **diligence** in study; fifth, **greatness** in warfare.

The Predicate-Verb used in each, it will be observed, is the Intransitive Verb **be**. In every language, from the highly classic Greek and Latin down to the simplest and rudest forms of articulate expression of the lowest savages, who have only a few hundred words in their entire vocabulary, this Verb in some form is invariably met with. Some such Verb is an absolute and prime necessity even in the very earliest attempts to make use of the power of speech.

Man is, first of all, conscious of **existence**, and he knows not only that *he* exists, but that all the varied objects in the universe about him also exist. It is, therefore, a prime necessity to be able to say, "I **am** here," "He **is** sick," "It **is** stormy," "The grass **is** green," or "The sun **is** bright."

The *Latin* **esse**, the *French* **etre**, and the *German* **sein** are to those languages what **be** is to the *English*. And that which is asserted by the use of this Verb is called an **Attribute**.

DEF. XXXII. An **Attribute** is a **property**, a **quality**, or a **distinguishing characteristic** expressed by the Verb **be**, followed by the words defining the **Attribute**, which always denotes **existence** in some form. (See sec. 101, page 133.)

The **Progressive Form** represents the agent in a state of action or existence, and the **Passive** shows what is submitted to by the Subject; as, "He **is** residing in Virginia;" "Lincoln **was** assassinated by Booth." The Verb **be** is then the **Copula** (see next page), and the remainder of the Predicate stands in the relation of an **Attribute**.

COPULA AND ATTRIBUTIVE ELEMENTS.

Compare with preceding page.

God is powerful.

Alexander was a great conqueror.

In order to make the first Sentence resemble the second, it must read "God is a powerful Being," in which "God" and "Being" are identical, just as "Alexander" and "conqueror" allude to one and the same person.

In the first Sentence the **Subject** is "God," and the **Predicate**, "is powerful."

Subject-Nominative, "God," which is unmodified.

Predicate-Verb, "is," modified by the **Attributive Element**, the word "powerful," an Adjective.

Copula, "is," the Predicate-Verb.

The second Sentence has for its **Subject**, "Alexander," and **Predicate**, "was a great conqueror."

Subject-Nominative, "Alexander," unmodified.

Predicate-Verb, "was," modified by the **Attributive Element**, the phrase "a great conqueror," of which the principal word is "conqueror," modified by the Adjective Elements "a" and "great," both Adjectives.

Copula, "was," the Predicate-Verb.

DEF. XXXIII. An **Attributive Element** is a word or phrase that is used as a **modifier** of the Verb **be**, or any of its equivalents, to express an **Attribute** of the Subject, and generally consists of one or more Adjectives or Adjective Phrases, with a Noun either expressed or understood.

DEF. XXXIV. The **Copula** is the name given to the Verb **be**, or any equivalent Verb, when used to express **existence**, by connecting an **Attributive Element** with the **Subject**.

When the Verb **be**, or any one of its equivalents, such as **become**, **seem**, **appear**, etc., or any Passive Verb of naming, defining, identifying, etc., is used as a Predicate-Verb, the **Subject-Nominative** of the Sentence and the **Noun**, expressed or understood, which forms the principal word of the Attribute, always refer to the same person or thing; as, "The boy **will become** a man;" "He **was called** a fool;" "He **lived** a good man, and **died** a believer."

ANALYSIS OF A COMPOUND SENTENCE.

The adoption of this rule would be a great advantage to the railroad; for it would at once greatly increase the quantity of freight.

This is a Compound Declarative Sentence, because it contains two Co-ordinate Propositions, connected by the Conjunction **for**, making two assertions, commencing with a Capital Letter, and terminating with a Period.

The **Subject** of the first Proposition is "The adoption of this rule;" **Predicate**, "would be a great advantage to the railroad."

Subject-Nominative, "adoption."

Predicate-Verb, "would be."

Modifiers of Subject-Nominative:

1. Adjective el., word "the," an Adjective, expressing *identity*.
2. Adj. el., prep. phrase "of this rule" (*a*), defining.

Modifiers of Predicate-Verb:

1. Attr. el., phrase "a great advantage" (*b*).
2. Adv. el., prep. phrase "to the railroad" (*c*).

The **Subject** of the second Proposition is "it;" **Predicate**, "would at once greatly increase the quantity of freight."

Subject-Nominative, "it."

Predicate-Verb, "would increase."

Subject-Nominative unmodified.

We may consider **would be** the **Copula**, as it connects **adoption** and **advantage** with each other.

Modifiers of Predicate-Verb:

1. Adv. el., prep. phrase "at once," denoting *time*.
2. Adv. el., word "greatly," an adverb, expressing *intensity*.
3. Obj. el., phrase "the quantity of freight" (*d*).
- (a) Connective, prep. "of;" prin. word, "rule," modified by adj. el., word "this," *limiting*.
- (b) Prin. word, "advantage," modified by adj. elements, "a" and "great," both *limiting*.
- (c) Connective, prep. "to;" prin. word, "railroad," modified by adj. el., word "the," an adj., *identifying*.
- (d) Prin. word, "quantity," modified, first, by adj. el., "the," expressing *identity*; second, by adj. el., prep. phrase "of freight," *defining*, of which the connective is the prep. "of," and the prin. word "freight," unmodified.

ANALYSIS OF A COMPLEX SENTENCE.

That man who is neither elated by success nor dejected by disappointment, whose conduct is not influenced by any change of circumstances to deviate from the line of integrity, possesses true fortitude of mind.

This is a Complex Declarative Sentence, because it consists of a Principal Proposition, with two Subordinate Clauses, affirming something. It commences with a Capital Letter, and terminates with a Period.

Subject, "That man who is neither elated by success nor dejected by disappointment, whose conduct is not influenced by any change of circumstances to deviate from the line of integrity."

Predicate, "possesses true fortitude of mind."

Subject-Nominative, "man."

Predicate-Verb, "possesses."

Modifiers of Subject-Nominative:

1. Adj. el., word "that," a pronominal adjective.
2. Adj. el., rel. clause "who is neither elated by success nor dejected by disappointment" (a), *descriptive*.
3. Adj. el., rel. clause "whose conduct is not influenced by any change of circumstances to deviate from the line of integrity" (b), *descriptive*.

Modifier of Predicate-Verb:

1. Objective element, "true fortitude of mind" (c).
 - (a) The connective and subject of the rel. clause is "who," a rel. pron., unmodified; Predicate-Verbs, "is elated" and "is dejected;" the former is modified by the adv. el., the prep. phrase "by success;" the latter by the adv. el., the prep. phrase "by disappointment;" and both are connected by the correlative conjunctions "neither—nor."
 - (b) Connective, "whose," a rel. pronoun; subject-nominative, "conduct," a noun, modified by adj. el., word "whose," the poss. case of "who;" Predicate-Verb, "is influenced," modified, first, by the adv. el., the word "not," an adv.; second, by the prep. phrase "by any change of circumstances," of which the connective is "by," and the prin. word "change," modified by the prep. phrase "of circumstances;" and, third, by the adv. el., the infinitive phrase "to deviate from the line of integrity," of which the infinitive "to deviate" is modified by the adv. el., the prep. phrase "from the line of integrity," of which the connective is "from," and the prin. word "line," modified, first, by the adv. el., the word "the," and second, by the adv. el., the prep. phrase "of integrity."

- (c) Prin. word, "fortitude," a noun, modified, first, by the adj. el., the word "true," an adj.; second, by the adj. el., the prep. phrase "of mind," of which the connective is "of," and the prin. word "mind," unmodified.

ANALYSIS OF A HETEROGENEOUS SENTENCE.

I am a man who am a Jew, of Tarsus, a city in Cilicia, a citizen of no mean city; and, I beseech thee, suffer me to speak unto the people.—Acts XXI., 39.

This is a **Heterogeneous** or **Mixed** Sentence, partly Declarative and partly Imperative, containing two Co-ordinate Propositions, one of which contains a Subordinate Proposition or Clause. It commences with a Capital Letter and terminates with a Period.

The first of the two Co-ordinate Propositions, consisting of all that precedes the word **and**, is Complex, containing the Subordinate Clause, "who am a Jew;" the second, following **and**, is Compound, and contains the Imperative Clause, "suffer me to speak unto the people," as the Object of "beseech."

The **Subject** of the first Co-ordinate Proposition is "I," **Predicate**, "am a man who am a Jew, of Tarsus, a city in Cilicia, a citizen of no mean city."

Subject-Nominative, "I," *unmodified*.

Predicate-Verb, "am."

Modifiers of Predicate-Verb:

1. Attr. el., clause "a man who am a Jew, of Tarsus, a city in Cilicia" (a).
2. Appositive attr. el., phrase "a citizen of no mean city" (b).

The **Subject** of the second Co-ordinate Proposition is "I;" **Predicate**, *all that follows*.

Subject-Nominative, "I," *unmodified*.

Predicate-Verb, "beseech."

Modifiers of Predicate-Verb:

1. Adv. el., prep. phrase "(of) thee" (c), denoting *discrimination*.
 2. Obj. el., imper. clause "suffer me to speak unto the people" (d), constituting his *request*.
- (a) "Man," the prin. word, is modified, first, by the adj. el., "a," an adjective; second, by the adj. el., the clause "who am a Jew," of which the connective and also the subject is "who," unmodified; and the **Predicate-Verb**, "am," modified by the attributive element, the word "Jew," a noun, which is itself modified by the adj. el., the word "a;"

the adj. el., the word
phrase "of mind," of
"mind," unmodified.

SENTENCE.

Cilicia, a citizen of
speak unto the peo-

e, partly Declar-
o-ordinate Prop-
osition or
and terminates

s, consisting of
aining the Sub-
following **and**,
ise, "suffer me
seech."

sition is "I;"
arsus, a city in

ty in Cilicia" (a).

(b).

sition is "I;"

ation.

ple" (d), consti-

, "a," an adjee-
Jew," of which
modified; and the
ment, the word
the word "a;"

and third, by the adj. el., the prep. phrase "of Tarsus, a city in Cilicia," of which the connective is the preposition "of," and the prin. word "Tarsus," a noun, modified by the appositive adjective element, the phrase "a city in Cilicia," of which the prin. word is "city," a noun, modified by the adj. el., "a," and the prep. phrase "in Cilicia," of which the connective is the prep. "in," and the prin. word the noun "Cilicia," unmodified.

- (b) "Citizen," the prin. word, is modified, first, by the adj. el., the word "a," an adjective, and second, by the adj. el., the prep. phrase "of no mean city," of which the connective is the prep. "of," and the modifiers are the adjective elements, the words "no" and "mean," adjectives, respectively limiting and describing "city," the prin. word.
- (c) The connective is the prep. "of," elided; and the prin. word, "thee," a pronoun, unmodified.

- (d) The subject of the clause is "thou," elided, unmodified; and the Predicate-Verb, "suffer," which is modified, first, by the obj. el., the word "me," a pronoun, and second, by the adv. el., the infinitive phrase "to speak unto the people," of which the principal expression is the infinitive "to speak," which is modified by the adv. el., the prepositional phrase "unto the people," of which the connective is the prep. "unto," and the prin. word the noun "people," which is modified by the adj. el., the word "the," an adjective.

It is hard to part.

This is a **Simple Declarative Sentence**, because it consists of one proposition, asserting something, beginning with a Capital Letter and ending with a Period.

Subject, "It."

Predicate, "is hard to part."

Subject-Nominative, "It."

Predicate-Verb, "is."

Modifier of Subject-Nominative:

Adj. el., infinitive "to part," *explanatory* of "It."

Modifier of Predicate-Verb:

Attributive el., word "hard," an adjective, expressing *feeling*.

Copula, "is."

Sentences similar to the last example may be found on page 95, and others of a similar structure should be prepared for analysis. All the sentences in Part I. are suitable for similar exercises, and special examples may be prepared.

EXAMPLE OF SYNTHETICAL CONSTRUCTION.

A description of the modifying elements contained in this exercise may be found on the following page, and the analysis of the complete sentence, number 13, on page 220. Similar exercises in Synthesis should frequently be written by the class.

1. Fishes swim.
2. The fishes swim.
3. The fishes swim noiselessly.
4. The little fishes swim noiselessly.
5. The little fishes swim noiselessly near the surface.
6. The little fishes in the stream swim noiselessly near the surface.
7. The little fishes in the stream swim noiselessly near the surface of the water.
8. The little fishes in the stream, seeking their prey, swim noiselessly near the surface of the water.
9. The little fishes in the stream, seeking their prey, swim noiselessly near the surface of the water to catch the flies.
10. The little fishes in the stream, seeking their prey, and anxious to avoid their enemies, swim noiselessly near the surface of the water to catch the flies.
11. The little fishes in the stream, seeking their prey, and anxious to avoid their enemies, swim noiselessly near the surface of the water to catch the flies that venture in such dangerous places.
12. The little fishes that live in the stream, seeking their prey, and anxious to avoid their enemies, swim noiselessly near the surface of the water to catch the flies that venture in such dangerous places.
13. The little fishes that live in the stream, seeking their prey, and anxious to avoid enemies of their own kind, swim noiselessly near the surface of the water to catch the unwary flies that carelessly venture in such dangerous places; and thus they leap from the frying-pan into the fire, and become the prey of those other more vigilant if not more voracious enemies, the birds.

EXPLANATION OF PRECEDING PAGE.

1. This is the simplest form of a sentence; the Subject consists of but one word, "fishes," unmodified, and the Predicate also of one word, "swim," unmodified.
2. An adjective element, the word "the," an Adjective, is here added to the Subject.
3. The Predicate now has a Modifier, the adverbial element, the word "noiselessly," an Adverb.
4. A second adjective element has next been added to the Subject, consisting of the word "little," an Adjective.
5. The prepositional phrase, "near the surface," constitutes another adverbial element in the Predicate.
6. Another prepositional phrase, "in the stream," is used here as the third adjective element in the Subject.
7. A third prepositional phrase is added to the first, so as to modify the principal word in the latter, as an *adj. el.*
8. We now have another adjective element in the Subject, the participial phrase, "seeking their prey."
9. The infinitive phrase, "to catch the unwary flies," becomes the third adverbial element in the Predicate.
10. An infinitive phrase, introduced by an Adjective, "anxious to avoid their enemies," is the fifth adjective element in the Subject, connected by the Conjunction "and."
11. Here the principal word of the infinitive phrase of the Predicate, "flies," is modified by an adjective element, the relative clause "that venture in such dangerous places," which itself contains a Subject and a modified Predicate.
12. Instead of the prepositional phrase, "in the stream," as the third adjective element modifying the Subject, we now have the relative clause, "that live in the stream," substituted.
13. Here "enemies," instead of having the word "their" as a modifier, has another adjective element used, the prepositional phrase, "of their own kind." The word "carelessly" is also used as an adverbial element to modify the Verb "venture," and an additional clause has been combined with the original one.

ANALYSIS OF SENTENCE No. 13, PAGE 218.

This is a Mixed Declarative Sentence, consisting of one Complex Proposition with two Subordinate Relative Clauses, and one Simple Proposition with a Compound Predicate. It begins with a Capital Letter and ends with a Period. The two principal Propositions are connected by the Conjunction "and."

The **Subject** of the Complex Proposition is "The little fishes that live in the stream, seeking their prey, and anxious to avoid enemies of their own kind;" and the **Predicate**, "swim noiselessly near the surface of the water to catch the unwary flies that carelessly venture in such dangerous places."

Subject-Nominative, "Fishes."

Predicate-Verb, "swim."

Modifiers of Subject-Nominative:

1. Adj. el., word "the," an adjective, expressing *identity*.
2. Adj. el., word "little," an adjective, *descriptive*.
3. Adj. el., rel. clause "that live in the stream" (*a*), *restrictive*.
4. Adj. el., participial phrase "seeking their prey" (*b*), expressing *purpose*.
5. Adj. el., infin. phrase "anxious to avoid enemies of their own kind" (*c*), connected by "and," a conjunction, and expressing *purpose*.

Modifiers of Predicate-Verb:

1. Adv. el., word "noiselessly," an adverb, denoting *manner*.
2. Adv. el., prep. phrase "near the surface of the water" (*d*), denoting *place*.
3. Adv. el., infin. phrase "to catch the unwary flies that carelessly venture in such dangerous places" (*e*), denoting *purpose*.

The **Subject** of the Simple Proposition is **they**; and the **Predicate**, "thus leap from the frying-pan into the fire, and become the prey of those other more vigilant if not more voracious enemies, the birds."

Subject-Nominative, "they," unmodified.

Predicate-Verbs, "leap" and "become," connected by the Conjunction "and."

Modifiers of Predicate-Verb "leap:"

1. Adv. el., word "thus," an adverb, denoting *manner*.
2. Adv. elements, prep. phrases "from the frying-pan" and "into the fire" (*f*), both denoting *place*.

Modifier of Predicate-Verb "become;"

1. Attr. cl., phrase "the prey of those other more vigilant if not more voracious enemies, the birds" (*g*).
- (a) Connective and subject-nominative, rel. pron. "that," unmodified; predicate-verb, "live," modified by the adverbial element, the prep. phrase "in the stream," of which the connective is the prep. "in," and the prin. word "stream," modified by the adjective "the."
- (b) Prin. word, participle "seeking," modified by the objective element, the phrase "their prey," of which the prin. word is "prey," modified by the adj. el., the pronoun "their."
- (c) P. n. word, adj. "anxious," modified by the infin. phrase "to avoid enemies of their own kind," explanatory of the anxiety, in which the infinitive "to avoid" is modified by the obj. el., the word "enemies," a noun, which has an adj. el., "of their own kind," to modify it, containing the connective "of" and the prin. word "kind," modified by the adjective el., the words "their own," possessive of the pronoun "they."
- (d) Connective, prep. "near;" prin. word, "surface," modified, first, by the adj. el., word "the;" second, by the adj. el., the prep. phrase "of the water," of which "of" is connective and "water" the prin. word, modified by the adj. el., the word "the."
- (e) The infinitive "to catch" is modified by the obj. el., "the unwary flies that carelessly venture in such dangerous places," of which the prin. word is "flies," modified, first, by the adj. el., the word "the;" second, by the adj. el., the word "unwary," an adj.; and third, by the adj. el., the rel. clause "that carelessly venture in such dangerous places," of which the connective and subject is "that," a rel. pronoun, and predicate-verb "venture," which is modified, first, by the adv. el., the word "carelessly," an adv., and second, by the prep. phrase "in such dangerous places," of which "in" is the connective and "places" the prin. word, modified by the adj. elements, the words "such" and "dangerous," adjectives.
- (f) Connectives, "from" and "into;" prin. words, "frying-pan" and "fire," each modified by adj. el., word "the," an adj.
- (g) Prin. word, "prey," a noun, modified, first, by the adj. el., the word "the," and second, by the adj. el., prep. phrase "of those other more vigilant if not more voracious enemies, the birds," of which "of" is the connective and "enemies" the prin. word, modified, first, by the adj. el., the word "those," a pronom. adj.; second, by the adj. el., the expression "more vigilant," an adj.; third, by the adj. el., connected by "if," the expression "more voracious," an adj., modified by the adv. el., the adv. "not;" and fourth, by the appositive element, "the birds," of which "birds" is the prin. word, modified by the adjective "the."

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ANALYSIS OF A MIXED SENTENCE.

When the boy is well, and is out every day playing with you, flying kites, spinning tops, shooting marbles, catching fish, making mud pies, bragging about his father, and telling those snadowy, puffy legends about things of which he is entirely ignorant, he is still merely your barefooted, familiar, every-day companion; but when death comes, how terrible it is to think, in unspoken words, that these grown-up men and women, who seem as powerful as giants to you, and who speak and act with such confidence and authority, are so utterly helpless and powerless to avert the approach of the King of Terrors!

This is a **Heterogeneous** or **Mixed** Sentence, containing in the first part two Independent Declarative Clauses, connected by **when**, one of which is Complex; and in the second part, which is connected with the first by **but**, one Declarative and one Exclamatory Clause, connected by **when**. The Exclamatory Clause contains two Subordinate Propositions. The Sentence commences with a Capital Letter and ends with an Exclamation Point.

The **Subject** of the first Principal Proposition is "**the boy**;" and the **Predicate**, which is Compound, consists of the words following, ending with: "**ignorant**."

Subject-Nominative, "**boy**."

Predicate-Verbs, "**is**," "**is playing**," "**(is) flying**," "**(is) spinning**," "**(is) shooting**," "**(is) catching**," "**(is) making**," "**(is) bragging**," and "**(is) telling**."

Modifier of Subject-Nominative:

1. Adj. el., the word "**the**," identifying "**boy**."

Modifiers of Predicate-Verbs:

1. "**Is**" is modified by adv. el., word "**well**," an adv.
2. "**Is playing**" is modified, first, by adv. el., word "**out**," an adv.; second, by the adv. el., the prep. phrase "**(on) every day**," of which the connective is "**on**" (understood) and prin. word "**day**," modified by the adj. el., word "**every**," *limiting* it; and third, by the adv. el., the prep. phrase "**with you**."
3. "**(Is) flying**," by the obj. el., the word "**kites**," a noun.
4. "**(Is) spinning**," by the obj. el., the word "**tops**," a noun.
5. "**(Is) shooting**," by the obj. el., the word "**marbles**," a noun.
6. "**(Is) catching**," by the obj. el., the word "**fish**," a noun.
7. "**(Is) making**," by obj. el., word "**mud-pies**," a noun.

8. "(Is) bragging," by the adv. el., prep. phrase "about his father" (a).
 9. "(Is) telling," by obj. el., "those shadowy, puffy legends" (b), and the adv. el., "about things of which he is entirely ignorant" (c).

The second Principal Proposition in the first part has for its **Subject**, "**he**;" and its **Predicate**, "is still merely your barefooted, familiar, every-day companion."

Subject-Nominative, "**he**," unmodified.

Predicate-Verb, "**is**."

Modifiers of Predicate-Verb:

1. Adv. el., word "still," an adv.
2. Adv. el., word "merely," an adv.
3. Attr. el., the phrase "your barefooted, familiar, every-day companion" (d).

The Declarative Clause of the second part has for its **Subject**, "**death**;" and its **Predicate**, "**comes**;" both unmodified.

The Exclamatory Clause has for its **Subject**, "**it**;" and its **Predicate**, "is how terrible to think," and all the remainder of the Sentence.

Subject-Nominative, "**it**."

Predicate-Verb, "**is**."

Modifier of Subject-Nominative:

1. Adj. el., prep. clause "to think, in unspoken words, that," etc., to end of sentence (e).

Modifier of Predicate-Verb:

1. Attr. el., the phrase "how terrible" (f).
- (a) Connective, prep. "about;" prin. word, "father," modified by the adj. el., the word "his," a pronoun.
- (b) Prin. word is the object "legends," whose first, second, and third modifiers are the words "those," "shadowy," and "puffy," adjectives.
- (c) Connective, prep. "about;" prin. word, "things," a noun, which is modified by the adj. el., the rel. clause "of which he is entirely ignorant," whose subject-nominative is "he" and predicate-verb "is," modified by the attr. el., the phrase "entirely ignorant of which," in which the attributive-adjective is "ignorant," and is modified by the adv. el., the word "entirely," an adverb, and by the adv. el., the prep. phrase "of which," whose connective is the prep. "of," and the prin. word, the rel. pron. "which."
- (d) Prin. word, the noun "companion," modified by the four adjectives, "your," "barefooted," "familiar," and "every-day."

- (e) Infinitive, "to think," modified, first, by the adv. cl., the prep. phrase "in unspoken words;" second, by the obj. cl., connected by "that," a conjunction, "these grown-up men and women, who seem as powerful as giants to you, and who speak and act with such confidence and authority, are so utterly helpless and powerless to avert the approach of the King of Terrors."
- (f) The attributive-adjective is "terrible," modified by the adv. cl., the word "how," an adv.

The Objective Clause has for its **Subject**, "these grown-up men and women, who seem as powerful as giants to you, and who speak and act with such confidence and authority;" and its **Predicate**, "are so utterly helpless and powerless to avert the approach of the King of Terrors."

Subject-Nominative, "men" and "women," Compound.
Predicate-Verb, "are."

Modifiers of Subject-Nominative:

1. Adj. cl., word "these," a pronominal adj.
2. Adj. cl., word "grown-up," a participial adj.
3. Adj. cl., rel. clause "who seem as powerful as giants to you" (g).
4. Adj. cl., rel. clause "who speak and act with such confidence and authority" (h).

Modifiers of Predicate-Verb:

1. Attr. cl., "so utterly helpless" (i).
2. Attr. cl., "powerless to avert the approach of the King of Terrors" (j).
- (g) Subject-Nominative and connective, "who," a rel. pron., unmodified; predicate-verb, "seem," modified, first, by the attrib. cl., the word "powerful," and second, by the adv. cl., the prep. phrase "to you," connected by "as—as" with "giants (seem)."
- (h) Subject-nominative and connective, "who," a rel. pronoun, unmodified; predicate-verbs, "speak" and "act," compound, modified by the adv. cl., the prep. phrase "with such confidence and authority," of which the connective is "with" and the prin. words "confidence" and "authority," which are modified by the adj. cl., the word "such," a pronominal adj., and connected by "and."
- (i) The prin. word of the attribute is elided, and modified by the adv. cl., the word "utterly," which is itself modified by the adv. cl., the word "so," an adv.
- (j) The attr. adj. "powerless" is modified by the infin. phrase "to avert the approach of the King of Terrors," in which the object of the infinitive, "approach," is modified, first, by the adv. cl., the word "the," an adj.; second, by the adv. cl., the prep. phrase "of the King of Terrors," whose prin. word, "King," is modified by the adv. elements, "the" and "of Terrors."

MISCELLANEOUS SENTENCES.

Always perform what you promise.

This is a Complex Imperative Sentence, because it contains a Subordinate Clause as a modifier of the Predicate, and indicates a *requirement*.

The **Subject** is not expressed. The **Predicate** is all that portion which is expressed.

Subject-Nominative, "You" (understood), unmodified.

Predicate-Verb, "perform."

Modifiers of Predicate-Verb:

1. Adv. cl., the word "always," an adverb.
2. Obj. cl., the rel. clause "what you promise," of which the connective is "what;" the subject-nominative, "you;" the predicate-verb, "promise," which is modified by the obj. cl., the word "what," which in its compound structure contains the object.

Oh! there is a humming-bird beside the rose!

This is a Simple Exclamatory Sentence, because it gives expression to a single thought in the form of an exclamation, introduced by the Interjection **Oh!**

The **Subject** is "a humming-bird;" the **Predicate**, "is there beside the rose."

Subject-Nominative, "humming-bird."

Predicate-Verb, "is."

Modifier of Subject-Nominative:

1. Adj. cl., the word "a," an adjective.

Modifiers of Predicate-Verb:

1. Adv. cl., the word "there," an adverb.
2. Adv. cl., the prep. phrase "beside the rose," of which the connective is "beside," a preposition, and the prin. word, "rose," a noun, modified by the adj. cl., the word "the," an adjective.

It has been said that "a wise son maketh a glad father."

This is a Complex Declarative Sentence, because it asserts something, and contains an explanatory clause in the Subject.

The **Subject** is, "It, that 'a wise son maketh a glad father;'" and the **Predicate**, "has been said."

Subject-Nominative, "It."

Predicate-Verb, "has been said," unmodified.

Modifier of Subject-Nominative:

1. The explanatory clause, connected by the connective "that," in apposition with "It," "a wise son maketh a glad father" (a).
- (a) The subject-nominative of the clause is "son," and the predicate-verb is "maketh," equivalent of BE. The subject-nominative is modified, first, by the adj. cl., the word "a," an adjective, and second, by the adj. cl., the word "wise," an adjective. The predicate-verb is modified by the attributive cl., the phrase "a glad father," of which the attributive-nominative is the word "father," a noun, modified by the adjective elements, the words "a" and "glad," adjectives.

To neglect what we know to be our duty is to deliberately waste the material from which the web of happiness is woven.

This is a Complex Declarative Sentence, because it asserts something, and contains a dependent modifying Clause in the Subject, and another in the Predicate.

The **Subject** is "To neglect what we know to be our duty;" and the **Predicate**, "is to deliberately waste the material from which the web of happiness is woven."

Subject-Nominative, the Infinitive, "**To neglect.**"

Predicate-Verb, "**is.**"

Modifier of Subject-Nominative:

1. Obj. cl., the rel. clause "what we know to be our duty" (a).

Modifier of Predicate-Verb:

1. Attr. cl., the infin. clause "to deliberately waste the material from which the web of happiness is woven" (b).
- (a) Connective, the word "what," a comp. rel. pron.; subject-nominative, the word "we," a per. pron., unmodified; predicate-verb, the word "know," which is modified, first, by the obj. cl., the word "what," which in its compound structure contains the object of "know" as well as of "neglect;" second, by the attr. cl., the infin. phrase "to be our duty," of which the connective is the infinitive, and the attributive-objective the word "duty," modified by the adj. cl., the word "our," a per. pron., in the possessive case.
- (b) The infinitive, "to waste," is modified, first, by the adv. cl., the word "deliberately," an adverb; and second, by the obj. cl., the clause "the material from which the web of happiness is woven," of which the prin. word is the object, "material," which is modified, first, by the adj. cl., the word "the," an adjective, and second, by the adj. cl., the rel. clause "from which the web of happiness is woven," in which the connective is the prep. "from," which, with its object, the rel. pronoun "which," forms an adv. cl., the only modifier of the predicate-verb, "is

woven;" the subject-nominative, "web," is modified by the adj. el., the word "the," an adj., and second, by the adj. el., the prep. phrase "of happiness," of which the connective is "of," and the prin. word, "happiness."

"**Waiting for something to turn up**" was the "occupation" of Micawber, one of the conspicuous characters in Dickens' "David Copperfield."

This is a Simple Declarative Sentence, because it contains only one Proposition, asserting something.

The **Subject** is "Waiting for something to turn up;" and the **Predicate**, "was the 'occupation' of Micawber, one of the conspicuous characters in Dickens' 'David Copperfield.'"

Subject-Nominative, "Waiting."

Predicate-Verb, "was."

Modifier of Subject-Nominative:

1. Adj. el., prep. phrase "for something to turn up" (*a*).

Modifier of Predicate-Verb:

1. Attr. el., "the 'occupation' of Micawber, one of the conspicuous characters in Dickens' 'David Copperfield'" (*b*).
- (*a*) Connective, prep. "for;" prin. word, "something," an indef. adj. pron., modified by the adj. el., the infin. phrase "to turn up," of which the infinitive "to turn" is modified by the adv. el., the adv. "up."
- (*b*) The prin. word in the attribute is "occupation," a noun, modified, first, by the adj. el., the word "the," an adj., and second, by the adj. el., the prep. phrase "of Micawber, one of the conspicuous characters in Dickens' 'David Copperfield,'" which is equivalent to the possessive case of "Micawber;" the prin. word of this phrase, "Micawber," is modified by the appositive phrase "one of the conspicuous characters in Dickens' 'David Copperfield,'" in which the prin. word, "one," is modified by the adj. el., the prep. phrase "of the conspicuous characters in Dickens' 'David Copperfield,'" whose prin. word, "characters," is modified by the adj. elements, the words "the" and "conspicuous," adjectives, and also by the adj. el., the prep. phrase "in Dickens' 'David Copperfield,'" in which the prin. word, the title "David Copperfield," is modified by the adj. el., the noun "Dickens," in the possessive case.

The word **was** may also be considered as the **Copula**, or connecting word of the two ideas contained in the complete thought. Also refer to Def. XXXI., page 209, for explanation of (*b*).

SENTENCE FROM PAGE 66.

This vast power or force, which is now utilized in moving a ponderous steam-engine, was stored up in the coal for ages.

This is a Complex Declarative Sentence, because it makes an assertion, and its Subject contains a dependent modifying Clause.

The Subject is "This vast power or force, which is now utilized in moving a ponderous steam-engine;" and the Predicate, "was stored up in the coal for ages."

Subject-Nominative, "power,"

Predicate-Verb, "was stored."

Modifiers of Subject-Nominative:

1. Adj. el., the word "this," a pronominal adjective.
2. Adj. el., the word "vast," an adjective.
3. Appositive el., the word "force," a noun, connected by "or."
4. Adj. el., rel. clause "which is now utilized in moving a ponderous steam-engine" (a).

Modifiers of Predicate-Verb:

1. Adv. el., the word "up," an adverb.
2. Adv. el., the prep. phrase "in the coal" (b).
3. Adv. el., the prep. phrase "for ages" (c).
- (a) Connective and subject-nominative, "which," a rel. pronoun; predicate-verb, "is utilized," which is modified, first, by the adv. el., the word "now," an adverb, and second, by the adv. el., the prep. phrase "in moving a ponderous steam-engine," of which the connective is "in," a prep.; and the prin. word, "moving," a participle, modified by the obj. el., the phrase "a ponderous steam-engine," of which the prin. word, "steam-engine," is modified by the adj. elements, "a" and "ponderous," adjectives.
- (b) Connective, the prep. "in;" prin. word, "coal," a noun, modified by the adj. el., the word "the," an adjective.
- (c) Connective, the prep. "for;" prin. word, the noun "ages," unmodified.

SENTENCE FROM PAGE 81.

Do as quickly as possible whatever you find to do each day.

This is a Complex Imperative Sentence, because it expresses an entreaty, and its Predicate contains two dependent modifying Clauses.

The Subject is "you," not expressed; and the Predicate, all that appears in the printed Sentence.

Subject-Nominative, "you" (understood).

Predicate-Verb, "do."

Modifiers of Predicate-Verb:

1. Adv. cl., the clause "as quickly as (it is) possible" (a).
 2. Obj. cl., the rel. clause "whatever you find to do each day" (b).
- (a) Connective, the first "as;" prim. word, "quickly," an adverb, modified by the clause "as (it is) possible," of which the connective is "as," and the prim. word "possible," an attr. cl., modifying the verb "is," understood.
- (b) Connective and object, the word "whatever," a rel. pron., which is modified by the clause "you find whatever to do each day," of which the subject is "you," unmodified; and the predicate-verb, "find," modified, first, by the obj. cl., "whatever," a comp. rel. pron., containing two objective elements combined; second, by the adv. cl., the infin. phrase "to do;" and third, by the adv. cl., the prep. phrase "(during) each day," of which the connective is the prep. "during" understood, and the prim. word, the noun "day," modified by the adj. cl., the word "each," a pronominal adjective.

A man of culture and exalted intellect, who makes home happy by his presence, is like the sun retiring in the west; he emits his radiant splendor, but retains his magnitude.

This is a Mixed Declarative Sentence, consisting of two Principal Clauses; the first is Complex, containing a Subordinate Proposition in the Subject; the second is Simple, with a Compound Predicate.

The **Subject** of the first Principal Clause is "A man of culture and exalted intellect, who makes home happy by his presence;" and the **Predicate**, "is like the sun retiring in the west."

Subject-Nominative, "man."

Predicate-Verb, "is."

Modifiers of Subject-Nominative:

1. Adj. cl., word "a," an adjective.
2. Adj. cl., prep. phrase "of culture."
3. Adj. cl., prep. phrase "(of) exalted intellect," connected by "and."
4. Adj. cl., rel. clause "who makes home happy by his presence."

Modifier of Predicate-Verb:

1. Adv. cl., the prep. phrase "like the sun retiring in the west."

The **Subject** of the second Principal Clause is **he**; and the **Predicate**, "emits his radiant splendor, but retains his magnitude."

Subject-Nominative, "he," unmodified.

Predicate-Verbs, "remits" and "retains."
Modifier of Predicate-Verb "remits:":

1. Obj. cl., "his radiant splendor."

(Further details to be supplied by the student.)

FORMULAS FOR ANALYSIS.

SIMPLE SENTENCES.

1. Whether Declarative, Interrogative, Exclamatory, or Imperative.
2. Subject.
3. Predicate.
4. Subject-Nominative.
5. Predicate-Verb.
6. Modifiers of Subject-Nominative.
7. Modifiers of Predicate-Verb.
8. Description of Modifiers, by references.

COMPOUND SENTENCES.

1. Type of Sentence, as in Simple ones.
2. Specification of the Co-ordinate Clauses.
3. Analysis of first Proposition, as in Simple.
4. Analysis of second Proposition, as in Simple.
5. Description of Modifiers, by references.

COMPLEX SENTENCES.

1. Type of Sentence, as in Simple ones.
2. Specification of Subject as modified.
3. Specification of Predicate as modified.
4. Subject-Nominative and Predicate-Verb.
5. Modifying Clauses of Subject.
6. Modifying Clauses of Predicate.
7. Description of Modifiers by references.

HETEROGENEOUS OR MIXED SENTENCES.

1. Type of Principal Clauses.
2. Specification of Subject of first Clause.
3. Specification of Predicate of first Clause.
4. Same for all the Principal Clauses.
5. With each Principal Clause give Modifiers of Subject and Predicate.
6. Description of Modifiers by references.

PUNCTUATION.

Punctuation, as we have seen (page 195), is the name given to the art of particularizing the details of **expression**.

Modern authors evince an unmistakable tendency toward the utmost simplicity in punctuation. According to the best writers, the less we attempt to punctuate, the better. It is, however, necessary, as far as possible, to give some attention to the more conspicuous instances in which judicious punctuation is desirable. In addition, therefore, to the **ten Rules** on page 195, which only need illustration before primary classes, we call attention to the following additional Rules, under which Examples are given for Exercises in Dictation, to be punctuated and supplied with Capital Letters by the class.

RULE XI. The Independent Clauses in a Compound Sentence, if very elaborate, may be separated by a **Comma**, and if there is no special Connective-word, by a **Semicolon**.

1. A miser hoards money, a covetous man worships it, but a wise man uses it.
2. Every moment of time is precious; we should lose no opportunity of making those around us happy, and by this means increasing our own happiness.
3. Never give expression to a thought in rude and uncouth language; it is better to reconstruct a sentence several times than to utter it in a careless manner.
4. A man of culture and exalted intellect, who makes home happy by his presence, is like the sun retiring in the west; he remits his splendor, while he retains his magnitude; he pleases more, though he dazzles less.
5. (See sentence, page 222.)

RULE XII. When a series of Nouns of similar construction have modifying words accompanying them, each one as modified, except the last, must be followed by a **Comma**.

1. Kind words, gentle manners, a pleasing address, and an accomplished education are ornaments of character that possess greater value than the jewels of a crown.
2. Peter the Great, Peter the Hermit, and Peter the Fisherman made themselves immortal.

3. The crimson cloudlets of sunset, the gorgeous hues of the birds and flowers, the gentle summer breezes, and the rippling streams flowing over sauds of gold made it a perfect paradise.
4. His death resulted from exposure to the cold, want of food, use of improper remedies, and neglect.

RULE XII. Phrases transposed from the natural order, explanatory Modifiers in apposition or connected by "or" as equivalent, independent words, such as Interjections and terms of address, a Participle having Modifiers when used as an Adjective but not restrictive, an Infinitive that precedes the word that leads to its use, a direct quotation forming part of a Sentence when not *formally* introduced, an Attributive Element consisting of a Noun-Clause, modifying Phrases and Clauses that are not directly restrictive, the members of a Compound Predicate when long and of different construction, and all words, Phrases, or Clauses that would be ambiguous without punctuation, require the Comma.

1. Before you begin, allow me to make one or two remarks.
2. This man, an uneducated mechanic, became one of the most eminent statesmen in the country.
3. Chloride of sodium, or common salt, is obtained in large quantities from the waters of the ocean.
4. "O man, degenerate man, offend no more!"
5. Crafty demagogues, deceiving the people, are the most dangerous men in the arena of politics.
6. Axles revolving with the wheels are most suitable for railroad cars in rapid motion.
7. To prevent the bank from falling away, he constructed a framework of heavy timber.
8. The boy shouted, "Save me from drowning!"
9. The result was, the man refused to buy it.
10. Any man over twenty years of age, with some previous experience, can find employment.
11. Metals, which are distinguished by their luster when polished, make the best ornaments.
12. Metals that rust are not durable.
13. Clocks that will not keep time are useless.

14. Clocks, which measure time, are indispensable in a civilized community.
15. He has continued in that situation for eight consecutive years, and will probably retain it during his lifetime.
16. The boy, with one arm, lifted two hundred pounds.
17. Any man, with sufficient influence, can become a member.
18. The horse, in the stable, does not require to be tied.

RULE XIII. Words used in pairs must be separated by commas.

1. Night and day, summer and winter, seed-time and harvest follow each other with great regularity.
2. Husband and wife, brother and sister, father and son, mother and daughter must part at last.
3. We do, solemnly and sincerely, jointly and severally, covenant and agree to keep and perform, without equivocation or evasion, this contract or agreement.
4. Pen and ink, powder and ball, cable and anchor, pick and shovel, press and pulpit all have their spheres of action and influence.

RULE XIV. In a succession of Co-ordinate Clauses, where the ideas presented do not closely resemble each other, or where each Clause contains Commas, the Semicolon should be employed.

1. The sun had already been down several hours; the streets of the city were almost deserted; silence reigned supreme; everything seemed to favor his design.
2. It may require hard study and constant application, and many sacrifices may be necessary before it shall have been accomplished; but it will become a monument of perseverance, and will bring its own reward.

RULE XV. When illustrations or examples are introduced after a general rule or principle, especially if they follow **as, thus, namely, viz., i. e., that is, e. g., for example, or in other words**, the Semicolon should be used before each of these expressions, and a Comma after it.

1. A final **y**, when preceded by a consonant, is changed to **i** in the Plural; as, **story, stories**.
2. Show the omission of one or more letters by inserting an apostrophe; thus, **resp'y, accept'ce**.

3. One word was spelled incorrectly; namely, **ballance**.
4. I shall give two exceptions to the rule for changing **f** into **v**; viz., **proofs, gulfs**.
5. The club was very large; i. e., the one that I joined last winter.
6. Part of the water had become solid; that is, it was frozen.
7. Analogy is not always a safe guide to pronunciation; e. g., **through, trough, tough**.
8. He does not always pronounce the words correctly; for example, he pronounced **hiccough** after the same manner as **cough**.
9. He does not always tell the truth; in other words, he lies.

RULE XVI. In Compound or Mixed Sentences, in which the sense is complete in the preceding Clause, a Colon may be used to separate it from the following one, providing no Conjunction is expressed; and a Semicolon, if there is a Connective.

1. Do not be disappointed if you never attain to perfection, or see it in others: there is no such thing in existence.
2. Oh, keep my soul and deliver me: let me not be ashamed; for I put my trust in thee!—PSALMS, XXV., 20.

RULE XVII. Use a Colon after the expressions, **as follows, following, and to wit**.

1. The sign of equality is used as follows: $4 + 5 = 9$; read, Four plus five **equal to** nine.
2. Spell the following words correctly: **Lillies, billious, ineligible, seperate, differance**.
3. He sold all these articles, to wit: One cook stove, two wash tubs, and three tables.

RULE XVIII. Use a Colon after the last line of the complimentary address in a letter, as shown in the Correspondence in Part VI.

RULE XIX. A Colon should be used to separate the divisions of a Sentence, if these already contain Semicolons; also, before the enumeration of details or particulars, and before a quotation when formally introduced.

1. We called in a skillful physician; we applied such remedies as were at hand; we tried to excite the circulation by

- friction; everything in our power was done to restore consciousness: it was all to no purpose; for he was dead.
- 2 I studied the most important rules of Arithmetic: Common Fractions, Decimals, Percentage, Proportion, Evolution, Series.
 3. This is the best definition of **The Great Unseen Power** that is anywhere given in Scripture: "God is a Spirit."
- RULE XX.** Use the following characters in Punctuation for the purposes indicated:
1. Any incidental remark, inserted for a special purpose, but not essential to the construction (that is, whose omission from the Sentence would make equally good sense), must be included in **Parenthesis Marks** (). Modern writers substitute Commas for Parenthesis Marks.
 2. The absence of one or more letters is denoted by an Apostrophe placed where the omission occurs; as, **sh'pm't** for **shipment**; **o'er** for **over** (').
 3. To show that an omitted expression is interlined, use a Caret; as, "He is, ^{not} here."
 4. When part of the last word in a line must be written in the next line, the division must be made at the end of a syllable, and shown by a Hyphen, which must be placed at the end of the first part, and never at the beginning of the part carried below, as in the above line. The Hyphen is also used to connect the parts of Compound Words and Phrases; as, "The camp-meeting was conducted in a go-as-you-please manner" (-).
 5. When a sudden and abrupt change—more particularly if it is unexpected—takes place, it is preceded and followed by a Dash (—).
 6. When an objectionable word must be reported, only the first and last letters, or none at all, are used with an Ellipsis; thus, d—l, for devil (—).
 7. In Scripture, a change of subject is indicated by a Paragraph Mark (¶). This character is now only used in proof-reading.
 8. In order to make convenient divisions of the subject-matter of a book, the Section Mark is frequently used besides numbers (§).

9. When words are quoted from some other source, the writer should use Quotation Marks (" "). These should, however, occur as often as the quoted words are used, even if they require many repetitions. Some writers, indeed, as in the *New York Tribune*, make each line of the quoted passage *begin* (but not terminate) with a pair of the Quotation Marks, and conclude the final line with another pair.

10. Anything very remarkable is made more conspicuous by preceding it with an Index (~~☞~~).

11. When each of two vowels written together is in a separate syllable, this fact must be indicated by placing over the second vowel a Diæresis Mark; thus, reādjust, coïncide (").

12. When an expression that already contains Parenthesis Marks is to be again inclosed in the same way, Brackets must be employed [].

13. A further inclosure can be made by employing Double Parenthesis Marks, or Braces ({ }).

14. Marginal references or foot notes may be referred to by using the Asterisk (*), Obelisk or Dagger (†), Double Dagger (‡), Parallel (||), small figures, or letters.

15. The omission of unnecessary words from a quotation is shown by several Asterisks (* * *).

SYNTAX.

Syntax is the proper arrangement of words in the construction of Sentences, according to the established custom and usage of the best known authors. The English Language having come down to us as a complicated combination of Anglo-Saxon, Danish, French, Latin, Greek, and other tongues, it presents incongruities and irregularities not to be found in an original mother tongue. This diversity of sources is what invests it with great difficulty in its acquisition, robs it of the classical character, renders its orthography and orthoëpy inconsistent and sometimes absurd, and makes a work like the present one, which is devoted more to construction and analysis than to abstract definitions, more successful in imparting a practical knowledge of English than those that pay most attention to abstractions and unapplied definitions.

The following Examples are intended to be used as Dictation Exercises, as shown in the Introduction:

RULE I. A Finite Verb must correspond in Person and Number with its Subject-Nominative.

EXERCISES.

1. Thence proceedeth true wisdom and understanding.
2. Says I, "Father, the worm ought not to have ventured out so early." (Change the Tense.)
3. The waters of the sea is of vast extent.
4. All the precautions that we had taken was of no use; the company was all drenched with rain.
5. A variety of studies afford pleasure.
6. Some portions of the lecture was very interesting.
7. There's two or three errors in your exercise.
8. The terrors of the darkness was as dreadful as the silence of the tomb.
9. Nothing but frivolous and childish fancies fill the minds of some people.
10. Their own unworthiness prevent many from making themselves friends.
11. The forest of "Big Trees," of Calaveras, have stood for many centuries, and are likely to stand for many more.
12. Indolence and carelessness, more than any other cause, is destroying his usefulness.
13. Every phenomenon that we witness around us have their causes in natural laws.
14. They do not seem to realize that such a course inevitably produce bad results.
15. Forgetfulness of promises make us lose confidence in their fulfillment.
16. Neglect of daily duties cause us to become insensible to the evil consequences resulting from them.
17. Not even one of all that innumerable company that you saw are happy.
18. Even in the years of childhood the effect of bad companions are observable.
19. The days of man is but as grass.
20. The wages of sin are death.

RULE II. Transitive Verbs and Prepositions govern the Objective Case.

EXERCISES.

1. He and I they entertained with great hospitality, but his brother they would not admit.
2. Who did you buy this book for?
3. "Flee thee away into the land of Judea."
4. Every person who I met upon the road seemed to be entirely ignorant of the true distance.
5. Who are you residing with at present?
6. Let you and I examine the exercises.
7. I he restored to my office the next day.
8. The lady who he rescued from a runaway horse afterwards became his wife.
9. They awarded the prize to somebody, I know not who, at the close of the exhibition.
10. Can you inform me who they selected for he and she to have as a tutor?
11. I observed everybody in the room, but more especially he with the white coat.
12. The money that was intended for you and I he kept for his own self.
13. "Esteeming themselves wise, they became fools."
14. These are the men who we should honor.
15. It is impossible to agree his professions with what he has since said and done.
16. Not having studied upon this subject, it is not strange that he does not understand it.
17. I never suspected of him or her.
18. The bookkeeper charged the merchandise to the wrong man, I do not remember who.
19. Does that man know who he is writing to?
20. "He that honoreth me I will honor, but he that despiseth me I will lightly esteem."
21. She who is guilty of the offense you should reprove; not I, who am innocent.
22. He and they we know, but who art thou?
23. Us boys often think of you and he.
24. I did not anticipate of so much disappointment.

RULE III. The Verb "be," Attributive, must be followed by the same Case that preceded it; when Absolute, it does not require an Attribute.

EXERCISES.

1. It was me that sent that message.
2. It was not us that you saw in the city.
3. Let him be whom he may, I do not fear him.
4. "Whom do men say that I am?"
5. I took you to be he at first sight.
6. It was either her or her sister that was looking for the teacher, and took my brother to be he.
7. I am quite certain that it was not him.
8. I would not suppose it to be he.
9. How could you imagine that that man was me?
10. We understood that the boy who occupied the seat nearest the door was him.
11. I could not believe that it was her.
12. He did not believe it to be she.
13. The committee considered the two best qualified candidates to be George and I.
14. Who do the people expect to be the next President?
15. Was it him or me that was appointed?
16. I am certain that it was not him.
17. He saw a lady whom we took to be she.
18. I would not attempt to accomplish it by that means, if I were him.
19. It was them who gave us all that trouble.
20. Was it her that told me that?
21. I did not suppose that it could be us that he expected to prepare the resolutions.
22. If any one gets the office it will be him.
23. It must have been him that I paid for the work.
24. We wish it understood that it was not us who circulated such a report.
25. I could not be certain whether it was her or not.
26. "Whom think ye that I am?"
27. It might have been him that did it.
28. Who did you expect me to hire?
29. I think that it was them that took me to be he.

RULE IV. The Past Participle of the Principal Verb must be used in all the Perfect Tenses of the Common Form and in the Passive Form; but it is improper to substitute it for the Past Tense.

EXERCISES.

1. He must have did it during my absence.
2. She seen them before they seen her.
3. Have you ever saw a meteor?
4. I done it just to plague him.
5. Everybody who has ever went there has ran away from the noise.
6. The ground was shook by the earthquake like the deck of a ship on a rough sea.
7. He has often rang this bell.
8. You might have shrank from the sight.
9. We were showed into the reception room.
10. The water of the lakes was froze by it.
11. He never knowed what hurted him.
12. My friends have all forsook me.
13. It was soon forgot by the community.
14. The corn growed two inches to-day.
15. When the nail was drove into the wall the plaster begun to fall.
16. Many false prophets had already arose.
17. All the neighbors were bade to the wedding.
18. We have bore the burden long enough.
19. I had often forbade him to do it.
20. She has broke her pencil again.
21. Two trees were blew down by the wind.
22. The officers have all been chose.
23. My money has came at last.
24. He come too late to be took to see the show.
25. I have wrote five letters, and have threw them all into the fire because they were tore.
26. The statement was swore to before me.
27. My chickens were all stole last night.
28. My little canary has just flew out of the window and escaped.
29. He laid in bed sick, three days.
30. Our hens have lain thirty eggs since Monday.

RULE V. The Progressive Form must be used when the Verb denotes the continuation of an act or state; but the Common Form is required for an instantaneous act or event, for a succession of acts, and for a custom, habit, or rule.

EXERCISES.

1. You should be replying when I am asking a question.
2. I was leaving as soon as the clock was striking one.
3. They can be deciding for themselves.
4. The man that was hurt dies.
5. Every animal that lives is dying at last.
6. You should not be talking aloud while I read.
7. The dog is barking when any one opens the gates.
8. She looked at me when it was happening.
9. Every time that the clock is ticking another moment is flying into eternity.
10. Where were you finding this pen?
11. I looked for it when you were coming in.
12. Mr. Scott builds a new house.
13. The boy who was having the fever now recovers his strength.
14. He is always taking cold whenever he is sitting in a draught.
15. He is usually writing his letters in the evening.
16. That man is coughing whenever he is trying to speak.
17. All the banks are remaining closed on Sunday.
18. The fishes are not all living in salt water.
19. When a bird is soaring it is extending its wings.
20. Time and tide will not be waiting for any one.
21. The sunshine is causing the vegetation to be covering the surface of the earth.
22. Every day that is passing is seeing another rotation of the earth upon its axis.
23. If the doorkeeper is admitting you into the room, you must be going and taking a seat.
24. The powder works were exploding last night, and were killing seventeen men.
25. He is loving some and hating others.
26. Do not be giving money to every one that is asking for it.
27. He is dismissing the classes at four o'clock.
28. The sun is rising in the east and setting in the west.

RULE VI. The Passive Form is always to be preferred in writing or speaking when the Subject-Nominative of the Active is in the First Person, and the Active when it is of any other Person.

EXERCISES.

1. I have corrected all your examination papers.
2. We have been informed by him that he is coming.
3. I was requested by the operator to prepay the message.
4. We have already notified them several times.
5. I have often been deceived by appearances.
6. We had just opened the gate when the horse ran away.
7. I may render the decision to-morrow or next day.
8. We might have been invited by them to be present.
9. I was greatly surprised at the coolness of his remark.
10. We found many of the missing articles covered up in the sand.
11. I immediately acknowledged the receipt of the money.
12. We should have brought the children with us.
13. I afterwards recovered the coat that was stolen from the hall by offering a reward.
14. We sometimes covered the most delicate plants with a screen during the night.
15. I was occasionally visited by my neighbor's children.
16. We must not drive the horse so fast.
17. I would have handed in my subscription last Wednesday, but I had not yet received the money.
18. We shall have paid the money before ten o'clock on Friday morning of next week.
19. I would have been killed by the robber if my friend had not just then appeared.
20. We carried his remains to the cemetery and deposited them in the grave without any ceremony.
21. I kept the letters carefully until his arrival.
22. We may be compelled by the ice to abandon our course.
23. I am always delighted to see the children play.
24. We never anticipated so favorable a reply.
25. I invited the doctor to dine with us, but as he was absent, we were disappointed.
26. We have swept the room and kindled the fire.
27. I never neglect my work.

RULE VII. The Present Participle, when used as a Noun, generally requires "the" or some other Adjective Modifier to precede it, and "of" or some other Preposition to follow it, especially when used after a Finite Verb; but a Participle should not be connected with an Infinitive. In many cases "the" and "of" may both be omitted; and a Noun or Pronoun that immediately precedes a Present Participle takes the Possessive Case.

EXERCISES.

1. He has signed the contract for building of his house.
2. I always like to listen to the falling rain upon the roof.
3. Not every man controls the making his own fortune.
4. The last measure was abandoning of the ship.
5. By exercising our faculties they are improved.
6. This prevented the injuring his neighbor's property.
7. Learning of a foreign language is not an easy task.
8. What is the cause of him writing so badly?
9. I do not understand you answering so evasively.
10. This man disappearing at such a time looks suspicious.
11. She likes to stand at the windows of the stores and looking at the pictures.
12. Which would you prefer—to go to the theater, or staying at home and taking care of the house?
13. He gave his evidence in hearing of three witnesses, and the judge insisted upon the dismissing the case.
14. What could have been the reason of him dismissing his servant without warning?
15. Studying of the heavens exalts the mind.
16. Improving of others occupied his time and attention more than to improve himself.
17. What did he think of us moving to the city?
18. Do not forget locking of the doors to-night.
19. Business men do not admire flourishing letters.
20. By us approving of their bad conduct they will be encouraged in doing of worse things.
21. I do not remember it being reported.
22. What is the reason of the moon rising so late?
23. The repairing injuries previously done is an indispensable prerequisite of true repentance.
24. By using of money judiciously he succeeded in the accumulating much property.

RULE VIII. After the Past Indicative the Present Infinitive is required instead of the Perfect; and all Verbs in the same Sentence must correspond in their Tenses.

EXERCISES.

1. I always intended to have gone to Europe.
2. From a long and intimate acquaintance I always considered him to have been a friend.
3. If a man has a hundred sheep, and one of them will go astray, doth he not leave the ninety and nine and goeth into the mountains and seeketh that which may go astray?
4. Professing friendship and to act differently indicates a mind insensible to honor.
5. After all that I had done to assist him I expected him to have shown more gratitude.
6. He was obliged to have paid the money.
7. Did he not acknowledge his error, and asked you to have forgiven his fault?
8. If you attend diligently to your business, and will save your money, you shall succeed.
9. Time is money, and will pass quickly; therefore we should improve it, and will not lose a moment.
10. Mistakes are made by the wisest men, but they will be repeated only by fools.
11. He that rejoices at the misfortunes of his neighbor, and will refuse to assist him when in trouble, will find no sympathizing friend in the time of his own adversity.
12. I shall carry my umbrella with me, as it might rain before I return.
13. I intended to have written to you long ago.
14. He expected me to have gone with him.
15. It was necessary to have made a much better preparation for the exhibition.
16. He expected too much, and will be disappointed.
17. This boy might have been at school yesterday, but his parents will not let him.
18. If we expect to be treated courteously by others, we ought to have been courteous to others.
19. I never imagined him to have been here.

20. My father desired me to have come with him.
21. He was so sick that his friends often feared he would have died before my arrival.
22. I provided myself with a sufficient sum of money, as I might have required it.
23. Carry your provisions with you, for we might be detained upon the road.
24. It would have been a source of pleasure to me to relieve him from his distress.
25. I always expected to have gone alone.
26. He never intended to have done it.
27. After a man has done all he could do, it will be no more than it would be his duty to have done.
28. I did not attach any importance to any remarks that he might have made.
29. You ought not to require him to have paid the money until his friend should come.
30. On the first day of November I shall be at college six months.
31. I shall have been thirty years of age on the twentieth day of August.
32. He will live here nine years on the day after Christmas.
33. "Ye will not come unto me that ye might have life."
34. "And he that was dead sat up and began to speak."—LUKE VII., 15.
35. "I have compassion on the multitude, because they continue with me now three days."
36. From the short interview that I had, I judged him to have been a learned man.
37. I intended to have written to you last week.
38. He was inclined to consider all men to have been more or less dishonest.
39. Most people believe that the soul was immortal.
40. In two days it will be six months that you have been with us.
41. It will soon be four hundred years that America will be discovered by Columbus.
42. The lecturer states in his last lecture that hepatic diseases prevailed in tropical climates.

RULE IX. The old Form of Subjunctive must be used in the Present and Past Tenses to express contingency and futurity when both are implied, and the Indicative to express futurity or determination alone.

EXERCISES.

1. And if a man smites his slave, and he dies under his hand, he shall be surely punished; but if he continues a day or two before he die, he shall not be punished, for *he is his money*.—Exodus, XXI., 20, 21.
2. If the sun appears, cover the plants.
3. If he is alone when you meet him, give him the letter.
4. Though he be high, he has respect to the lowly.
5. If the teacher were present that was the reason that you found the rooms open.
6. If the teacher was present, you would be able to witness some of the exercises.
7. Despise not any condition of life that thou seest, lest it happens to be thine own.
8. Let him that thinketh he standeth take heed lest he falleth.
9. I shall be satisfied if he does not get the prize, for he has indirectly derived great benefit.
10. He replied in the negative; and if he speak as he thinks, he may be safely trusted.
11. If he only intimates his desire, I shall stand ready to comply with his wishes.
12. Let him that is most sanguine of success be careful lest he fails and is disappointed.
13. If he but exercises good judgment and discretion we shall certainly succeed.
14. Oh, that my life was ended!
15. If thou be Christ, save thyself and us!
16. Though he falls he shall not be utterly cast down.
17. If he acquires sudden wealth it will ruin him.
18. Make peace with thine adversary quickly lest he finds thee and slays thee.
19. Beware that thou speakest not to him.
20. Call at my office, and if I am there I shall go with you and see him.
21. If he be a young man, he has, nevertheless, had a long and varied experience.

RULE X. When a Verb in the Infinitive Mood is used as a Noun in the Objective Case, the Infinitive sign "to" may often properly be omitted or elided after the principal Verbs, "bid," "dare," "need," "make," "see," "hear," "feel," "let," "perceive," "behold," "observe," "help," "have," "watch," and "know;" also after all Auxiliary Verbs, such as "have," "do," "shall," and "can."

EXERCISES.

1. Go out into the highways and bid them to come in.
2. Cassius, darest thou to leap with me into this angry flood and to swim to yonder point?
3. You need not to fear any opposition or to anticipate any trouble from that source.
4. Make the prisoners to work upon the roads and to assist in their own support.
5. I have often seen young people with little or no experience to conduct themselves very circumspectly.
6. We heard him to say something in your favor.
7. Just as I fell asleep I felt something to touch my cheek, and awoke to find a spider on my face.
8. Let every person that is present to take part in the ceremonies and to contribute his mite.
9. Can you perceive it to move?
10. Behold him to weep and to wring his hands!
11. Did you ever observe the sun to pass the meridian while on your voyage out?
12. You should help the boys to pick the fruit.
13. Have the janitor to open all the windows before he sweeps the room and dusts the furniture.
14. I am watching the spider to construct its web.
15. I have known the lightning for to destroy trees and houses by setting them on fire, and to kill men and horses.
16. When that horse does to kick he kicks viciously.
17. I will to open my eyes when I shall awake.
18. He can not to deprive me of my liberty.
19. He could not easily to have killed a thousand men without their consent.
20. That boy shall not, under any circumstances, to resume his place in the class this week!
21. This man could always, without difficulty, to determine the amount of resistance to be overcome.

RULE XI. When several Nouns or Pronouns in the Singular Number are connected by "and," they require the Verb before which they are in the Nominative, as well as any subsequent Pronoun referring to them, to be Plural; but when contrasted by the use of "or" or "nor," the Verb and Pronoun must be Singular. When the Preposition "with" is substituted for "and," the word after it is in the Objective Case, and the Rule does not apply.

EXERCISES.

1. The boy and his father works at the box factory,
2. A man with a boy sometimes do less work than if he were alone with no one to instruct.
3. Monday or Tuesday are the most convenient days.
4. A hen with one chicken sometimes make more disturbance in the poultry yard than another with fifteen.
5. Thunder and lightning is one of the most common phenomena in Minnesota.
6. A good library or a well-furnished picture gallery are never-ending sources of enjoyment.
7. An orange tree with its fruit are the most gorgeous sights that I have seen in the orchard.
8. An apple and a pear greatly resembles each other.
9. A trip across the continent or a voyage around the world are now within the means of most people.
10. The time and place for holding the convention was agreed upon last year.
11. Intemperance and ignorance is the parent of many of the vices of mankind.
12. The modest virgin, the prudent wife, or the careful matron are much more esteemed than philosophers or politicians in petticoats.
13. Out of the same mouth proceedeth blessing and cursing.
14. Man is not such a machine as a clock or a watch, which move merely as they are moved.
15. The warrior, the statesman, the diplomatist is combined in the candidate of our party.
16. A book with one leaf missing are sources of great annoyance when the absent leaf contains the very information that you are looking for.
17. Want of care, more than want of knowledge, are the causes of most of our errors.

RULE XII. When one or more Nouns or Pronouns in the Singular Number are connected by "or" or "nor" with another in the Plural, the Verb before which it is used in the Nominative Case must agree with the one that is Plural, which must be placed last; and when Singular and Plural Nominatives are connected by the Verb "be" as a Copula, it must agree in Number with the Nominative that follows it, which should be Singular.

EXERCISES.

1. Neither the scholars nor the teacher was present.
2. I did not learn whether several or one was concerned in the robbery of the stage.
3. They or he guards the property on the wharf.
4. The cares of business or the neglect of his health was instrumental in causing this sickness.
5. Either the windows or the door requires to be left open.
6. Neither the pens nor the inkstand is here.
7. When the ship struck upon the rocks neither the sailors nor the captain was aware of the danger.
8. Either his friends or himself was to blame for it.
9. They or William has attended to it before this time.
10. The wages of sin are death.
11. Joy and peace and happiness are the reward of those who walk uprightly.
12. The restrictions placed upon our foreign commerce were the cause of the depression.
13. Locusts and wild honey were his daily food.
14. Her principal occupation and delight were correspondence with her friends.
15. The termination of the war and the establishment of peace were the desire of all.
16. Neither the suggestions of his friends nor the advice of his brother was sufficient to restrain him.
17. Either they or he is to suffer for the acts of the treasurer, whose bonds they signed.
18. Neither the chickens nor the hen is in the garden.
19. Either my sisters or my mother is to go into the country.
20. Neither riches nor poverty have had any influence upon him.
21. Neither meat nor fishes are good for him; he must have fruits and vegetables.
22. Either the ventilation or the food are defective.

RULE XIII. A Verb before which a Collective Noun, conveying unity of idea, is used in the Nominative Case, must be in the Singular Number; but when plurality of idea is conveyed, the Verb must be Plural.

EXERCISES.

1. The people on the streets was very numerous.
2. The class were large and well attended.
3. My people does not consider; it has not known me.
4. The committee were composed of three members.
5. The whole hive of bees was busy collecting honey.
6. Congress have been adjourned.
7. Why does the multitude complain?
8. The school, and not the theater, are, or ought to be, the object of the teacher's solicitude.
9. As the population increase, more coin are required to be in circulation.
10. That meeting were well conducted.
11. No nation were ever so prosperous.
12. The fleet were ordered to return.
13. The vast multitude rushed wildly out of the theater as though it was mad.
14. The school were large and interesting.
15. The people was persecuted by its enemies.
16. This people are distinct from all other nations, and are distinguished for the excellence of its laws.
17. The board was not unanimous in its opinions.
18. Some people is ever busy and yet accomplishes very little during the whole year.
19. The crowd was so infuriated that it took the prisoner from the jail and hanged him.
20. That drove of sheep were sold for two hundred dollars, and another for three hundred.
21. A commission were appointed to determine all questions brought before them.
22. The court rendered their decision, but were not ready to try the next case.
23. The army consist largely of foreigners.
24. That people are the most prosperous on the face of the globe.
25. The class were interrupted by the noise.

RULE XIV. Pronouns agree in Gender, Person, and Number with their Antecedents, and Pronominal Adjectives in Number with the words that they modify; and when Subject-Nominatives in the Singular Number, but of different Persons, are connected by "or" or "nor," the Verb agrees with the last.

EXERCISES.

1. "Our Father which art in heaven."
2. Either I or thou am greatly deceived.
3. Neither you nor I are in good health.
4. He or I is going to the country for some hay.
5. The newspapers have published the announcement that you or your brother are dead.
6. He says that Frank or I has the best chance.
7. He or you is the person best qualified to undertake so serious a task.
8. Either the doctor, who examined the patient, or I, who was present, is mistaken.
9. I or you or he am in fault.
10. He or you are to be invited to accompany her.
11. Either Alexander or I is the owner of the pen that you found; we each lost one like it.
12. Can any one be sure that they are not mistaken?
13. A man's stomach can not perform his functions properly without solid food.
14. Those sort of people hesitate at nothing.
15. Those kind of apples are the best for cooking.
16. I have been waiting for you this two hours.
17. The crosscut was extended fifty foot.
18. He brought me a ten-foot rod.
19. A two-foot rule will answer my purpose.
20. We have no preferences except that of uprightness, truth, and virtue.
21. These are the class of citizens who complain the loudest of bad government.
22. He found all the pews occupied except that of Mr. Jones and Mrs. Brown, which were both entirely unoccupied.
23. Either he or I were expected to come.
24. The oldest inhabitant has not seen one of those kind of storms this forty years.

RULE XV. The Antecedent and the Pronoun must not both be used in the Nominative Case before a Verb, or in the Objective Case after it, or in the Possessive.

EXERCISES.

1. All the men that followed Baal-peor, the Lord hath destroyed them.—DEUT. IV., 3.
2. The Lord he is the God.—1 KINGS, XVIII., 39.
3. Thy rod and thy staff they comfort me.—Ps. XXIII., 4.
4. Sam he told me where it was.
5. The man that bought the property I took him into the garden to see it.
6. Every opportunity that I find for study I always improve it.
7. The author of the book he received no benefit whatever from its publication.
8. Our friends when they went to California we went to bid them good-by.
9. The teacher when he asked me if I had studied the lesson I replied "Yes."
10. The boy who played and his books were stolen was afraid to go to school without them.
11. That man I am not afraid of his dog.
12. He that lendeth indiscriminately his money will soon disappear.
13. Photography, or the art of taking pictures, it is a very interesting study.
14. The art of printing, by which books have been so greatly multiplied, it has done more than any other agency to advance civilization.
15. The Seven Churches of Asia they have long since been lost sight of.
16. The countries that propagated the Christian religion in its primitive form they are noted for the backward state of their development.
17. Our cows their milk is very rich.
18. When Alfred the Great he went in disguise he submitted to great indignities.
19. Now the rest of the acts of Jehoshaphat, first and last, behold they are written in the book of Jehu.—2 CHRON. XX., 34.

RULE XVI. An Adverb modifying an Adjective, or another Adverb, generally precedes it; it usually precedes a Transitive Verb followed by its Object, and follows an Intransitive Verb when no Auxiliary Verb is used; but it should be placed between the Auxiliary and the Principal Verb. There are many exceptions, however, to this Rule.

EXERCISES.

1. The lecturer fluently speaks, and selects always an interesting subject.
2. He read afterwards a choice selection.
3. You have improved the picture greatly.
4. We should not be overcome too greatly by our emotions, or elated too much by success.
5. He was listened to attentively by his audience.
6. It must be, therefore, preferable to the other.
7. The members of the society consented voluntarily to assist the committee in arranging the programme.
8. He will abandon forever that habit.
9. We never had seen him previous to that time.
10. This boy had never a fever before.
11. She analyzed quickly a difficult sentence.
12. That little girl rapidly adds and beautifully draws.
13. She not only was handsome but accomplished also.
14. This is a hard pencil, very.
15. The chicken began immediately to chirp.
16. Will you give me my knife ever?
17. I not only found him sick but helpless.
18. Only having commenced the study, I could not answer readily all the questions.
19. In the proper use of adverbs the ear carefully requires to be trained.
20. Having not made any preparation, and being not accustomed to public speaking, I was unable to describe correctly what I saw in the country.
21. Begin always at the beginning.
22. We must study diligently all our lessons.
23. He tried never to make another attempt.
24. The cups must be filled with milk only at the table.
25. Sometimes he cries.
26. "I hope not much to tire those I shall not please."

RULE XVII. When a Noun or Pronoun is used alone in answer to a question, its Case must be the same as that of the word resembling it in the question; and a Noun or Pronoun after "than" or "as," is either in the Nominative Case before some Verb understood, or in the Objective after an elided Verb or Preposition.

EXERCISES.

1. The lesson was more correctly recited by his brother and sister than he.
2. He is not as tall as me.
3. I would rather give it to you than he.
4. Who gave the meat to the dog? Me.
5. By whom were these words written? I did.
6. He is just as much to blame as her.
7. Who imparted to them this information, which cost me so much? Not me. It was him.
8. Whose pencil is that? His'n.
9. They can sing as well as him, but he is a better writer than them both.
10. Which pen would you prefer to use? Your'n.
11. I know that she regrets it more than me.
12. Whose cows were those that you were driving to the pasture yesterday? Our'n.
13. Who did you see at church? He and his sister.
14. The work was much better executed by his father than him or them.
15. Charley can spell more correctly than me.
16. To whom did he apply for assistance? I.
17. Who generally attends to the correspondence? Me.
18. He was not as badly hurt by the accident as me, but I was not so much frightened as him.
19. We did not laugh at him every time that he made a mistake, but perhaps we can do just as well as them that did.
20. She is more righteous than me.
21. Who gave the first correct result? Her.
22. Whose piano is she playing upon? Her'n.
23. I regretted the death of my friend more than him.
24. Who gave him permission to pick flowers? Her.
25. You always used to dress quicker than me,

RULE XVIII. Before names of places, "to" is used after Verbs of motion, "at" after the Verbs "be" and "arrive," "at" before names of small towns and villages, "in" before country districts and counties, "in" before countries and large cities, "on" before elevated points and plains, "at" and "in" before "church," "school," "the store," or "the house," "on" before "land," and "on" or "at" before "sea."

EXERCISES.

1. We shall travel for Boston by rail.
2. The circus was to Rochester last week.
3. After we arrived in our destination we separated.
4. We spent two days in Painsec Junction.
5. He owns a farm on the Minnesota valley.
6. The train ran very slowly at Pennsylvania.
7. My brother resides at New York.
8. He spends the vacation in Clear lake.
9. This happened while we were at Egypt.
10. Quito is situated in an elevated plateau.
11. All our stock died in the plains.
12. He studied French while he was to college.
13. My mother was to church when I arrived.
14. We keep two clerks by the store.
15. Your father is over to the warehouse.
16. I would rather be at land than on sea.
17. A passenger left the train in the first station.
18. We shall afterwards proceed for Harlem.
19. I remained in Mount Hope five hours.
20. The Lick Observatory will be located at Mount Hamilton.
21. Have you ever seen the Big Trees that grow at Calaveras county, California?
22. Our party stopped in Niagara Falls.
23. The scenery in Yosemite is magnificent.
24. When shall we go in Arizona?
25. He is now the station agent in Hayward's.
26. There is no more danger at the sea than at the land.
27. He was mortally wounded in Lookout mountain.
28. Have you ever been to a horse-race?
29. There is a coal mine on that mountain.
30. When I went in Europe I spent two weeks at London and a day in Lake Geneva.

RULE XIX. A Relative Pronoun must be placed immediately after its Antecedent; and the thing owned or possessed must immediately follow the word in the Possessive Case after which it is used without any intervening word or phrase. If two or more words are in apposition, the apostrophe and "s" must be used only on the last.

EXERCISES.

1. The money was deposited in the bank which my brother gave me last week.
2. I was surprised at the tramp's, as they called him, audacity and impudence.
3. The superintendent discharged the conductor without any investigation, who had never before been accused of an unjust action.
4. They very wisely resisted the commander's, as it seemed, extravagant and unreasonable order.
5. The old veteran, without any guide, who could not assist in any other way, consented to conduct us through the woods.
6. These are Moses', the deliverer and lawgiver of the Jewish people's, psalms. (See p. 125, sec. 61.)
7. Three of the best horses were burned when the stables were destroyed, which cost us fifteen hundred dollars.
8. Abraham Lincoln's, the martyred President's, Proclamation of Emancipation will perpetuate the memory of his name.
9. The roofs of the houses were caused to leak by the intense heat of the sun's rays, which were situated on the hill.
10. The father celebrated the prodigal's, as he was called, return by killing the fatted calf.
11. The decline of the Roman empire may be dated from the time of the withdrawal of their forces from abroad to defend Rome from the northern barbarians, which deprived her of the control of Europe.
12. My dog's, if possible, collar must be made at once.
13. The messenger arrived with a letter containing a draft payable to the order of the conductor, who had been detained by an accident, after the departure of the train, which was caused by neglect; and consequently the money could not be obtained until he returned.

RULE XX. "That" should be substituted for "who" or "which:"
 1. When the meaning is to be restricted. 2. After "same" and "all,"
 and sometimes "some" and "any." 3. When the Antecedent is
 the Interrogative "who," or the Third Personal Pronouns "he" and
 "she." 4. After an Adjective in the Superlative Degree. 5. When
 there are several Antecedents, consisting of persons and inferior ani-
 mals or things. 6. When the Antecedent refers to very young chil-
 dren. 7. When euphony or the association of other ideas makes it
 preferable.

EXERCISES.

1. The child which was lost has been found.
2. He who sows the wind shall reap the whirlwind.
3. "To him who hath shall be given; but from him who hath
not shall be taken away even that which he hath."
4. "Blessed is the man which walketh in wisdom's ways."
5. "He who fights and runs away may live to fight another
day."
6. The snow which fell upon the roof is clean.
7. The boy and the dog which went in to swim were both
drowned.
8. This is the same man who applied before.
9. All the apples which are left contain worms.
10. Some which I saw were not yet ripe.
11. Pick any which you think are ripe enough.
12. That is the largest egg which I ever saw.
13. The most acceptable present which you could give him is
an unabridged dictionary.
14. Who, who ever saw white fleecy clouds in a clear sky, feared
that it would rain?
15. She who was elected secretary was a sister of the presiding
officer.
16. He presented evidence which could not be doubted.
17. The common opinion is that Solomon was the wisest king
whom the world ever saw.
18. In making a statement never use words which are ambigu-
ous or of doubtful meaning.

As "which" is not restrictive, the sixteenth sentence would seem to assert
 that it could not be doubted that the evidence had been presented. But if
 "that" is substituted for "which," the meaning is thereby restricted so as
 to indicate that the evidence was such that it could not be doubted. The same
 is true of the eighteenth sentence.

RULE XXI. Pronouns must be replaced with their Antecedents whenever ambiguity or confusion is caused by their use. A change of structure is generally necessary in very long Sentences when perspicuity can not otherwise be imparted.

EXERCISES.

1. The young man paid the money to the boy without any investigation; but when his father discovered the mistake he went and explained it to him, and he sent his brother to correct it.
2. And it came to pass that night that the angel of the Lord went out and smote in the camp of the Assyrians a hundred fourscore and five thousand; and when they arose early in the morning, behold they were all dead corpses.—2 KINGS, XIX., 35.
3. In the same day shall the Lord shave with a razor that is hired, namely, by them beyond the river, by the king of Assyria, the head, and the hair of the feet; and it shall also consume the beard.—ISAIAH, VII., 20.
4. The girls requested the boys to bring their books with them when they came to their houses, as they had forgotten to bring them when they came the previous evening.
5. Gold, though useful as money, which men seek after, and useful in many ways, is not so useful as iron, for it is used for purposes that it is not fitted for.
6. They have no confidence in their friends, for while they respect them, they see in them many things that they could cause to be otherwise.
7. The boys saw some squirrels, but they ran away when they ran into the field, and when they returned they were not there.
8. When he attempted to drive the stake into the ground with the ax, he found it so hard that it broke it before he struck three blows.
9. If you sharpen the pencil with that knife, it will break it if you are not careful.
10. "Men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities do stand in their light; and therefore they try to cast a cloud over them."

RULE XXII. The Distributive Adjective Pronouns, "each," "every," "either" and "neither," must be used with Verbs in the Singular Number, and must not be confounded with each other.

EXERCISES.

1. Neither of these men have ever been in the city, but each of them desire to go.
2. Each member of the society contribute to its support and assist in the exercises.
3. Every one of us feel disappointed.
4. Either of those pictures are good enough.
5. Each section of every article in the by-laws are to be considered separately, and they are to be voted upon singly.
6. Every person in the community owe it to themselves and their neighbors to discourage vice and promote virtue.
7. Every member of the association pay their dues and assessments promptly.
8. Neither of those sentences are correct.
9. Each lady wore a ring on every hand.
10. At the rate of thirty-three and one third cents each, every three letters require a dollar for stamps sufficient to prepay the postage.
11. Are either of these men qualified?
12. Every child under five years of age are prohibited from attending school.
13. There were neither of the men present.
14. Were each of them invited to come?
15. Every person, whatever may be their intentions, are governed by circumstances.
16. Neither of those books that you selected for me were suitable for presents.
17. Either of them are of the proper size.
18. Each chicken in that brood has five toes on every foot.
19. Every pen in the box were taken.
20. Are each of your fingers of a different length?
21. Every one are the architects of their own fortunes.
22. Each of the principal tributaries of the Mississippi river are navigable for many miles from their mouths, and flow through fertile regions.

RULE XXIII. The Comparative and Ultra-Comparative Degrees and the Pronominal Adjective "other" must be followed by the Conjunction "than," and "such" by "as" when the latter is to be a Relative Pronoun, or by the Conjunction "that" when a comparison or a consequence is denoted; but Comparatives terminating in "ior" must be followed by "to."

EXERCISES.

1. The man that said that possesses little more intelligence besides the ape or chimpanzee.
2. They derived no greater benefit from the sale but to be able to replace the old shop-worn goods with new.
3. Such friends that only stand by you while you are able to assist them are not worth having.
4. A cambric needle is not so fine as the sting of a mosquito, but is finer compared with the point of a pin; much finer, then, is the mosquito's sting with the point of a pin.
5. Such angry words that you uttered in the presence of the children are quite uncalled for.
6. The ox, though larger in proportion to the lion, is much inferior than he is in strength.
7. Those savage cannibals seem to have no other desire but to kill and eat each other.
8. Be ever ready to assist such people who are in need and worthy of your assistance.
9. The heat of the burning building was so intense as the firemen could not approach it.
10. We had no sooner arrived at our destination when it began to rain and blow.
11. There was such indignation manifested by the populace as a serious disturbance seemed imminent.
12. It is good to be here, for this is none other but the very gate of paradise.
13. To pay him for his services is no more but what is his due.
14. When we do all we can we do no more but our duty.
15. If the factors of a composite number be severally divided, and the quotients multiplied, the product thus obtained will be as many times less, compared with the given number, than the number of units in the product of the divisors used; and upon this depends the multiplication of decimals.

RULE XXIV. When a comparison is made between only two ideas, or between one and several others collectively, the Comparative is used; between the first and third of three only, the Ultra-Comparative; and between more than three, the Superlative.

EXERCISES.

1. Sam is much the eldest of the three, and Fred is the eldest of the other two; but Harry is more attentive of all the boys in school.
2. He is the surest of any other to succeed, for he has had the most experience of them all.
3. I understood him the best of all others that addressed the meeting during the evening.
4. "Brutus" and "Cæsar;" why should his name be sounded most?
5. But when I saw the camel and the elephant at the menagerie I thought that the former was the ugliest of the two.
6. The sine of any angle is always the shortest when compared with the chord of the quadrant, and the chord of the quadrant is the shortest of it and the diameter; the sine, therefore, is much the shortest of it and the diameter.
7. He received the most votes of any other candidate that was nominated.
8. The child should obey his parents, for they are the oldest and have the most experience.
9. This rosebush bears the prettiest flowers of any other thing that grows in the garden.
10. If you try these two pencils you will find number two the hardest.
11. When the debit side of a personal account is the largest it shows a debt due us; but when the credit side exceeds it other it indicates that we owe a balance.
12. The Earth is nearer to the Sun than Mars, and Mars nearer than Jupiter; the Earth, therefore, is much the nearest of it and Jupiter.
13. There was a large profit on the wheat, and a larger gain on the wool; but the profit on the wool was smaller than that on the hay; therefore the gain on the hay was much the greatest of it and the wheat.

RULE XXV. Double Comparatives and Superlatives are improper; and an Incomparable Adjective is equivalent to a Superlative.

EXERCISES.

1. The belief in a Supreme Intelligence is more universal than any other.
2. Her mother's features are perfect, her sister's are more perfect, but hers are the most perfect of all.
3. "This was the most unkindest cut of all."
4. "He is the chiefest among ten thousand."
5. It is the most delightfulest spot I ever saw.
6. They are now in a worsor condition than when you last saw them.
7. He is more keener sighted than his brother.
8. It is more better to give than to receive.
9. The company was very numerous.
10. The task was the more easier performed from the cheerfulness with which it was done.
11. Her conduct was more ruder than her sister's.
12. Eve is said to have been the most fairest of all her sex; but the most earliest of all the records of history does not say so.
13. The nights are the more shorter in the summer season the nearer you approach the Arctic Circle.
14. The more riper the fruit is, the more sooner it should be used.
15. The most swiftest bird is the eagle.
16. His statement was most untrue.
17. Make that line more horizontal.
18. His character is more spotless than the snow.
19. It is more improper to omit the t altogether than to insert two t's in **coveted**.
20. When they left me alone in the cell I felt most friendless and utterly miserable.
21. He was the most fearless, strong, and bravest man in the company.
22. You should be more certain before you speak.
23. The hay is no more in a better condition now than when it was first cut.

RULE XXVI. Two negatives are equivalent to an affirmative; but the former may often be employed in preference to the latter, and with better effect.

EXERCISES.

1. He never paid no taxes before that time.
2. It is not unpleasant to take some kinds of medicine, though it is not always desirable.
3. I shall not by no means comply with his request unless he comes personally.
4. Though you are never wholly unprepared, you never complete the analysis of your examples.
5. You didn't take no money with you.
6. Let us never be without ammunition.
7. It isn't no use to ask him to come, because he never has no time to spare.
8. It is true that he is never unemployed, but his employment isn't never remunerative.
9. He never made no mistakes.
10. She was not uncertain in her opinion, and was very positive in her assertion.
11. We didn't get no letters at the post-office.
12. He was not unable to come, but preferred to remain at home.
13. I never had no sickness in all my life as severe as this.
14. I never wrote an exercise that had no errors during the whole term.
15. There was not a single apple that was not wormy, consequently we did not buy none of them.
16. There never was a time when there was no engineer to manage the locomotive during the whole term of his administration.
17. While there never is no day in the region of Vancouver's Island, we can find a place where there is by going farther north.
18. Though he never was unable to pay his debts he was often compelled to delay the payment.
19. Never put no dependence upon any one that you send to attend to your business; always go yourself, and it will never be liable to be not attended to.

RULE XXVII. Adjectives should not be used as Adverbs, nor Adverbs as Adjectives or other Parts of Speech; and when several Adjectives modify the same Noun, the nearest should be that which denotes a class or very intimate relation, and the others more or less remote, according to the intimacy of the modification—color being the most intimate after material, age next, then size and weight respectively; and restrictive, descriptive, or identifying words farthest from the modified word.

EXERCISES.

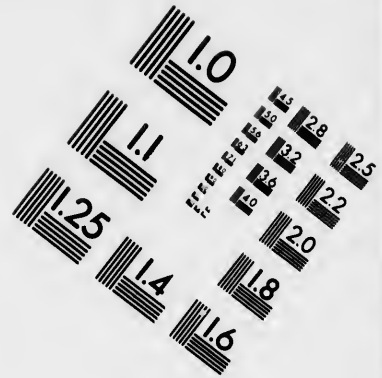
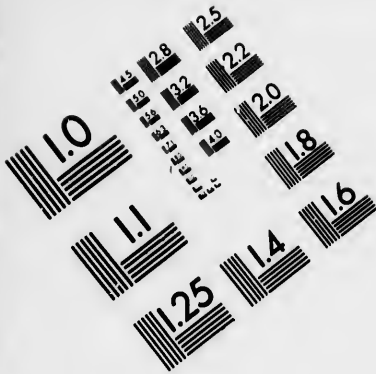
1. Nothing but a white old dilapidated fence was left.
2. An old little miserly man kept the hotel.
3. I was bitten by a black-and-tan little vicious puppy, with his tail cut off short.
4. My little gold best pen was stolen.
5. His little left finger had been amputated.
6. We sold the glass empty old green little bottles all.
7. You brought it out into the light too sudden.
8. Why do you write the words so careless?
9. He near broke my four-bladed new knife.
10. How gorgeous the parting sun's rays are beaming through the fleecy light clouds!
11. Select the white clean feathers for the pillows.
12. She writes elegant and sings good.
13. My brother went to California in 1849, since when I have never seen him nor heard from him.
14. This fatherless little poor boy has been full provided for by an old benevolent man.
15. To whither has he departed?
16. Where I found him was not a suitable place; so, agreeable to my promise, I procured another situation for him.
17. He would not tell me from whence he came.
18. Where does the smoke go to?
19. Though miserable poor he was unbearable proud.
20. Did you ever find out what became of that bantam speckled little pretty pullet that we lost during the war? I always thought she went straight over towards Kimball's.
21. He wrote a letter where he used the Pronoun "I" too frequent.
22. He came down stairs quick, and acted wild.

RULE XXVIII. The use of "this" and "that," as well as "former" and "latter," should be avoided; but when used, only two ideas must be presented, of which the first mentioned is denoted by "that" or "former." The word "respectively" must be used to relate a series of ideas to another series, each to each, in order.

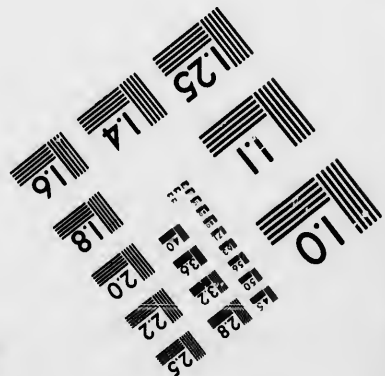
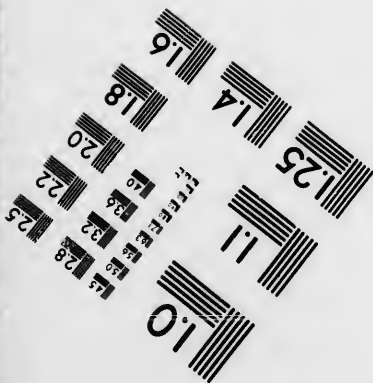
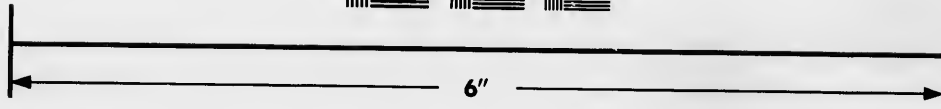
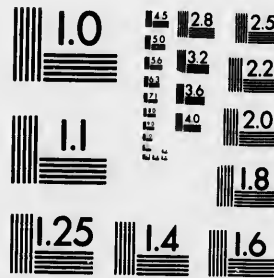
EXERCISES.

1. When the base, perpendicular, and hypotenuse of a right-angled triangle are in the proportion of four, five, and three, a perfect square can be constructed upon each.
2. The doctrines of eternal punishment and of unconditional universal salvation place us in a serious dilemma; that has a tendency towards utter recklessness, and this to endless despair.
3. Three times twenty, six times ten, and five times twelve are equal to sixty; and four times twenty, three times eight, and five times nine are equal to twenty-four, eighty, and forty-five.
4. The idea formed by the ancients of an absent, anthropomorphic God, detached from the universe, and residing in an elysium, surrounded by attendants after the fashion of an oriental king, but able to go occasionally upon a visit to his distant dominions, or direct his attention thither, and perhaps become so exasperated as to drown a whole world, or destroy the entire population of a country by famine or pestilence, regardless of age, sex, opportunity, or individual responsibility, is quite the reverse of the modern idea of an ever-present, infinite Spirit, pervading the entire universe, and weaving around every individual such an intricate network of circumstances as to render it absolutely impossible to avoid personal responsibility, or escape from the consciousness of wrong doing, its personal consequences, or its effects upon others, or, on the other hand, to be in danger of forfeiting the just reward of virtue, honor, integrity, and self-sacrifice; that inspires and ennobles the mind, this debases and degrades it.
5. The first, second, third, fourth, and fifth sales were made to Frank Barnard, W. W. Ross, W. W. McNeill, George Hawkins, and William McGowan.





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RULE XXIX. The Adjectives "a" (or "an") and "the," formerly called Articles are omitted before generic terms; "a" is used when the limitation extends to any one of a class; "the" is required for any thing defined or restricted, as an individual, as well as for words in the Plural Number; and the last of two Nouns after the Comparative Degree or separated by "or," both referring to one and the same individual, should not have the Article repeated.

EXERCISES.

1. A man is the only animal that cooks his food.
2. The quicksilver is used in the manufacture of mirrors.
3. Errors are often made by wisest men.
4. Rain falls upon evil and good alike.
5. When wind blows waves have white caps.
6. He was noted for an honesty of purpose.
7. Love dwells in a soul, but its influence is felt far beyond a locality of a body.
8. Reason and intelligence are crowning glories of a man's mind.
9. Do not fight like dog or cat. (Substitute "as.")
10. At worst he could but inflict simple reprimand.
11. He does a little though he is always at the work.
12. Profligate man hardly ever makes the good father, the true husband, or the reliable man in a business community.
13. The gold and the silver are used for the coin.
14. The sickness, the death, the enemies, and the friends are the evils that are alike a lot of a king and a peasant.
15. It required a little money to make so small investment.
16. A dog is a more sagacious animal than a cat.
17. He said a little, but I said less.
18. The bridges, the needles, the anchors, the pens, the chains, and the stoves are all made of the iron.
19. He is a better singer than a speaker.
20. That man is more a rogue than a fool.
21. It would make a better table than a chair.
22. This was evidently more an accident than an error or blunder.
23. An old, young, and middle-aged man entered.
24. A cold, an inclement, and a stormy winter ensued.
25. The bullion, or the uncoined gold and silver, was delivered at the U. S. Mint, or the place where money is coined.

RULE XXX. Correlative Conjunctions require to be used in pairs: "Though" is used with "yet," "whether" with "or," "either" with "or," "neither" with "nor," "as" with "as," "so" with "so," "so" with "as," "so" with "that."

EXERCISES.

1. Though I discouraged it, still he persisted.
2. Whether you go, you can not obtain it.
3. Either he will die, but the doctor says he will recover.
4. Neither the horses or the cows have been fed.
5. He writes as well without instruction than his brother does with the aid of his teacher.
6. As the one dieth thus dieth the other.
7. Those flowers are not so pretty like these.
8. The man was so ignorant he could not read.
9. While it was raining yet I did not get wet.
10. Notwithstanding it is white or black it makes no difference.
11. He will be a physician or a lawyer.
12. Not the one nor the other will answer my purpose.
13. They shall be so white as wool or snow.
14. Like the twig is bent so the tree's inclined.
15. He is not as sure as to assert it positively.
16. The burning building became as hot that the firemen could not get near it.
17. Though several futile attempts had been made still he persevered till it was accomplished.
18. Whether you go to school and stay at home you can nevertheless study your lessons.
19. Either all the fruit will be killed by frost, otherwise we shall have a large crop.
20. Neither the captain or the sailors escaped.
21. The snow was not deep, but it made the ground as white like a sheet.
22. As the stars, thus shall thy seed be.
23. It is not so dark like it was last night.
24. If the divisor be divided and the dividend multiplied, the quotient will be as many times smaller as it would have been without the above division and multiplication, than there are units in the product of the divisor and multiplier that were used in making the changes.

RULE XXXI. Appropriate Prepositions must be used with many words, of which the principal are contained in the following list:

| | | | |
|------------------------------|--------------------------------|------------------------------|-------------------------------|
| Accused of, | Die of (a disease), | Independent of, | Reduce to, |
| Acquitted of, | Die by (violence), | Incensed at, | Rely upon, |
| Adapted to, | Differ from, | Informed upon (a subject), | Replete with, |
| Acquainted with, | Difficult of, | Informed of (an occurrence), | Report upon (a subject), |
| Addition to, | Difficulty in, | Insist upon, | Report to (a principal), |
| Affronted at, | Decrease in or of, | Inside of, | Resemblance to, |
| Agreeable to, | Deficiency in (accounts), | Made of (material), | Resolve on or upon, |
| Advise of, | Deficiency of (supplies), | Made with (instrument), | Surprised at (an occurrence), |
| Averse to, | Disappointed in, | Made by (agent), | Surprised by (a sudden coup), |
| Belong to, | Disapprove of, | Married to, | Swerve from, |
| Bestow upon. | Discounted at, | Martyr to, | Subject to, |
| Boast of, | Dissent from, | Notice of, | Taste for (a pursuit) |
| Call on, at, or for, | Eager for, | Need of, | Taste of (a pleasure) |
| Change for, | Engaged in (concerned), | Observance of, | Think of (a person) |
| Confide in, | Engaged to (betrothed), | Omitted from, | Think on or upon |
| Confident of, | Exception to, | Opposite to, or of, | (a subject), |
| Conformable to, | Excuse from, | Occurred to, | True to. |
| Content with, | Expert at, | Prejudice against, | W. or upon, |
| Compliance with, | Free from, | Profit by, | W. of, |
| Conversant with, | Glad of, | Provision for, | Willing for, |
| Correspond to (re-late), | Glad at (before a participle), | Provide with, | Wide of. |
| Correspond with (by letter), | | Reconcile to, | |

EXERCISES.

1. He was accused with a serious crime, but at the trial was acquitted from the charges.
2. The feet of a cat are exactly adapted for its habits.
3. Though not acquainted of the facts or of the accused, he gave his decision against him.
4. Robert was affronted with what I said.
5. The course pursued was agreeable with my instructions.
6. I advised him to the fact that I was averse on his decision.
7. The slave no longer belongs with his master.
8. Favors are not always bestowed to the deserving.
9. He always boasted on his great attainments.
10. We called for business to the store of the old captain.
11. It is my opinion that there has been a change to the better.

used with many following list:

Reduce to,
 Rely upon,
 Replete with,
 Report upon (a subject),
 Report to (a principal),
 Resemblance to,
 Resolve on or upon,
 Surprised at (an occurrence),
 Surprised by (a sudden coup),
 Swerve from,
 Subject to,
 Taste for (a pursuit),
 Taste of (a pleasure),
 Think of (a person),
 Think on or upon (a subject),
 True to,
 W. or upon,
 W. of,
 Willing for,
 Wide of.

at the trial was

habits.

he accused, he

nstructions.

his decision.

ving.

d captain.

to the better.

12. If you can not confide with your friends you certainly can not be confident in their friendship.
13. His conduct was not conformable with his professions.
14. They are never content at anything.
15. He always acted in compliance to my orders.
16. She is thoroughly conversant of that subject.
17. December in Australia corresponds with June in New England.
18. I am not corresponding to any one just now.
19. He was dependent to his brother.
20. I never said anything derogatory against your character.
21. They say that he died from small-pox.
22. It is terrible to die of one's own hand.
23. That does not differ materially with mine.
24. Though it is difficult for performance it gives me no difficulty at finding the result.
25. If there is no addition of the fuel there must certainly be a decrease to the temperature.
26. He failed to make good the deficiency of his accounts.
27. We soon felt the effect of a deficiency in rain.
28. They were disappointed of their expectations.
29. They do not disapprove our conduct.
30. The note was discounted on three per cent.
31. I am compelled to dissent to your opinion.
32. That man is eager to a dispute with somebody.
33. Were you ever engaged at a controversy?
34. She was once engaged with a banker.
35. He always takes exception at my remarks.
36. Please excuse us for further attendance.
37. She is very expert making maps and pictures.
38. My mother is now free of all pain.
39. Are you not glad in your good fortune?
40. We were glad of hearing such good news.
41. Education should be independent with politics.
42. My friend was greatly incensed by this news.
43. He was well informed in the subject of history.
44. I was not informed upon his departure.
45. If you insist of my acceptance I shall not refuse.
46. The chicken was once inside in the shell.

47. Are dolls made by wax or glass? .
48. This picture was made by a steel pen.
49. That watch could not be made of a blind man.
50. She was married with my brother.
51. He died a martyr of his religion.
52. I received no notice on the protest.
53. We have great need for warm clothing.
54. Your safety lies in the observance for the rules.
55. Two letters were omitted out of the word.
56. My father was much opposed against the marriage.
57. Their house is exactly opposite from ours.
58. That is the exact opposite to what I wanted.
59. A severe accident occurred with one of the workmen.
60. The speaker was evidently prejudiced at the company.
61. It is to be hoped that he will profit with his experience.
62. He made ample provision against the future.
63. They were provided neither in money nor food.
64. The prisoner was reconciled with his fate.
65. The rock was crushed and reduced in a powder.
66. You can certainly rely against my support.
67. The work is replete in illustrations.
68. The committee has not yet reported of the application.
69. Our messenger has already reported for us.
70. It bears a strong resemblance towards the original.
71. I have resolved in a change of occupation.
72. After this we shall be surprised by nothing.
73. On our return we were surprised with robbers.
74. He will not swerve out of the path of rectitude.
75. Our Master was subject under temptation.
76. He has a decided taste in drawing.
77. Let him but have one taste at liquor and he is ruined.
78. Think upon me while I am absent.
79. I have often thought about that subject.
80. He was always true in his principles.
81. Will you please wait at the table?
82. He has done nothing worthy for censure.
83. I shall be willing to anything you may propose.
84. You always shoot wide at the mark.

man.
les.
marriage.
workmen.
company.
experience.
od.
ler.
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iginal.
s.
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s ruined.
se.

PART V.

ORTHOGRAPHY.

Giving Rules and Formulas for Spelling, to be used as Dictation Exercises
in lessons of suitable length, at the discretion of the teacher.

RULES AND FORMULAS FOR SPELLING.

1. EXAMPLES OF GENDER FORMS OF THE FIRST CLASS.

By change of structure.

| Mas. | Fem. | Mas. | Fem. |
|-----------------|-----------------|---------------|---------------|
| Bachelor, | Maid, spinster. | Lad, | Lass. |
| Bean, | Belle. | Lord, | Lady. |
| Boy, | Girl. | Man, | Woman. |
| Brother, | Sister. | Mister (Mr.), | Missis (Mrs.) |
| Buck, | Doe. | Master, | Miss. |
| Bull, | Cow. | | Mistress. |
| Bullock, steer, | Heifer. | Nephew, | Niece. |
| Colt, | Filly. | Singer, | Singer. |
| Drake, | Duck. | | Songstress. |
| Earl, | Countess. | Son, | Daughter. |
| Father, | Mother. | Stag, | Hind. |
| Friar, monk, | Nun. | Uncle, | Aunt. |
| Gander, | Goose. | Wizard, | Witch. |
| Horse, | Mare. | Sir, | Madam. |
| Husband, | Wife. | | Mademoiselle. |
| King, | Queen. | Youth, | Maiden. |

2. EXAMPLES OF GENDER FORMS OF THE SECOND CLASS.

By change of termination.

| Mas. | Fem. | Mas. | Fem. |
|----------------|--------------------|--------------|-------------------|
| Abbot, | Abbess. | Don, | Donna. |
| Actor, | Actress. | Duke, | Duchess. |
| Administrator, | Administratrix. | | Dutchess. |
| Ambassador, | Ambadressess. | Editor, | Editress, editor. |
| Arbiter, | Arbitress. | Elector, | Electress. |
| Augustus, | Augusta. | Emperor, | Empress. |
| Author, | Authoress, author. | Enchanter, | Enchantress. |
| Baron, | Baroness. | Equestrian, | Equestrienne. |
| Bridegroom, | Bride. | Executer, | Executrix. |
| Benefactor, | Benefactress. | Francis, | Frances. |
| Caterer, | Cateress. | George, | Georgiana. |
| Chanter, | Chantress. | Giant, | Giantess. |
| Charles, | Charlotte. | God, | Goddess. |
| | Caroline. | Governor, | Governess. |
| Cornelius, | Cornelia. | Grandfather, | Grandmother. |
| Conductor, | Conductress. | Heir, | Heiress. |
| Count, | Countess. | Henry, | Henrietta. |
| Czar, | Czarina. | Hero, | Heroine. |
| Dancer, | Dansense, dancer. | Host, | Hostess. |
| Deacon, | Deaconess. | Hunter, | Huntress. |
| Director, | Directress. | Idolater, | Idolatress. |

ELLING.
 CLASS.
 Fem.
 Lass.
 Lady.
 Woman.
 Missis (Mrs.)
 Miss.
 Mistress.
 Niece.
 Singer.
 Songstress.
 Daughter.
 Hind.
 Annt.
 Witch.
 Madam.
 Mademoiselle.
 Maiden.

| Mas. | Fem. |
|------------------|-----------------|
| Instructor, | Instructress. |
| Infant, infante, | Infanta. |
| Jesse, | Jessie. |
| Jew, | Jewess. |
| Joseph, | Josephine. |
| Julius, | Julia, Juliet. |
| Landgrave, | Landgravine. |
| Landlord, | Landlady. |
| Lion, | Lioness. |
| Louis, | Louisa, Louise. |
| Marquis, | Marchioness. |
| Mayor, | Mayoress. |
| Mermaid, | Mermaid. |
| Murderer, | Murderess. |
| Negro, | Negress. |
| Patron, | Patroness. |
| Paul, | Pauline. |
| Pedestrian, | Pedestrienne. |
| Peer, | Pecress. |
| Poet, | Poetess. |
| Preceptor, | Preceptress. |

| Mas. | Fem. |
|------------|---------------|
| Priest, | Priestess. |
| Prince, | Princess. |
| Prior, | Prioress. |
| Prophet, | Prophetess. |
| Protector, | Protectress. |
| Peacock, | Peahen. |
| Shepherd, | Shepherdless. |
| Songster, | Songstress. |
| Sorecerer, | Sorceress. |
| Steward, | Stewardess. |
| Sultan, | Sultana. |
| Tailor, | Tailoress. |
| Thomas, | Thomasa. |
| | Thomasine. |
| Tiger, | Tigress. |
| Traitor, | Traitoress. |
| Tutor, | Tutroress. |
| Tyrant, | Tyranness. |
| Viscount, | Viscountess. |
| Widower, | Widow. |
| Waiter, | Waitress. |

D CLASS.
 Fem.
 Donna.
 Duchess.
 Dutchess.
 Edlittress, editor.
 Electress.
 Empress.
 Enchantress.
 Equestrienne.
 Excentrix.
 Frances.
 Georgiana.
 Giantess.
 Goddess.
 Governess.
 Grandmother.
 Heiress.
 Henrietta.
 Heroine.
 Hostess.
 Huntress.
 Idolatress.

3. EXAMPLES OF GENDER FORMS OF THE THIRD CLASS.
By prefixing a distinguishing word.

| Mas. | Fem. | Mas. | Fem. |
|---------------|--------------|--------------|---------------|
| Billy-goat, | Nanny-goat. | He-elephant, | She-elephant. |
| Buck-rabbit, | Doe-rabbit. | Man-servant, | Maid-servant. |
| Cock-sparrow, | Hen-sparrow. | Male-child, | Female-child. |
| He-bear, | She-bear. | Male-bird, | Female-bird. |

4. EXAMPLES OF PERSON FORMS IN PRONOUNS.

| Sing. | Plu. | Sing. | Plu. |
|------------|------------|----------|------------|
| Me thinks, | Wanting. | She, | They. |
| I, | We. | Her, | Their. |
| My, | Our. | Hers, | Theirs. |
| Mine, | Ours. | Her own, | Their own. |
| My own, | Our own. | It, | They. |
| Thou, | You. | Its, | Their. |
| Thy, | Your. | Its, | Theirs. |
| Thine, | Yours. | Its own, | Their own. |
| Thine own, | Your own. | Me, | Us. |
| He, | They. | Thee, | You. |
| His, | Their. | Him, | Them. |
| His, | Theirs. | Her, | Them. |
| His own, | Their own. | It, | Them. |

5. EXAMPLES OF PERSON FORMS IN VERBS.

| Sing. | Plu. | Sing. | Plu. |
|------------|------------|----------------|-------------|
| Thou hast, | You have. | Thou carriest, | You carry. |
| He has, | They have. | He carries, | They carry. |
| Thou art, | You are. | Thou seest, | You see. |
| He is, | They are. | He sees, | They see. |

6. EXAMPLES OF NUMBER FORMS IN VERBS.

| Sing. | Plu. | Sing. | Plu. |
|-----------------|-----------------|---------------|----------------|
| The boy cries, | The boys cry. | He remembers, | They remember. |
| The bird sings, | The birds sing. | I am, | We are. |

7. EXAMPLES OF NUMBER FORMS OF THE FIRST CLASS.

Words that have no Plural Form.

| | | | |
|-------------|------------|-------------|----------|
| Bread, | Ginger, | Ignorance, | Platina, |
| Brass, | Gold, | Milk, | Pride. |
| Dignity, | Greed, | Molasses, | Putty, |
| Dough, | Hay, | Music, | Wealth, |
| Excellence, | Happiness, | Peace, | Weather, |
| Flour, | Honesty, | Philosophy, | Wheat. |

8. EXAMPLES OF NUMBER FORMS OF THE SECOND CLASS.

Words that have no Singular Form.

| | | | |
|-----------------|--------------|------------|-------------|
| Aborigines, | Contents, | Mumps, | Shears, |
| Alms, | Dregs, | News, | Suuffers, |
| Annals, | Entrails, | Nippers, | Suds, |
| Artillery, | Ethics, | Nuptials, | Thanks, |
| Ashes, | Fireworks, | Oats, | The public, |
| Assets, | Hustings, | Obsequies, | Tidings, |
| Belles-lettres, | Hysterics, | Pineers, | Tongs, |
| Calipers, | Infantry, | Pliers, | Trousers, |
| Cavalry, | Literati, | Riches, | Vespers, |
| Clothes, | Mathematics, | Rickets, | Victuals, |
| Compasses, | Measles, | Scissors, | Vitals. |

9. EXAMPLES OF NUMBER FORMS OF THE THIRD CLASS.

Words with the same Form for Singular and Plural.

| | | | |
|----------|---------|----------|----------|
| Amends, | Gross, | Odds, | That, |
| Any, | Grouse, | Pains, | Vermmin, |
| Bellows, | Hose, | Series, | Wages, |
| Corps, | Latter, | Sheep, | What, |
| Deer, | Means, | Species, | Which, |
| Former, | None, | Swine, | Who. |

10. EXAMPLES OF NUMBER FORMS OF THE FOURTH CLASS.

Words having two Plural Forms.

| | |
|------------|---------------------------|
| Sing. | Plu. |
| Apparatus, | Apparatus or apparatuses. |
| Gallows, | Gallows or gallowses. |
| Heathen, | Heathen or heathens. |
| Summons, | Summons or summonses. |

11. EXAMPLES OF NUMBER FORMS OF THE FIFTH CLASS.

Words whose Plural Form ends with s.

| | | | |
|--------|---------|----------|-----------|
| Sing. | Plu. | Sing. | Plu. |
| Apple, | Apples. | Chicken, | Chickens. |
| Board, | Boards. | Druid, | Druids. |
| Book, | Books. | Street, | Streets. |

12. EXAMPLES OF NUMBER FORMS OF THE SIXTH CLASS.

Words which, ending in the Singular Form with s, sh, ch soft as in church, x and z, add es in the Plural.

| | | | |
|---------|-----------|--------|----------|
| Sing. | Plu. | Sing. | Plu. |
| Ax, | Axes. | Gas, | Gases. |
| Adz, | Adzes. | Lens, | Lenses. |
| Arch, | Arches. | Patch, | Patches. |
| Box, | Boxes. | Six, | Sixes. |
| Bush, | Bushes. | Topaz, | Topazes. |
| Crutch, | Crutehes. | Witch, | Witches. |

13. EXAMPLES OF NUMBER FORMS OF THE SEVENTH CLASS.

Words which, ending in the Singular Form with o, add only s to form the Plural.

| | | | |
|------------|-------------|------------|-------------|
| Sing. | Plu. | Sing. | Plu. |
| Bamboo, | Bamboos. | Nuncio, | Nuncios. |
| Cameo, | Cameos. | Octavo, | Octavos. |
| Canto, | Cantos. | Piano, | Pianos. |
| Cuckoo, | Cuckoos. | Portfolio, | Portfolios. |
| Domino, | Dominos. | Proviso, | Provisos. |
| Duodecimo, | Duodecimos. | Quarto, | Quartos. |
| Embryo, | Embryos. | Salvo, | Salvos. |
| Folio, | Folios. | Seraglio, | Seraglios. |
| Halo, | Halos. | Solo, | Solos. |
| Junto, | Juntos. | Trio, | Trios. |
| Lasso, | Lassos. | Two, | Twos. |
| Limbo, | Limbos. | Tyro, | Tyros. |
| Memento, | Mementos. | Zero, | Zeros. |

14. EXAMPLES OF NUMBER FORMS OF THE EIGHTH CLASS.

Words which, ending in the Singular Form with o, add es to form the Plural.

| | | | |
|----------|------------|--------|----------|
| Sing. | Plu. | Sing. | Plu. |
| Buffalo, | Buffaloes. | Cargo, | Cargoes. |
| Calico, | Calicoes. | Echo, | Echoes. |

| Sing. | Plu. | Sing. | Plu. |
|-----------|-------------|----------|------------|
| Embargo, | Embargoes. | Mulatto, | Mulattoes. |
| Grotto, | Grottoes. | Negro, | Negroes. |
| Hero, | Heroes. | Portico, | Porticoes. |
| Hoopoo, | Hoopoes. | Potato, | Potatoes. |
| Innuendo, | Innuendoes. | Tomato, | Tomatoes. |
| Motto, | Mottoes. | Tornado, | Tornadoes. |
| Mosquito, | Mosquitoes. | Volcano, | Volcanoes. |

15. EXAMPLES OF NUMBER FORMS OF THE NINTH CLASS.

Words which, ending in the Singular Form with Y preceded by a consonant, change Y into I and then add ES to form the Plural.

| Sing. | Plu. | Sing. | Plu. |
|----------|------------|----------|------------|
| Ally, | Allies. | Fairy, | Fairies. |
| Battery, | Batteries. | Fancy, | Fancies. |
| Country, | Countries. | Glory, | Glories. |
| County, | Counties. | Lady, | Ladies. |
| City, | Cities. | Lily, | Lilies. |
| Daily, | Dailies. | Mystery, | Mysteries. |

16. EXAMPLES OF NUMBER FORMS OF THE TENTH CLASS.

Words which, ending in the Singular Form with Y preceded by a vowel, retain Y and add only S in the Plural.

| Sing. | Plu. | Sing. | Plu. |
|-----------|------------|---------|----------|
| Alley, | Alleys. | Money, | Moneys. |
| Assay, | Assays. | Monkey, | Monkeys. |
| Attorney, | Attorneys. | Sunday, | Sundays. |
| Chimney, | Chimneys. | Tray, | Trays. |
| Essay, | Essays. | Turkey, | Turkeys. |
| Kidney, | Kidneys. | Valley, | Valleys. |

17. EXAMPLES OF NUMBER FORMS OF THE ELEVENTH CLASS.

Words which, ending in the Singular Form with V or FE, change to VES in the Plural.

| Sing. | Plu. | Sing. | Plu. |
|--------|---------|--------|----------|
| Beef, | Beeves. | Self, | Selves. |
| Calf, | Calves. | Sheaf, | Sheaves. |
| Elf, | Elves. | Shelf, | Shelves. |
| Half, | Halves. | Staff, | Staves. |
| Knife, | Knives. | Thief, | Thieves. |
| Leaf, | Leaves. | Wharf, | Wharves. |
| Life, | Lives. | Wife, | Wives. |
| Loaf, | Loaves. | Wolf, | Wolves. |

18. EXAMPLES OF NUMBER FORMS OF THE TWELFTH CLASS.

Words which, ending in the Singular Form with F or FE, form the Plural in the regular way.

| Sing. | Plu. | Sing. | Plu. |
|---------|----------|--------|---------|
| Belief, | Beliefs. | Chief, | Chiefs. |
| Brief, | Briefs. | Dwarf, | Dwarfs. |

Plu.
Mulattoes.
Negroes.
Porticoes.
Potatoes.
Tomatoes.
Tornadoes.
Voleanoes.

H CLASS.
*d by a consonant,
ural.*

Plu.
Fairies.
Fancies.
Glories.
Ladies.
Lilies.
Mysteries.

H CLASS.
by a vowel, retain

Plu.
Moneys.
Monkeys.
Sundays.
Trays.
Turkeys.
Valleys.

TH CLASS.
change to VES in the

Plu.
Selves.
Sheaves.
Shelves.
Staves.
Thieves.
Wharves.
Wives.
Wolves.

TH CLASS.
a the Plural in the

Plu.
Chiefs.
Dwarfs.

| | |
|---------------|----------------|
| Sing. | Plu. |
| Fife, | Fifes. |
| Grief, | Griefs. |
| Gulf, | Gulfs. |
| Hoof, | Hoofs. |
| Handkerchief, | Handkerchiefs. |
| Proof, | Proofs. |

| | |
|---------|----------|
| Sing. | Plu. |
| Reef, | Reefs. |
| Roof, | Roofs. |
| Safe, | Safes. |
| Scarf, | Scarfs. |
| Strife, | Strifes. |
| Waif, | Waifs. |

19. EXAMPLES OF NUMBER FORMS OF THE THIRTEENTH CLASS.

Words that change their meaning in the Plural.

| | | | |
|----------|------------|------------|-------------|
| Sing. | Plu. | Sing. | Plu. |
| Color, | Colors. | Remainder, | Remains. |
| Compass, | Compasses. | Salt, | Salts. |
| Corn, | Corns. | Spectacle, | Spectacles. |
| Ground, | Grounds. | Time, | Times. |
| Iron, | Irons. | Domino, | Dominoes. |
| Lead, | Leads. | Stay, | Stays. |
| Manner, | Manners. | Good, | Goods. |

20. EXAMPLES OF NUMBER FORMS OF THE FOURTEENTH CLASS.

Letters and characters which form the Plural by annexing an apostrophe and s in the same manner as in the Possessive Case.

| | | | |
|-------|------|-------|------|
| Sing. | Plu. | Sing. | Plu. |
| s, | s's. | x, | x's. |
| ¶, | ¶'s. | * | *'s. |
| 4, | 4's. | †, | †'s. |

21. EXAMPLES OF NUMBER FORMS OF THE FIFTEENTH CLASS.

Compound words that vary the principal word, or that which would express the unrestricted meaning alone.

| | | | |
|---------------------|----------------------|----------------|-----------------|
| Sing. | Plu. | Sing. | Plu. |
| Aid-de-camp, | Aids-de-camp. | Handful, | Handfuls. |
| Attorney-at-law, | Attorneys-at-law. | Hand full, | Hands full. |
| Billet-doux, | Billets-doux. | Hanger-on, | Hangers-on. |
| Commander-in-chief, | Commanders-in-chief. | Knight-errant, | Knights-errant. |
| Court-martial, | Courts-martial. | Maid-servant, | Maid-servants. |
| Court-yard, | Court-yards. | Man-eater, | Man-eaters. |
| Cousin-german, | Cousins-german. | Man-of-war, | Men-of-war. |
| Cupful, | Cupfuls. | Man-trap, | Man-traps. |
| Cup full, | Cups full. | Monthful, | Monthfuls. |
| Dormouse, | Dormice. | Pianoforte, | Pianofortes. |
| Father-in-law, | Fathers-in-law. | Portemonnaie, | Portemonnaies. |
| Fellow-servant, | Fellow-servants. | Spoonful, | Spoonfuls. |
| Fisherman, | Fishermen. | Spoon full, | Spoons full. |
| Forget-me-not, | Forget-me-nots. | Step-son, | Step-sons. |
| Goose-quill, | Goose-quills. | Tête-à-tête, | Tête-à-têtes. |
| | | Toothbrush, | Toothbrushes. |

22. EXAMPLES OF NUMBER FORMS OF THE SIXTEENTH CLASS.

Proper names, preceded by titles, which vary either the title or the name, and compound words that vary both words.

| Sing. | Plu. | Sing. | Plu. |
|---------------|----------------|-----------------|------------------|
| Miss Watson, | Misses Watson. | Master Stanley, | Master Stanleys. |
| Miss Lake, | Miss Lakes. | Man-servant, | Men-servants. |
| Master Hicks, | Masters Hicks. | Woman-singer, | Women-singers. |

23. EXAMPLES OF NUMBER FORMS OF THE SEVENTEENTH CLASS.

Words adopted from foreign languages, most of which still retain their original Plural Forms only.

| Sing. | Plu. | Sing. | Plu. |
|-------------|-------------|---------------|--------------|
| Analysis, | Analyses. | Hypothesis, | Hypotheses. |
| Antithesis, | Antitheses. | Ignis fatuus, | Ignes fatui. |
| Appendix, | Appendices. | Madame, | Mesdames. |
| Automaton, | Automatons, | Magus, | Magi. |
| Axis, | Axes. | Memorandum, | Memorandums, |
| Bandit, | Bandits, | | Memoranda. |
| Basis, | Banditti. | Monsieur, | Messieurs. |
| Beau, | Bases. | Nebula, | Nebulæ. |
| Cherub, | Beaus, | Oasis, | Oases. |
| Crisis, | Beaux. | Parenthesis, | Parentheses. |
| Datum, | Cherubs, | Phenomenon, | Phenomena. |
| Ellipsis, | Cherubim. | Radius, | Radiuses, |
| Erratum, | Crises. | | Radii. |
| Focus, | Data. | Seraph, | Seraphs, |
| Fungus, | Ellipses. | | Seraphim. |
| Genus, | Errata. | Stratum, | Stratums, |
| | Foci. | | Strata. |
| | Funguses, | Synopsis, | Synopses. |
| | Fungi. | Terminus, | Termini. |
| | Genera. | Vertebra, | Vertebræ. |
| | | Vortex, | Vortexes, |
| | | | Vortices. |

24. EXAMPLES OF NUMBER FORMS OF THE EIGHTEENTH CLASS.

Words that form the Plural by a change of structure, and are irregular.

| Sing. | Plu. | Sing. | Plu. |
|--------|-----------|--------|---------|
| Child, | Children. | Mouse, | Mice. |
| Foot, | Feet. | Mr. | Messrs. |
| Goose, | Geese. | Ox, | Oxen. |
| Louse, | Lice. | Tooth, | Teeth. |
| Man, | Men. | Woman, | Women. |

25. EXAMPLES OF NUMBER FORMS OF THE FIFTH CLASS.

Words of two Plural Forms differing in meaning, and others with only one Form, with two or more meanings.

FIFTH CLASS.
le or the name, and

Plu.
Master Stanleys.
Men-servants.
Women-singers.

FIFTH CLASS.
retain their original

Plu.
Hypotheses.
Igles fatui.
Mesdames.
Magi.
Memorandums,
Memoranda.
Messieurs.
Nebulæ.
Oases.
Parenteses.
Phenomena.
Radiuses,
Radii.
Seraphs,
Seraphim.
Stratums,
Strata.
Synopsises.
Termini.
Vertebræ.
Vortices,
Vortices.

FIFTH CLASS.
irregular.

Plu.
Pence.
Penny.
Pennies.
Sails.
Scotchmen.

| | |
|-------------|---------------------------------------------------|
| Sing. | Plu., with definition. |
| Brother, | Brothers, of the same family. |
| | Brethren, of the same society. |
| Cannon, | Cannons, enumerated singly. |
| | Cannon, taken collectively. |
| Church, | Church, the aggregate of believers. |
| | Churches, buildings, cathedrals. |
| Color, | Colors, different shades. |
| | Colors, flag or flags. |
| Custom, | Customs, habits. |
| | Customs, port duties for revenue. |
| Die, | Dies, for cutting threads or screws. |
| | Dice, for the game so called. |
| Englishman, | English, the nation. |
| | Englishmen, several individuals. |
| Fish, | Fishes, enumerated as individuals. |
| | Fish, taken collectively. |
| Foot, | Feet, in measurement. |
| | Foot, infantry; or, soldiers on foot. |
| Genius, | Genii, good spirits. |
| | Geniuses, men of versatile powers. |
| Ground, | Grounds, premises surrounding a mansion. |
| | Grounds, dregs. |
| | Grounds, reasons. |
| Head, | Head, animals taken collectively. |
| | Heads, of departments; or, receptacles of brains. |
| Horse, | Horse, cavalry; or, soldiers on horseback. |
| | Horses, more than one horse. |
| Index, | Indices, signs in Algebra. |
| | Indexes, references for the contents. |
| Irishman, | Irish, the nation. |
| | Irishmen, several individuals. |
| Letter, | Letters, characters composing a word. |
| | Letters, correspondence. |
| | Letters, parts and learning. |
| Pain, | Pains, aches. |
| | Pains, care. |
| Penny, | Pence, total value estimated in pence. |
| | Pennies, coins of this denomination. |
| Sail, | Sail, vessels taken collectively. |
| | Sails, more than one sail or sheet of canvas. |
| Scotchman, | Scotch, the nation. |
| | Scotchmen, several individuals. |

RULE I. In all words in which the vowels **e** and **i** are combined with **v**, **ei** follows **e**, and **ie** any other letter.

| | | | |
|-----------|------------|-----------|-----------|
| Belief, | Deceit, | Grieve, | Relief, |
| Believe, | Deceitful, | Grievous, | Relieve, |
| Believer, | Deceive, | Perceive, | Reprieve, |
| Conceit, | Deceiver, | Receive, | Retrieve, |
| Conceive, | Grief, | Receiver, | Sieve. |

RULE II. Monosyllables ending with a single consonant that is preceded by a single vowel double the final consonant when they take an additional syllable commencing with a vowel.

| Monosyllables. | Derivatives. | Monosyllables. | Derivatives. |
|----------------|--------------|----------------|--------------|
| Bat, | Battery. | Put, | Putting. |
| Beg, | Beggar. | Red, | Reddish. |
| Bid, | Bidding. | Rig, | Rigging. |
| But, | Butted. | Rob, | Robbery. |
| Can, | Canned. | Rot, | Rotten. |
| Chip, | Chipping. | Run, | Runner. |
| Cup, | Cupping. | Sip, | Sipped. |
| Cut, | Cutter. | Sit, | Sitting. |
| Fat, | Fatty. | Stem, | Stemming. |
| Hot, | Hotter. | Tan, | Tannery. |
| Knot, | Knotty. | Tip, | Tipping. |
| Net, | Netted. | Whip, | Whipped. |
| Pin, | Pinned. | Wit, | Witty. |

RULE III. Words of more than one syllable accented on the ultimate, ending with a single consonant that is preceded by a single vowel, double the final consonant on taking an additional syllable commencing with a vowel.

| Words. | Derivatives. | Words. | Derivatives. |
|---------|--------------|-----------|--------------|
| Begin, | Beginner. | Differ, | Difference. |
| Beset, | Besetting. | Forbid, | Forbidding. |
| Cavil, | Caviler. | Hover, | Hovering. |
| Chisel, | Chiseled. | Infer, | Inferred. |
| Commit, | Committee. | Offer, | Offered. |
| Compel, | Compelled. | Permit, | Permitted. |
| Confer, | Conferring. | Rebel, | Rebellious. |
| Cover, | Covering. | Reckon, | Reckoning. |
| Covet, | Covetous. | Shovel, | Shoveling. |
| Devil, | Devilish. | Transfer, | Transferred. |

RULE IV. When a diphthong or a digraph representing one vowel sound precedes the final consonant of any word, the latter is not doubled upon adding a syllable beginning with a vowel.

e and i are com-
tter.

Relief,
Relieve,
Reprieve,
Retrieve,
Sieve.

e consonant that
consonant when
th a vowel.

Derivatives.
Putting.
Reddish.
Rigging.
Robbery.
Rotten.
Ranner.
Sipped.
Sitting.
Stemming.
Tannery.
Tipping.
Whipped.
Witty.

cented on the
preceded by a
king an addi-

Derivatives.
Difference.
Forbidding.
Hovering.
Inferred.
Offered.
Permitted.
Rebellious.
Reckoning.
Shoveling.
Transferred.

esenting one
y word, the
aning with a

| Words. | Derivatives. |
|--------|--------------|
| Bawl. | Bawled. |
| Boil. | Boiler. |
| Clown. | Clownish. |
| Daub. | Dauber. |
| Drown. | Drowning. |
| Feed. | Feeding. |
| Feel. | Feeling. |
| Flood. | Flooded. |
| Fool. | Foolish. |
| Greed. | Greedy. |

| Words. | Derivatives. |
|--------|--------------|
| Green. | Greenish. |
| Haul. | Hauling. |
| Join. | Joiner. |
| Read. | Reader. |
| Rout. | Routed. |
| Seal. | Sealed. |
| Sheep. | Sheepish. |
| Soap. | Soapy. |
| Soil. | Soiling. |
| Toil. | Toiler. |

RULE V. The letters **f** and **l** at the end of monosyllables that contain only one vowel immediately preceding them are always doubled except in the first four words following:

| | | | |
|--------|--------|--------|--------|
| Clef, | Puff, | Off, | Muff, |
| If, | Staff, | Stuff, | Ball, |
| Of, | Cuff, | Full, | Stall, |
| Sol, | Call, | Fall, | Rill, |
| All, | Doll, | Chaff, | Gaff, |
| Mill, | Kill, | Luff, | Sniff, |
| Knoll, | Still, | Bell, | Pill, |
| Toll, | Knell, | Sell, | Dell, |
| Roll, | Bill, | Till, | Bluff, |
| Cliff, | Buff, | Snuff, | Hill. |

RULE VI. The letter **s**, except in the Possessive Case, or Plural of a Noun, or the Third Person Singular of a Verb, when placed at the end of monosyllables that contain only one vowel immediately preceding it, is always doubled except in the first ten words following and a few others that are unimportant:

| | | | |
|-------|--------|--------|--------|
| As, | Pass, | Floss, | Press, |
| Gas, | Puss, | Gloss, | Bless, |
| Has, | Boss, | Glass, | Bliss, |
| Was, | Hiss, | Kiss, | Tress, |
| Yes, | Grass, | Miss, | Truss, |
| His, | Cross, | Mass, | Less, |
| Is, | Gross, | Moss, | Dress, |
| Thus, | Truss, | Muss, | Dross, |
| This, | Fuss, | Mess, | Lass, |
| Us, | Bass, | Cress, | Loss. |

RULE VII. Besides **f**, **l**, and **s**, the only consonants that are ever doubled at the end of a word are **b**, **d**, **g**, **m**, **n**, **p**, **r**, **t**, and **z**; and the following list includes almost all such words:

| | | | |
|--------|--------|--------|--------|
| Ebb, | Scomm, | Birr, | Plitt, |
| Add, | Mumm, | Shirr, | Smitt, |
| Odd, | Inn, | Skirr, | Butt, |
| Rudd, | Bunn, | Burr, | Fizz, |
| Bigg, | Wapp, | Hurr, | Fuzz, |
| Egg, | Gnarr, | Murr, | Buzz, |
| Snigg, | Parr, | Purr, | Huzz, |
| Lamm, | Err, | Mitt, | Muzz. |

The words **net**, **let**, and **set** must never have two **t**'s.

RULE VIII. Monosyllables in which the vowel is followed by **c** representing the sound of **k**, except in the first ten words following, must have **k** inserted after the **c**:

| | | | |
|-------|--------|--------|--------|
| Lac, | Black, | Dock, | Knack, |
| Sac, | Block, | Duck, | Knick, |
| Talc, | Brick, | Hack, | Neck, |
| Zinc, | Crack, | Lack, | Pack, |
| Ploc, | Crock, | Lick, | Peck, |
| Roc, | Chick, | Lock, | Pick, |
| Soc, | Chuck, | Luck, | Quick, |
| Arc, | Check, | Mock, | Quack, |
| Marc, | Deck, | Muck, | Rack, |
| Fisc, | Dick, | Knock, | Wreck. |

RULE IX. Words of more than one syllable ending with **ic** or **iac**, formerly ended with **k**, are now written without it, except the first word in the following list:

| | | | |
|----------|------------|-------------|-----------|
| Derrick, | Belgie, | Cardiac, | Ecstatic, |
| Traffic, | Hectic, | Pharisaic, | Cosmetic, |
| Cubic, | Aretic, | Algebraic, | Platonic, |
| Music, | Despotic, | Panic, | Mechanic, |
| Maniac, | Catholic, | Graphic, | Ferric, |
| Zodiac, | Prolific, | Rheumatic, | Tartaric, |
| Public, | Specific, | Stomachic, | Exotic, |
| Colic, | Asiatic, | Puritanic, | Exoteric, |
| Frolic, | Mosaic, | Arithmetic, | Esoteric, |
| Rubric, | Farradaic, | Mimic, | Hysteria. |

RULE X. Words of more than one syllable ending with the sound of **k**, when the **c** is preceded by any vowel except **i** or **ia**, commonly end with **ck**, except the first seven words in the following list:

| | | | |
|-----------|---------|---------|----------|
| Amazac, | Limbec, | Lilac, | Havoc, |
| Sandarac, | Zebec, | Manioc, | Bullock, |

| | | | |
|----------|-------------|-------------|-----------|
| Hillock, | Attack, | Bootjack, | Shamrock, |
| Mattock, | Hackmatack, | Tamarack, | Fetlock, |
| Barrack, | Hardtack, | Bishoprick, | Cassock, |
| Arrack, | Bootblack, | Bailiwick, | Padlock, |
| Burdock, | Haversack, | Limerick, | Benedick. |

RULE XI. Many words that were once spelled with the termination **re** are now written with **er**; but the first six words of the following list still retain **re** to preserve the "hard" sound of **c** and **g**:

| | | | |
|-----------|---------------|------------|------------|
| Acro, | Center, | Miter, | Ocher, |
| Chancre, | Centering, | Niter, | Scepter, |
| Lucre, | Theater, | Saltpetre, | Somber, |
| Nacre, | Amphitheater, | Saber, | Specter, |
| Massacre, | Meter, | Mauger, | Sepulcher, |
| Ogre, | Meager, | Luster, | Tiber. |

RULE XII. Most words derived by adding a syllable that begins with a vowel to words ending with a **vowel sound** retain all the letters that represent the latter; thus,

| | | | |
|-----------|--------------|--------|---------|
| Huzza, | Huzzaed. | Dough, | Doughy, |
| Agree, | Agreeable. | Echo, | Echoed. |
| Disagree, | Disagreeing. | Woo, | Wooes. |
| Weigh, | Weighing. | Bow, | Bowed. |
| Through, | Throughout. | Clay, | Clayey. |

RULE XIII. Derivatives formed by prefixing one or more syllables to words ending with a double consonant retain both consonants. The first word in this list is an exception:

| | | | |
|--------------|---------------|--------|------------|
| <i>Till,</i> | <i>Until.</i> | Fill, | Fulfill. |
| Staff, | Tipstaff. | Roll, | Enroll. |
| Buff, | Rebuff. | Boss, | Emboss. |
| Fall, | Befall. | Cross, | Recross. |
| Thrall, | Disinthrall. | Call, | Recall. |
| Tell, | Foretell. | Stall, | Forestall. |
| Sell, | Undersell. | Gross, | Engross. |

RULE XIV. Compound words, formed by connecting two or more simple words, retain all the letters of the original words, except the first twenty-eight words in the following list, and words ending with **ful**, as **willful**, **skillful**, etc.:

| | | | |
|------------------|------------------|--------------------|---------------------|
| <i>Almighty,</i> | <i>Already,</i> | <i>Altogether,</i> | <i>Therewithal,</i> |
| <i>Almost,</i> | <i>Also,</i> | <i>Always,</i> | <i>Wherewithal,</i> |
| <i>Alone,</i> | <i>Although,</i> | <i>Withal,</i> | <i>Welcome,</i> |

Plitt,
Smitt,
Butt,
Fizz,
Fuzz,
Buzz,
Huzz,
Muzz,
two t's.
l is followed by
t ten words fol-
Knack,
Knick,
Neck,
Pack,
Peck,
Pick,
Quick,
Quack,
Lack,
Vreck.
ending with **ic**
without it, ex-
static,
cosmetic,
patonic,
mechanic,
marrie,
artaric,
otic,
oteric,
oteric,
steric.
ling with the
cept **i** or **ia**,
ds in the fol-
roc,
lock,

| | | | |
|--------------------|---------------------|----------------------|------------------------|
| <i>Welfare,</i> | <i>Rueful,</i> | <i>Stunlish,</i> | <i>Tasteless,</i> |
| <i>Candlemas,</i> | <i>Woeful,</i> | <i>Wherever,</i> | <i>Soulless,</i> |
| <i>Michaelmas,</i> | <i>Chilblain,</i> | <i>Four-in-hand,</i> | <i>Brother-in-law,</i> |
| <i>Lammas,</i> | <i>Fulfill,</i> | <i>Save-all,</i> | <i>Wide-open,</i> |
| <i>Christmas,</i> | <i>Namesake,</i> | <i>Smell-less,</i> | <i>Lond-mouthed,</i> |
| <i>Artful,</i> | <i>Neckerchief,</i> | <i>Skill-less,</i> | <i>Whole-souled,</i> |
| <i>Hateful,</i> | <i>Numskull,</i> | <i>Skull-less,</i> | <i>Open-eyed.</i> |

RULE XV. Words ending with *e* silent, upon taking an additional syllable beginning with a vowel, drop the final *e* in all derivatives except the first twenty words in the following list:

| | | | |
|--------------------|----------------------|-------------------|-------------------|
| <i>Hoeing,</i> | <i>Peaceable,</i> | <i>Bridal,</i> | <i>Salable,</i> |
| <i>Shoeing,</i> | <i>Noticeable,</i> | <i>Shaping,</i> | <i>Forceible,</i> |
| <i>Toeing,</i> | <i>Manageable,</i> | <i>Shaking,</i> | <i>Fleecy,</i> |
| <i>Dyeing,</i> | <i>Changeable,</i> | <i>Plumage,</i> | <i>Icicle,</i> |
| <i>Singeing,</i> | <i>Chargeable,</i> | <i>Grievance,</i> | <i>Racing,</i> |
| <i>Springeing,</i> | <i>Advantageous,</i> | <i>Movable,</i> | <i>Truism,</i> |
| <i>Swingeing,</i> | <i>Courageous,</i> | <i>Lovable,</i> | <i>Arrival,</i> |
| <i>Tingeing,</i> | <i>Outrageous,</i> | <i>Riding,</i> | <i>Blamable,</i> |
| <i>Lineage,</i> | <i>Mortgageor,</i> | <i>Savior,</i> | <i>Coursing,</i> |
| <i>Lineal,</i> | <i>Usage,</i> | <i>Hating,</i> | <i>Milage,</i> |
| <i>Pineal,</i> | <i>Guidance,</i> | <i>Coming,</i> | <i>Raging.</i> |

RULE XVI. When any word has more than one consonant after the last vowel sound, the final consonant is not doubled on taking an additional syllable beginning with a vowel.

| Words. | Derivatives. | Words. | Derivatives. |
|----------|--------------|-----------|--------------|
| Girl, | Girlish. | Approach, | Approaching. |
| Whirl, | Whirling. | Return, | Returned. |
| Find, | Finder. | Infirm, | Infirmity. |
| Bind, | Bindery. | Reform, | Reformer. |
| Found, | Founding. | Grind, | Grinders. |
| Grand, | Grandier. | Attend, | Attendance. |
| Broach, | Broached. | Abound, | Abundance. |
| Report, | Reporting. | Round, | Rounded. |
| Record, | Recorded. | Flirt, | Flirtation. |
| Confirm, | Confirmed. | Court, | Courting. |

Tasteless,
Soulless,
Brother-in-law,
Wide-open,
Loud-mouthed,
Whole-souled,
Open-eyed.

taking an addi-
the final e in all
following list:

Salable,
Foreible,
Fleecy,
Icicle,
Racing,
Truism,
Arrival,
Blamable,
Coursing,
Milage,
Raging.

one consonant
not doubled on
owel.

Derivatives.
Approaching.
Returned.
Infirmary.
Reformer.
Grinders.
Attendance.
Abundance.
Rounded.
Flirtation.
Courting.

PART VI.

CORRESPONDENCE.

Containing Examples of Letters written in each of the Forms of the Verb, and rewritten or changed from one Form into another, embracing Business and Friendly Correspondence, Formal Notes, Messages, Invitations, Promisery Notes, Inland Bills of Exchange, Drafts, Checks, Orders, Receipts, and Wills.

In this Part it is designed to show the great practical utility of the contents of Part I., and to apply to ordinary use and every-day purposes the principles therein set forth.

LETTER-WRITING.

The study of Grammar should not only enable us to make use of elegant language in conversation, but also to express our thoughts correctly in our written communications. The specimens of Correspondence here given will illustrate the variety of style that is possible, and the great utility of a correct knowledge of the three leading Forms of the Verb—the Active or Common, the Passive, and the Progressive. These have been so thoroughly set forth and explained in the foregoing Parts that we shall make no attempt at explanation, but simply show by actual examples the necessity for variety of style and command of language.

In these Letters will be found a sufficient number of illustrations to serve as models. "One swallow does not make a summer," nor will the writing of one or two letters make a good correspondent. Perspicuity of style and terseness of expression can only be attained by a thorough and exhaustive study of the three great generic Forms—the Common, Passive, and Progressive. Additional examples, unlimited in number, should be composed, illustrating the same principles that are elucidated in the following specimens. After completing the course of study contained in this volume the pupil will have only just entered upon the boundless territory that it will be his delight and pleasure to explore. He will merely have been furnished with the "implements of his profession," so to speak; and with these it is expected that during a life-time of usefulness he will never cease to study and compare the style of celebrated authors, and make himself proficient in the higher and more æsthetic departments of language and comparative philology.

HOW TO WRITE A LETTER.

The essential elements of every letter or communication are:

1. The location of the writer.
2. The date, or time of the writing.
3. The address and salutation.
4. The contents of the letter.
5. The conclusion and signature.
6. The folding and enveloping.
7. The superscription.

If any one of these is omitted the letter must be defective. The relative position of the parts will be seen in the examples, as well as the complimentary address suitable in the different cases cited. When two complimentary titles have the same force of expression, never use both. For example, do not say "Mr. G. B. Bartlett, Esq.," "Dr. Johnson, M. D.," or "Hon. Mr. King, Esq.;" though "Rev. E. B. Strong, D. D.," is not objectionable. In the great majority of cases the plain name, without any title whatever, is to be preferred, as in the example on page 288; the exceptions being official or professional titles of respect, courtesy, or distinction. The title "Mr." is preferable to "Esquire," and when the person addressed possesses titles, the most distinguished one implies the existence of the others and should be used alone.

SUGGESTIONS TO BEGINNERS.

Commence actual correspondence with some friend. Take one of these examples as a guide. Write the date on the first line, ending at the right margin. Write your friend's name at the left, omitting a line between it and the date, commencing as far from the left margin as the edge of the writing. Add the complimentary address, beginning each succeeding expression about an inch farther to the right than the preceding one, and ending with a colon. Then compose and write the contents of your letter. Make a new paragraph with each change of the subject. Attach your signature after the complimentary conclusion.

Instead of at once folding and addressing your letter, study the contents and style of construction. Endeavor to select such forms of expression as will enable you to dispense with the use of the Pronoun "I," and reconstruct each sentence several times until it assumes a smooth, flowing style.

Study the letters received from your correspondent, and compare the style with what you would have used, by rewriting them in a different form. Submit the letters occasionally to your teacher, or any one that is competent to make corrections; and continue this until you shall have acquired a free style of correspondence and a good command of language.

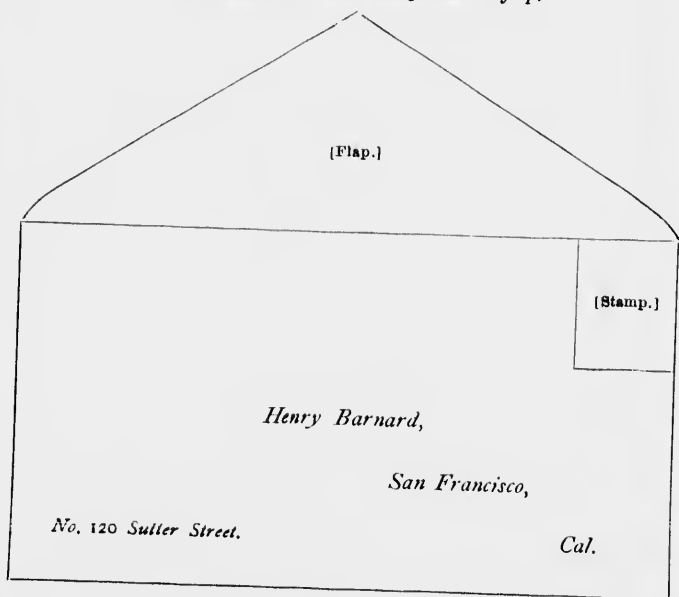
In order to avoid being too formal, the concluding paragraph may begin with a Present Participle, such as **Relying**, **Hoping**, **Trusting**, or **Waiting**. The first of these expressions should be followed by **on** or **upon**, the second by **that**, **for**, or **to**, the third by **that**, and the last by **for**.

To fold a letter written on a single half sheet: 1. Place it on the table before you with the heading facing you. 2. Fold it once by applying the two upper corners to the two lower. 3. Fold it with two more folds by bringing up each side and turning it over the center, so as to divide the width of the page into three parts. It is then ready for the envelope.

Write the superscription on the envelope so as to make it end at the lower right corner, and make it as compact as possible without crowding. Place the postage stamp on the upper right corner for the convenience of the postmaster. Regard as the upper side of the envelope that which has the flap for sealing it.

EXAMPLE OF A SUPERSSCRIPTION.

Showing the top of the envelope with the flap.



SUPERScription ON ENVELOPE.

1. **Name of person addressed.**
2. City, village, or town.
3. State or country.
4. Street and number, if known, on lower left corner; or, if not a large city, write the county on the left margin instead of the street and number.

If it is desired to have lines appear upon the envelope, place inside of it a piece of paper cut to the exact size and ruled with heavy black lines. These will appear through the paper with sufficient distinctness.

To envelop the letter and write the superscription is a very simple thing, but it nevertheless affords an opportunity for the display of taste and cleanliness. Remove every trace of ink or pencil dust from the fingers by washing them, and take care not to soil the paper in any way, or be guilty of blots and careless blunders.

A word accidentally omitted may be interlined by using a caret; but if many corrections are required (or even for the sake of one, if you have time) it is much better to rewrite the whole letter. By imposing this duty as a penalty or punishment, and thus, perhaps, depriving yourself of some pleasure, you possess the most effectual means of remedying habits of carelessness.

LETTER FROM CONSIGNEE TO CONSIGNOR.

Written in the Active Form.

H. S. HARVEY, Esq.,

SAN FRANCISCO, CAL., May 20, 1880.

No. 225 State street, Chicago, Ill.:

DEAR SIR—I have just received your esteemed favor of the 14th inst., which you wrote from Sioux City, and have noted its contents.

In reply, I have the pleasure of informing you that I have sold all your goods, and that I have credited you with (\$2,000) two thousand dollars, which I realized as your net proceeds, and which I hold subject to your order. I inclose an account sales.

Prices advance every day, and I have no doubt that I can realize a very handsome profit upon another consignment of clothing, if you can send it at once.

Hoping to hear from you again at an early date, with advices of another shipment, I remain,

Respectfully and truly,

H. BARNARD.

ending paragraph
elying, Hoping,
pressions should
e, for, or to, the

et: 1. Place it
g you. 2. Fold
the two lower.
o each side and
dth of the page
pe.
s to make it end
act as possible
the upper right
e. Regard as the
p for sealing it.

[Stamp.]

Cal.

CORRESPONDENCE.

THE SAME LETTER.

Reconstructed in the Passive Form.

SAN FRANCISCO, CAL., May 20, 1880.

H. S. HARVEY, Esq.,

No. 225 State street, Chicago, Ill.:

DEAR SIR—Your esteemed favor of the 14th inst., which was written from Sioux City, has just been received, and its contents noted.

It gives me pleasure, in reply, to inform you that all your goods have been sold, and that you have been credited with (\$2,000) two thousand dollars, which was realized as your net proceeds, and is held subject to your order. An account sales is inclosed.

Prices are advancing every day, and there is no doubt that a very handsome profit can be realized upon another consignment of clothing, if it can be sent at once.

Hoping to hear from you again at an early date with advices of another shipment, I remain,

Respectfully and truly,

H. BARNARD.

Here we have a striking illustration of the great utility of a thorough knowledge of the principles enunciated in Parts II. and IV., and illustrated in Part I. The above letter, as first written, is almost exclusively confined to the **Active Form**. Hence it is egotistical in the extreme, and offensive to the reader, who must be conscious of the apparent effort to tell that "I" did it all.

A comparison of this objectionable style with the smooth, pleasant, and euphonious language of the transposition following it, demonstrates the great superiority of the **Passive** over the **Active Form**, when the writer is making allusions to himself. This accounts for the elaborate manner in which these different styles are set forth in Part I., and shows the importance of the Sixth Rule of Syntax.

LETTER FROM CONSIGNOR TO CONSIGNEE.

Written in an objectionable style.

CHICAGO, ILL., June 1, 1880.

H. E. STARBUCK, Esq.,

No. 120 Montgomery street, San Francisco, Cal.:

DEAR SIR—I have received your welcome letter of the 20th ult., and, in reply, thank you for the advices it contained. I was well satisfied with the sales.

I acted upon your suggestion, and have to-day forwarded another shipment of clothing. I did not prepay the freight (though I could have saved a small

CORRESPONDENCE.

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amount by so doing), as I required all the money that I could collect for meeting some very pressing obligations that matured.

I marked the goods with a "diamond B," as before, by which you can identify them, according to the invoice which I inclose.

I have not placed any limit on the price, as I have the most implicit confidence in you. Therefore I shall be satisfied with the result if you effect sales to the best advantage, as your judgment may dictate.

Hoping to receive quick returns, and an account sales as satisfactory as the last, I remain,

Respectfully and truly,

HORACE DAVIS.

THE SAME LETTER.

Reconstructed.

CHICAGO, ILL., June 1, 1880.

H. E. SEABIRD, Esq.,

No. 120 Montgomery street, San Francisco, Cal.:

DEAR SIR—Your welcome letter of the 20th ult. has been received. Please accept thanks for the advices contained in it. The last sales were very satisfactory.

Acting upon your suggestion, another shipment of clothing has this day been forwarded. The freight was not prepaid (though a small amount could have been saved by so doing), as all the money that could be collected was required to meet some very pressing obligations that were maturing.

As before, the goods were marked with a "diamond B," by which they can be identified, according to the inclosed invoice.

No limit has been placed upon the price, as you have my most implicit confidence. Therefore the result will satisfy me if sales are effected to the best advantage, in accordance with your judgment.

Hoping to receive an account sales as satisfactory as the last, I remain,

Respectfully and truly,

HORACE DAVIS.

The elimination of the objectionable **ego** is here shown to good advantage. This is not always done by substituting the **Passive** for the **Active** Form. A little ingenuity, with constant practice, will soon enable any one to become an expert at business correspondence. Compare this letter with the exercises under Rule VI., page 242.

APPLICATION FOR A POSITION.

Written in the Active Form.

SAN FRANCISCO, CAL., August 20, 1880.

Messrs. MURPHY, GRANT & Co., City:

GENTLEMEN—Excuse the liberty I take in addressing you without a formal introduction, as I did not wish to intrude unless I felt sure that I could be of service to you.

CORRESPONDENCE

I desire to obtain a position as salesman. I have had fifteen years' experience in the dry goods business in Chicago and New York, by which I have obtained a thorough knowledge of the trade. I can give you satisfactory references at a personal interview.

As I want a permanent position more than I need money at present, I will allow you to determine what salary I shall receive after a few weeks' trial, trusting that your appreciation of faithful services and your reputation for fair dealing will insure full compensation.

Should you require any further assistance than you already have, please address me at the Baldwin Hotel; and if not, pardon me for thus occupying your valuable time and attention.

Hoping for a favorable reply, I remain,

Respectfully and truly,

R. R. NICHOLSON.

THE SAME LETTER AS THE PRECEDING.

Showing a preferable construction.

SAN FRANCISCO, CAL., August 20, 1880.

Messrs. MURPHY, GRANT & Co., City:

GENTLEMEN—Please excuse the liberty thus taken in addressing you without a formal introduction; it was my wish not to intrude unless my services were likely to be needed.

It is my desire to obtain a position as a salesman. Fifteen years' experience in the dry goods business in Chicago and New York has enabled me to acquire a thorough knowledge of the trade. Satisfactory references can be furnished, when desired, at a personal interview.

As a permanent position is more important to me at present than the immediate acquisition of money, you will be permitted to determine my salary after a sufficient trial, as your appreciation of faithful services and your reputation for fair dealing will insure full compensation.

Should you require any further assistance than you already have, please address me at the Baldwin Hotel; and if not, pardon me for thus trespassing upon your valuable time and attention.

Trusting that you may be able to give me some encouragement, I remain,

Respectfully and truly,

R. R. NICHOLSON.

LETTER OF INTRODUCTION.

Introducing a friend.

NO. 125 STATE STREET,

BOSTON, MASS., Aug. 20, 1880.

Mr. ROBERT ANDERSON,

Barbadoes, West Indies:

DEAR FRIEND—Allow us to introduce to your favorable acquaintance Capt. George F. Mutch, master of the bark *Gazelle*, to arrive in your port in due time.

As his ship will be detained for some weeks, please extend to him the same courtesy and attention that would be given to a member of our firm if present. By personal association with him you will discover that he is a gentleman of good education, and one whose company is always desirable.

You may feel, as heretofore, at perfect liberty to command our services, knowing that we shall take pleasure in honoring all your letters of introduction.

Respectfully and truly,

BIRD, PERKINS & JOB.

LETTER OF INTRODUCTION.

Introducing a brother (or other near relative).

Prof. P. A. ESPINA:

Allow me to introduce to you my brother, Alexander B. Barnard, who wishes a brief interview.

Respectfully, your friend,

H. BARNARD.

LETTER OF INTRODUCTION.

To be used at home.

SAMUEL C. GALE, Esq.:

MINNEAPOLIS, MINN., August 20, 1880.

DEAR SIR—This will introduce to you Mr. Frank Barnard, of Mankato, Minn., who will call on you for some information and advice.

Anything you may be able to do for him will be considered as if done for myself, and reciprocated at the earliest opportunity.

As ever, your friend,

B. B. MARSHALL.

LETTER OF INTRODUCTION.

To be used at home.

H. H. KIMBALL, M. D.:

MINNEAPOLIS, MINN., August 20, 1880.

DEAR DOCTOR—Allow me to introduce Mr. Levi Patterson, one of my most intimate and highly esteemed friends, who will make known his business.

Please assist him to the full extent to which you would feel at liberty to aid myself under similar circumstances.

Hoping that I may at some time have an opportunity to do you a similar kindness, I remain,

Yours truly,

THOMAS LOWRY.

LETTER OF INTRODUCTION TO A FORMER PASTOR.

REV. THOMAS MARSHALL,

SAN FRANCISCO, CAL., August 20, 1880.

St. Louis, Mo.:

REV. AND DEAR SIR—I take the liberty of introducing my friend, Mr. William F. Clarke, who has been here, by my invitation, on a visit of several weeks.

Upon his return east he will locate in your city, and will probably unite with your society, having always been an active church member.

I can assure you that Mr. Clarke, besides being a competent and reliable accountant, is a gentleman of liberal education, whose acquaintance I have enjoyed for twelve years, and that you need not hesitate to recommend him most confidently to any one who may need his services.

Respectfully and truly,

JUDSON DAVIS.

LETTER OF INTRODUCTION.

To be used abroad.

MINNEAPOLIS, MINN., August 20, 1880.

MARK BALDWIN, Esq.,

San Francisco, Cal.:

DEAR SIR—This will introduce to you my friend, Mr. George Gellerson who is about to remove to your city, and is worthy of confidence.

Any favors that you may show him will be fully appreciated by him as well as by myself.

Respectfully yours,

JOHN NOBLE.

LETTER REQUESTING A FAVOR FROM A FRIEND.

Written in the Active Form.

NEW ULM, MINN., June 5, 1880.

WM. C. BRYANT, Esq.,

No. 315 Broadway, New York:

DEAR SIR—I take the liberty of asking you to do me a favor. Appleton & Co. have recently issued two new books, entitled "Evidences of the Vast Age of the Earth" and "Antiquity of the Human Race," which I desire you to purchase for me.

The notice which I inclose does not give the price, but this you can readily ascertain. You may pay the bill when you buy the books, and I will remit the money by return mail; or, they may send the package by Express, C. O. D., if you and they prefer this.

I have observed the announcement of another new book which they will soon publish. They call it "Death a Blessing and not a Curse." Several parties who have examined the advance sheets pronounce it a very excellent work, while others declare it to be a book that will strengthen the infidel tendency of the age. But the public do not always appreciate works of true merit, and therefore we can not determine its value by what people report concerning it. On the contrary, utterly valueless works often attain a wide circulation. No doubt the critics will soon give their opinions to the world. You may send it also when it appears.

Thanking you for former favors, and hoping to hear from you at your earliest convenience, I remain,

Respectfully, your friend,

ALBERT BLANCHARD.

THE SAME LETTER.

Principally written in the Passive Form.

WM. C. BRYANT, ESQ.,

SAN FRANCISCO, CAL., June 5, 1880.

No. 315 Broadway, New York:

DEAR SIR—Please excuse me for asking you to do me a favor. Two new books, entitled "Evidences of the Vast Age of the Earth" and "Antiquity of the Human Race," have recently been issued by Appleton & Co., and I desire them to be purchased for me.

The price is not given in the notice which is inclosed, but it can readily be ascertained. The bill may be paid when the books are bought, and the money will be remitted by return mail; or the package may be sent by Express, C. O. D., if this is preferred.

The announcement of another new book, which will soon be published by them, has already appeared. It is called "Death a Blessing and not a Curse." It is pronounced a very excellent work by several parties by whom the advance sheets have been examined, while it is declared by others to be a book by which the infidel tendency of the age will be strengthened. But works of true merit are not always appreciated by the public, and therefore its true value can not be determined by what is reported concerning it. On the contrary, a wide circulation is often attained by utterly valueless works. No doubt the opinions of the critics will soon be given to the world. It may also be sent when it appears.

Thanking you for former favors, and hoping to hear from you at your earliest convenience, I remain,

Respectfully, your friend,

ALBERT BLANCHARD.

No change has been made where it would appear unnecessary.

LETTER REQUESTING INFORMATION.

TO THE PRINCIPAL OF

MANKATO, MINN., August 20, 1880.

BARNARD'S BUSINESS COLLEGE,

Minneapolis, Minnesota:

SIR—Please find inclosed a stamp for catalogue and circular of your institution and such other information as you may be kind enough to write.

Address me as above, and oblige,

Yours respectfully,

CHARLIE I. BROWN.

REPLY TO THE ABOVE.

CHARLIE I. BROWN,

MINNEAPOLIS, MINN., August 21, 1880.

Mankato, Minn.:

In compliance with your request our catalogue and circular have this day been mailed to your address.

The system of accounts taught by the late H. D. Stratton, one of the founders of the Bryant & Stratton chain of colleges, forms the basis of our course. It embraces all the modern improvements. The studies of Composition, Grammar, Spelling, Mathematics, Penmanship, and the Natural Sciences are included.

We issue a Life Scholarship, which entitles the holder to complete the course and at any future time to review and consult upon intricate questions.

Each applicant has the privilege of attending for a few days free of charge, to satisfy himself of the superiority of our methods, and examine the course of study.

Hoping that you will find time to call on us before you make final arrangements for a course of instruction, we remain,

Respectfully, etc.,

C. C. CURTISS,
C. W. G. HYDE,
Proprietors.

RESPONSE TO AN ADVERTISEMENT.

"K. L. M.,"

NEW YORK CITY, August 20, 1880.

Box 35, *Tribune* Office, City:

In reply to your advertisement, which is attached, I take the liberty of offering my services.

My age is eighteen years, and my residence is at No. 305 Bowery, with my parents, to whom you are respectfully referred.

I have no experience in business, but am willing to make myself useful in any capacity. This letter is a fair specimen of my current writing, and my knowledge of accounts is sufficient to keep a cash book and personal accounts.

Whatever compensation you may consider my services worth after one week will be accepted, as my chief object is to gain a practical knowledge of business.

Respectfully,

FRANK T. BARKER.

REPLY TO THE ABOVE.

FRANK T. BARKER:

NEW YORK CITY, August 20, 1880.

Call at the drug store, corner of Broome street and Bowery.

STONE & FLINT.

ORDER FOR MERCHANDISE.

Applicant a stranger.

MESSRS. FIELD, LEITER & Co.,

LAKE FOREST, ILL., Aug. 20, 1880.

Chicago, Ill.:

GENTLEMEN Please send me by "way freight" the following bill of goods, with terms of payment to accompany the invoice. By permission, you are respectfully referred to Messrs. Culver, Page & Hoyne, of your city, with

CORRESPONDENCE.

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whom I am well acquainted. By complying with my request, if references are satisfactory, you will oblige,

Yours truly,

W. W. SANDERSON.

Order to be filled as above:

| | | |
|---------------|----------------------------------------------|------------------|
| $\frac{1}{2}$ | doz. pair white blankets, cost not to exceed | \$3 50. |
| $\frac{1}{2}$ | “ “ “ “ “ “ | 8 00. |
| $\frac{3}{5}$ | pes. unbleached cotton, “ “ | 06 $\frac{3}{4}$ |
| 1 | gro. assorted spool cotton. | |
| $\frac{1}{4}$ | “ assorted needles. | |
| $\frac{1}{2}$ | “ zephyr worsted, assorted colors. | |
| $\frac{2}{2}$ | “ pins, adamant points. | |
| 25 | pes. calico, prints, assorted. | |
| 4 | rolls carpet, Brussels (same as sample). | |
| 1 | “ oil cloth, No. 5. | |
| 50 | doz. ladies' hose, assorted sizes. | |
| 40 | “ half hose, assorted sizes. | |
| 10 | skeins black silk sewing silk. | |
| 100 | pes. ribbons, assorted colors. | |

W. W. SANDERSON.

LETTER IN REPLY TO THE ABOVE.

W. W. SANDERSON, Esq.,

CHICAGO, ILL., August 21, 1880.

Lake Forest, Ill.:

DEAR SIR—We have this day filled your order as per accompanying invoice and bill of lading. We have drawn on you at thirty days for amount of bill. Thanking you for the order, and hoping you will favor us again, we remain,

Respectfully,

FIELD, LEITER & Co.

ORDER FOR A SPECIAL ARTICLE.

Accompanied by remittance.

MR. R. BARRETT,

MINNEAPOLIS, MINN., Aug. 20, 1872.

Galeua, Ill.:

SIR—Inclosed please find P. O. order for \$1.25, for which send one box of your "Eye Salve for Granulated Eyelids," one box "C. W. Roback's Pills," one pot "Weaver's Cerate," one box "Corn Plasters," and one box "Bunion Plasters," large and thick, to C. H. C., care of Albert Lawrence, Winslow House, St. Anthony's Falls, Minnesota.

BARKER & BROS.,

GILMANTON, WIS. Aug. 20, 1880.

Chicago, Ill.:

GENTLEMEN—Please send me by Express, C. O. D., fifty copies of Prof. Barker's Line Engraving Family Record. Address

GEORGE A. EDES,

Evening Drill,

Gilmanton, Wis.

CORRESPONDENCE.

LETTER OF INQUIRY.

STERLING, BLUE EARTH Co., MINN.,
August 20, 1880.

Prof. H. S. Goff,
Co. Supt. Pub. Schools,
Mankato, Minn.:

SIR—Will you be kind enough to inform me when the State Teachers' Institute for this county will be held.

It is my desire to attend, and (if fortunate enough to pass the examination) to teach during the fall and winter.

Please state what will be the probable cost, including board, fare, and stationery, and any other information that you can give me.

Inclosed please find a three-cent stamp for answer, and oblige me by replying at your earliest convenience.

Yours respectfully,

MISS ROSE TOMLINSON,
Address as above.

REPLY TO THE ABOVE.

MANKATO, BLUE EARTH Co., MINN.,
August 21, 1880.

MISS ROSE TOMLINSON,
Sterling, Blue Earth Co., Minn.:

M'D'LE—In reply to your favor of yesterday, you will receive the circular issued by the State Department of Public Instruction, giving full particulars of all exercises, and names of instructors.

Board can be had for (\$3.50) three dollars and fifty cents a week (half rates) at the hotels; but as many as possible will be furnished with accommodations free of charge in private families. There will be no charge for stationery.

Respectfully and truly,

H. S. Goff, Supt.

LETTER OF INQUIRY.

No. 215 STATE STREET,
CHICAGO, ILL., Aug. 14, 1880.

ALBERT C. PACKARD, Esq.,
San Francisco, Cal.:

SIR—Having been informed that you are familiar with the facts relating to the death of our lamented young friend, George S. Cutter, this letter is written, at the request of his aged mother, in order to ascertain the circumstances attending the sad event, and, if possible, the cause.

Will you kindly communicate to me all that you know concerning it, and thus assist in relieving the anguish and distress of his friends and relatives? By so doing at your earliest convenience you will also greatly oblige,

Yours truly,

(GEORGE WADSWORTH,

REPLY TO THE ABOVE.

Written principally in the Common Form.

No. 105 MONTGOMERY STREET,

SAN FRANCISCO, CAL., Aug. 20, 1880.

GEORGE WADSWORTH, Esq.,

Chicago, Ill.:

SIR—I have just received your letter of the 14th inst. In reply, I will briefly state all the facts concerning the late George S. Cutter, as I received them from others or observed for myself.

He first visited me on the day after his arrival, in July. He informed me that he had just bought a large amount of mining stocks. They all thought the adventure to be a good one, as the market appeared to have reached the lowest possible point. He had invested all his money, and held the stock "on a margin." They considered his success certain, as everybody expected an advance.

But fickle Fortune did not favor his enterprise. Contrary to universal expectation, the stock market suffered a serious decline. This compelled him to allow the broker to sell his stock, which realized nothing at all, but, on the other hand, plunged him deeply and hopelessly in debt.

His failure so much discouraged him that he neglected other opportunities which he might have secured, and sacrificed everything. Nor did this terminate the unfortunate affair. Would to Heaven it had! The very next intelligence that we received informed us that the unhappy young man had committed suicide!

Thus in a single day he lost his fortune, his ambition, and his life. He had undertaken too great a task, and had incurred too much risk; and in this way he terminated his brief career.

In conclusion, I must state that we did everything we could for him, and that we carefully interred his remains. With the deepest sympathy for his poor aged mother and other relatives and friends, I remain,

Respectfully and truly,

ALBERT C. PACKARD

THE SAME LETTER.

A combination of the Active, Passive, and Progressive Forms.

No. 105 MONTGOMERY STREET,

SAN FRANCISCO, CAL., Aug. 20, 1880.

GEORGE WADSWORTH, Esq.,

Chicago, Ill.:

SIR—Your letter of the 14th inst. has just been received. In reply, all the facts concerning the late George S. Cutter will be briefly stated, as they were received from others or observed by myself.

He first visited me on the day after his arrival, in July. He informed me that a large amount of mining stocks had just been bought by him. The adventure was generally thought to be a good one, as the lowest possible

point appeared to have been reached by the market. All his money had been invested, and he was holding the stock "on a margin." His success was considered certain, as everybody was expecting an advance.

But his enterprise was not favored by fickle Fortune. Contrary to universal expectation, a decline was suffered by the stock market. He was compelled by this to allow his stock to be sold by the broker, by which not only was there nothing at all realized, but, on the other hand, he was plunged deeply and hopelessly into debt.

He was so much discouraged by his failure that he began neglecting other opportunities that might have been secured, and everything was sacrificed. Nor was the unfortunate affair terminated thus. Would to Heaven it had been! The very next intelligence that was received informed us that suicide had been committed by the unhappy young man!

Thus in a single day were lost his fortune, his ambition, and his life. Too great a task had been undertaken and too much risk incurred; and in this way his brief career was terminated.

In conclusion, it must be stated that everything that could be was done for him, and that his remains were carefully interred. With the deepest sympathy for his poor aged mother and other relatives and friends, allow me to remain,

Respectfully and truly,

ALBERT C. PACKARD.

LETTER FROM A YOUNG MAN TO HIS FATHER.

Written principally in the Active Form.

CARLETON COLLEGE,

NORTHFIELD, MINN., May 20, 1880.

DEAR FATHER:

It is now almost two years since I left home to attend college; but though I have been constantly engaged at my work, I have not neglected, as you can testify, to write to mother and yourself, as I promised when leaving you.

I have spent the time very pleasantly, for I have been thoroughly interested in my studies, thanks to my teachers, who are not only well qualified, but also kind and courteous. The days pass almost imperceptibly, and I am often surprised that they seem so short.

I received your last remittance as usual, but I shall be compelled to make a further draft upon you for the next month, as we are making arrangements to visit the Shattuck Grammar School at Faribault at the end of the term. In this, however, I have no doubt you will indulge me, as I have reduced my expense account as low as that of any other student in attendance. I shall require about ten dollars extra, which please add to the usual amount in the next draft. I shall be much gratified if I can accompany the party. I shall permit no needless expenditures, and shall have one more to add to the many favors that I have already received.

Please let me know what is your pleasure as soon as you receive this, and I shall remain, as ever,

Your affectionate son,

CHARLIE.

THE SAME LETTER.

*Reconstructed in the Passive Form.*CARLETON COLLEGE,
NORTHFIELD, MINN., May 20, 1880.

DEAR FATHER:

It is now almost two years since my departure from home to attend college; but although constant attention has been demanded by my work, no interruption, as you can testify, has been permitted in my correspondence with mother and yourself, according to promise on leaving home.

The time has been spent very pleasantly, for, thanks to my teachers, who are not only well qualified, but also kind and courteous, my studies have been made thoroughly interesting and attractive. The days pass almost imperceptibly, and it is often surprising that they seem so short.

Your last remittance was received as usual, but circumstances compel me to make a further draft upon you for the next month, as arrangements are being made for a visit, at the end of the term, to the Slattuck Grammar School at Faribault. In this, however, no doubt you will indulge me, as my expense account has been reduced below that of any other student in attendance. Ten dollars extra will be required, which please add to the usual amount in the next draft. It will be a source of much gratification to me to accompany the party. No needless expenditures will be permitted, and one more will be added to the many favors that have already been received.

Please let me know what is your pleasure as soon as this is received, and believe me, as ever,

Your affectionate son,

CHARLIE.

THE FATHER'S ANSWER.

Written principally in the Active Form.

MY DEAR BOY:

ROCHESTER, MINN., May 28, 1880.

I received your welcome letter of the 20th inst. in due time; and although my business during the day and attendance at meetings in the evening prevented answering as promptly as usual, yet I have not by any means forgotten you. You will see by the inclosed draft for (\$37.50) thirty-seven dollars and fifty cents that I have complied with your request. I have added \$12.50 to the usual amount.

Though I have to contend with many difficulties and undergo many privations in order to give you the great advantage that the well informed possess, I am fully compensated for the self-denial that your mother and I submit to by the knowledge of your success and the proud and honorable position that your education will fit you for. I was deprived of the privileges that you enjoy by the untimely death of my father, and am now too old to commence a collegiate course; but knowing the disadvantages under which I have struggled, I would suffer any privation or hardship in order to confer upon you that which I have so often desired to possess. And it has often been a source

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of comfort to know that you appreciate all this, and deprive yourself, without complaint, of many things that the sons of affluence enjoy.

Everything at home progresses as usual, and we are all anxious to welcome you home when your vacation begins. Mother joins me in love to you.

I remain, as ever,

YOUR AFFECTIONATE FATHER.

THE SAME LETTER.

Reconstructed in the Passive and Progressive Forms.

ROCHESTER, MINN., May 28, 1880.

MY DEAR BOY:

Your welcome letter of the 20th inst. was received in due time; and though my answer is not as prompt as usual, on account of business during the day and attendance at meetings in the evening, yet you have by no means been forgotten. You will see by the inclosed draft for (\$37.50) thirty-seven dollars and fifty cents that your request has been complied with, and \$12.50 added to the usual amount.

Though many difficulties have to be contended with and many privations undergone in order to give you the advantages possessed by the well informed, your mother and myself are fully compensated for the self-denial that is necessary by the knowledge of your success and the proud and honorable position that your education is fitting you for. The untimely death of my father deprived me of the advantages that you are now enjoying, and it is now too late for me to hope ever to begin a collegiate course; but knowing the disadvantages under which I have been struggling, no privation or hardship would be too great to suffer in order to confer upon you that which has so often been desired by me. And it has often been a source of comfort to know that you appreciate all this, and deprive yourself, without complaint, of many things that are enjoyed by the sons of affluence.

Everything here is progressing as usual, and we are all anxious to welcome you home when your vacation begins. Mother joins me in love to you, and I remain, as ever,

YOUR AFFECTIONATE FATHER.

LETTER TO A RELATIVE.

Written principally in the Active Form.

SAN FRANCISCO, CAL., August 20, 1880.

DEAR AUNT:

I have no doubt you expect every day to receive an answer to your kind favor of the 25th ult., which I received on the 3d inst., but we have been so busy that I have not had time to reply.

Sister Ella informed you all about the fire. The carpenters now work every day upon the roof, which they will soon complete. Water deluged the upper floors, and spoiled all the furniture upstairs and down. It also destroyed all our finest pictures; but we now make a collection of new ones to replace them,

We live in one of our other houses, over on Mission street, while the men repair the damaged house. Cousin Sarah still lives with us, and enjoys herself as well as if nothing unusual had happened.

Papa does an extensive business now, and the times improve every day. He arranges to go to New York in October, and will be absent about six weeks.

Mamma has been seriously ill ever since the fire, and her inability to accompany papa when he goes East greatly disappoints her. But she slowly recovers, and we do all we can to hasten her convalescence.

Please excuse me for not writing you a long letter, as we are so busy, and I shall do better next time. And now believe me, as ever,

Your loving niece,
GRACE.

THE SAME LETTER.

Reconstructed in the Progressive and Passive Forms.

SAN FRANCISCO, CAL., August 20, 1880.

DEAR AUNT:

You are no doubt expecting an answer to your kind favor of the 25th ult., which was received on the 3d inst., but we have been so busy that I have not had time to reply.

You were informed all about the fire by sister Ella. The carpenters are now working every day upon the roof, which will soon be completed. The upper floors were deluged with water, and all the furniture, upstairs and down, was spoiled. All our finest pictures were also destroyed; but they are to be replaced by a collection of new ones which we are now making.

We are living in one of our other houses, on Mission street, while the men are repairing that which was damaged. Cousin Sarah is still living with us, and enjoying herself as well as if nothing unusual had happened.

Papa is now doing an extensive business, and times are improving every day. He is arranging to go to New York in October, and will be absent about six weeks.

Mamma has been seriously ill ever since the fire, and is greatly disappointed at not being able to accompany papa when he goes East. But she is slowly recovering, and we are doing all we can to hasten her convalescence.

Please excuse me for not writing you a long letter, as we are so busy, and I shall do better next time. And now believe me, as ever,

Your loving niece,
GRACE.

LETTER REQUESTING CORRESPONDENCE.

MONTROSE, MINN., August 20, 1880.

Miss SUSAN SIMS:

M'D'LE—Being desirous of commencing correspondence with a lady friend, and entertaining a most favorable opinion of your accomplishments, pardon me for requesting an answer to this, with a view to further communications in the future.

CORRESPONDENCE.

Hoping that no unforeseen circumstance may deprive me of the distinguished favor that I have taken the liberty to ask, I remain,

Respectfully and truly,

Your friend,

JOHN ALLEN.

INVITATION TO A PARTY.

Written in the Third Person, in the usual style.

Mr. and Mrs. Russell request the pleasure of the company of Mr. and Mrs. Knox at a social gathering at the residence of their daughter, Mrs. Alexander Mitchell, east side of Seventh street, fourth floor from G, South Boston, on Wednesday evening next, the twenty-second of February, at eight o'clock.

ACCEPTING THE ABOVE.

Should be sent within twenty-four hours.

With much pleasure Mr. and Mrs. Knox accept the kind invitation of Mr. and Mrs. Russell to be present at Mrs. Mitchell's next Wednesday evening.

DECLINING THE ABOVE.

Mr. and Mrs. Knox present their compliments to Mr. and Mrs. Russell, with regrets that it will be impossible, on account of domestic affliction, to accept their kind invitation to be present at Mrs. Mitchell's next Wednesday evening.

NOTE CANCELING AN ACCEPTANCE.

Mr. and Mrs. Knox regret to say that they are very reluctantly compelled to forego the pleasure of being present at Mrs. Mitchell's next Wednesday evening, as they are expecting the arrival of friends from a distance, of which they have been informed since accepting Mr. and Mrs. Russell's kind invitation.

INVITATION TO DINE.

We shall be pleased to have Miss North dine with us to-morrow, at five o'clock, in company with Senator Dickinson and a few friends.

MR. AND MRS. GARLAND.

No. 520 Van Ness Avenue.

ACCEPTING THE ABOVE.

It will be a source of much pleasure to dine with such distinguished company at Mrs. Garland's.

Very truly,

EMMA NORTH.

REGRET AT ABSENCE.

Mr. Barnard regrets that he was absent from home when Mr. Sanborn called, and would be pleased to make an appointment for an interview.

A REQUEST.

Mr. Costello will please send by bearer Mr. Barker's umbrella, which was forgotten.

ANOTHER.

The Librarian of the Mechanics' Institute will be kind enough to send Mr. E. W. Barker, by the bearer, Labbock's "Prehistoric Times."

E. W. BARKER.

CERTIFICATE OF PROFICIENCY.

This is to certify that Master George P. Hope has received the full course of instruction in the public schools of this city; that upon thorough examination he is found proficient in all his studies, as will appear in the accompanying report; and that he is entitled to the diploma of this department.

EVANDER E. EVANS,
Superintendent.

High School Room,
Oakland, Cal., Aug. 20, 1880.

FORM OF RECOMMENDATION.

Which, if deserved, can be added to the above.

It gives me pleasure to bear testimony to Master Hope's uniformly correct deportment and unremitting diligence in his studies. He has frequently been intrusted with work that required good judgment, care, and force of character, and he has my most hearty recommendation to any one who may require the services of an industrious, accurate, and reliable young man, and at the same time an agreeable companion.

EVANDER E. EVANS,
Superintendent.

High School Room,
Oakland, Cal., Aug. 20, 1880.

RECOMMENDATION.

Mr. William Hawkins is hereby recommended to any one who may require his services, as a competent and skilled mechanic in the art of house and bridge building and in the supervision of work on extensive contracts. He may also be relied on as a gentleman of integrity, in whom implicit confidence can be placed.

BENJAMIN WILLIAMS,
Supt. of Public Works.

LETTER TO ACCOMPANY A REMITTANCE.

Messrs. A. S. BARNES & Co.,

SACRAMENTO, CAL., Aug. 20, 1876.

New York City:

GENTLEMEN—Inclosed please find sight gold draft for (\$150) one hundred and fifty dollars, which you may convert into currency and place to my credit. Please acknowledge receipt.

Respectfully and truly,

GEO. F. RICHARDSON.

ACKNOWLEDGMENT.

NEW YORK CITY, August 30, 1876.

GEO. F. RICHARDSON, Esq.,
Sacramento, Cal.:

DEAR SIR—The receipt of your gold draft, at sight, for (\$150) one hundred and fifty dollars, is hereby acknowledged. It has been converted into currency at 111½, and you have been credited with the proceeds, (\$166.87½) one hundred and sixty-six 87½-100 dollars, for which accept our thanks.

Respectfully and truly,

A. S. BARNES & Co.,
Per GOLDMAN.

LETTER REQUESTING A PAYMENT.

CITY, August 20, 1880.

H. W. BAXTER, Esq.:

DEAR SIR—Please assist us, if possible, before next Saturday, and oblige,
Yours respectfully,

CLARKE & PORTER.

SECOND LETTER ASKING FOR A PAYMENT.

CITY, August 20, 1880.

H. W. BAXTER, Esq.:

DEAR SIR—As your account is now overdue, a payment would greatly oblige,
Yours truly,

CLARKE & PORTER.

REPLY TO EITHER OF THE ABOVE.

CITY, August 21, 1880.

Messrs. CLARKE & PORTER:

GENTLEMEN—Yours of yesterday's date was received this morning, but I am very sorry to say that it is impossible for me to at once comply with your request. If you will be kind enough to grant me an extension of time till the first of October, it will be a great accommodation, as several parties upon whom I was relying for money were compelled to disappoint me.

Hoping that you may be able to comply with my request without too much inconvenience, I remain,

Yours respectfully,

H. W. BAXTER.

RECEIPT.

For money paid on a special account.

\$150.

EASTPORT, ME., August 20, 1880.

Received of Capt. Geo. F. Mutch (\$150) one hundred and fifty dollars for keeping horse and buggy three months, from June 1 to August 31, including services of hostler.

E. H. WADSWORTH,
Proprietor Dexter Stables.

August 30, 1876.

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Per GOLDMAN.

August 20, 1880.

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August 20, 1880.

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RECEIPT.

For money paid on account.

\$20.

ST. PAUL, MINN., August 20, 1880.
Received of Sampson Matthews (\$20) twenty dollars on account.

WILLIAM S. COMBS.

RECEIPT.

In full for balance due.

\$13.75.

CHARLOTTETOWN, August 20, 1880.
Received of George Milner (\$13.75) thirteen 75-100 dollars, for balance of
account, in full, to date.

BARNARD, COOMBS & Co.

ACKNOWLEDGMENT OF SETTLEMENT OF ACCOUNT.

In full to date.

SAN FRANCISCO, CAL., Aug. 20, 1880.

I hereby acknowledge that Mr. M. J. Myers has this day settled his account
with me, in full, of all demands to date.

ALVIN KRECH.

BANK CHECK.

SAN FRANCISCO, CAL., Aug. 20, 1880.

Nevada Bank of San Francisco:

Pay to Enoch W. Barker, or bearer, one hundred and twenty-five dollars,
gold.

H. BARNARD.

PROMISSORY NOTE.

Single, negotiable, payable to order, with interest from date.

\$563 75.

MANKATO, MINN., Aug. 20, 1880.

Three months after date, for value received, I promise to pay to George
A. Clarke, or order, five hundred and sixty-three 75-100 dollars, with inter-
est from date at seven per cent.

EMIL LAUTENSCHLAGER.

PROMISSORY NOTE.

Joint, negotiable, payable to order, with interest after maturity.

\$275 50.

NEW ULM, MINN., Aug. 20, 1880.

Thirty days after date we jointly and severally promise to pay to the order
of James Collins two hundred seventy-five 50-100 dollars, for value received,
with interest after maturity at ten per cent.

E. ST. J. COX,
A. BLANCHARD,
JOHN RICHARDS.

CORRESPONDENCE.

PROMISSORY NOTE.

Single, not negotiable, payable to holder only, without interest, and without grace.
\$137 25.

SACRAMENTO, CAL., Aug. 20, 1880.

Sixty days after date I promise to pay to Robert Purdie one hundred and thirty-seven 25-100 dollars, gold, for value received.

JOHN BOVYER.

SIGHT DRAFT.

Or Inland Bill of Exchange.

\$200.

SAN FRANCISCO, CAL., Aug. 20, 1880.

At sight, pay to the order of Thomas Day two hundred dollars, value received, and charge to account of

JOHN H. RAY.

To A. S. BARNES & Co.,
112 William street, New York.

TIME DRAFT.

Or Inland Bill of Exchange.

\$375 45.

SAN FRANCISCO, CAL., Aug. 20, 1880.

Thirty days after sight, pay to William Warren, or order, three hundred and seventy-five 45-100 dollars, value received, and charge to account of

JOHN A. McDONALD.

To BIRD, PERKINS & JOB,
65 State street, Boston, Mass.

FORM OF WILL.

I, George F. Mason, of Clay Center, Clay county, State of Kansas, being of sound mind and memory, and in view of the uncertainty of life, do make publish, and declare this to be my last WILL AND TESTAMENT; that is to say:

First. After all legal demands against my estate have been discharged, I give and bequeath unto my wife, Priscilla Mason, the dwelling-house and forty acres of land on which it is situated, now occupied by us as a home-
stead, together with all the pictures, furniture, piano, ornaments, and other effects connected therewith; and also five thousand dollars cash.

Second. I hereby also give to my daughter, Emily, one hundred and sixty acres of land in Sterling, Blue Earth county, Minnesota, besides all the remaining cash and other property, personal and real, of every description, now or hereafter held in my name, except the sum of five hundred dollars, to be equally divided between the executors herein named.

Third. I hereby appoint Mr. Enoch W. Barker and Mr. Wellington Jones executors of this my last will and testament, to be compensated as above.

Fourth. I hereby revoke and declare void all former wills that may have been made by me.

In witness whereof I have hereunto subscribed my name and affixed my seal, the twentieth day of August, eighteen hundred and eighty.

GEORGE F. MASON. [L. S.]

Attestation.

The above written instrument was subscribed by the said George F. Mason in our presence, and acknowledged by him to each of us, and at his request we have signed our names as witnesses, in his presence, and in presence of each other.

LESLIE LANE, Clay Center.

CHARLES GREEN, Leavenworth.

BENJAMIN SQUIRES, Pottawatomic.

FORM OF RESIGNATION.

If made from a desire to be relieved.

FRAMINGHAM, MASS., Aug. 20, 1880.

TO THE OFFICERS AND MEMBERS

OF THE DELTA SIGMA SOCIETY:

It is with sincere regret that you are asked to accept my resignation as secretary of the society, which is hereby tendered, as circumstances over which I have no control demand all my time and attention.

With thanks for the many favors and courtesies extended to me while trying to serve you, I still remain,

With much respect,

ESTHER DIXON.

FORM OF RESIGNATION AND WITHDRAWAL.

If from dissatisfaction or other cause.

FRAMINGHAM, MASS., Aug. 20, 1880.

TO THE OFFICERS AND MEMBERS

OF THE DELTA SIGMA SOCIETY:

With much regret I am compelled to demand the acceptance of my resignation as secretary of this society, which is hereby tendered, and to ask that my name be stricken from the roll of membership.

Respectfully,

ESTHER DIXON.

POSSESSIVE MY OR MINE.

A foreigner writes to the *New York Sun*:

I am studying English, and for that reason I pay a great deal of attention to the language of those with whom I happen to converse. Now the little possessive pronoun "my" is so often used, and, at least in my judgment, abused, that it begins to worry me. For example, a lady recently said to me: "I locked my door and went to my butcher to order my provisions. When I returned home I found my stove cold and my fire out; and that was lucky, too, for my kettle was nearly empty, and it would have been ruined if my

fire had been going. I expected my husband every minute, so I hurried to make my fire again and prepare my dinner. Unfortunately my butcher had forgotten to bring my tripe, so I gave him a piece of my mind and sent him back for my tripe;" and so on.

The above extract will serve to show that the Possessive Case of the egotistical Pronoun is capable of being used to excess as well as the Nominative. But a little care is all that is necessary to avoid it.

The **original parties** to a **promissory note** are at least **two**—the **maker**, or person who signs it, and the **payee**, or person to whom the promise is made. When a negotiable note, which must have the word **order** inserted, is transferred to a third or subsequent party, the payee becomes the **indorser**, or person who writes his name across the back. To indorse "in full" is to simply sign the indorser's name. To indorse "in blank" is to write an order on the back of the note instructing the promisor to pay to some third party, who must be distinctly named, and then sign the payee's name in full. Thus, if the payee of the single note, on page 307, wishes to have Mr. L. pay the money to Mr. E. D. B. Porter, he writes these words across the back, and thus transfers the instrument to Mr. Porter: "Pay to the order of E. D. B. Porter. George A. Clarke." Mr. Porter can then again transfer it to a fourth party, and so on.

The **original parties** to a **draft** are **three**—the **drawer**, or person who issues and signs it; the **drawee**, or person on whom it is drawn, to whom it is addressed, and who is to pay it at maturity; and the **payee**, or person to whom the payment is to be made. The payee becomes the **indorser**, as in a note.

In order to retain a legal claim against the indorser, the holder of a note or a draft that is dishonored, or not paid at maturity, must cause it to be "protested" by a notary public, unless "demand," "protest," and "notice of protest" shall have been "waived" by indorsement of the payee or indorser, which should be done thus: "For value received, I hereby waive **demand, protest, and notice of protest.** George A. Clarke."

Should the indorser of a note or a draft wish to be free from all subsequent liability, he must first write the words, "without recourse;" and then his indorsement.

EXAMPLES OF SUPERSCRPTIONS.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Messrs. Hogg, Brown & Taylor,</i> <i>215 Washington St.,</i> <i>Boston,</i> <i>Mass.</i></p> | <p><i>Rev. Thos. Marshall,</i> <i>Pastor Grace Church,</i> <i>St. Louis,</i> <i>Mo.</i></p> |
| <p><i>Rt. Rev. H. B. Whipple, D. D.,</i> <i>Bishop Diocese of Minn.,</i> <i>St. Mary's College,</i> <i>Faribault, Minn.</i></p> | <p><i>Prof. William Monk,</i> <i>Prin. Wesleyan Day School,</i> <i>Preston,</i> <i>Lancashire, Eng.</i></p> |
| <p><i>Master Eddie Sherman,</i> <i>Care of Major E. A. Sherman,</i> <i>No. 210 Powell St.,</i> <i>City.</i></p> | <p><i>James Welsh,</i> <i>Attorney-at-Law,</i> <i>25 Montgomery St.,</i> <i>City.</i></p> |
| <p><i>Mr. William Smith,</i> <i>Charlottetown,</i> <i>Prince Edward Island,</i> <i>Dominion of Canada.</i></p> | <p><i>Mrs. S. M. Colville,</i> <i>1327 Seventh Ave.,</i> <i>Brooklyn,</i> <i>Cal.</i></p> |
| <p><i>Miss Emily May Cogswell,</i> <i>Mills Seminary,</i> <i>Alameda Co.,</i> <i>Cal.</i></p> | <p><i>His Excellency,</i> <i>Rutherford B. Hayes,</i> <i>President U. S. A.,</i> <i>Washington, D. C.</i></p> |

ABBREVIATIONS.

The following words, besides many others, occur so frequently that they are generally abbreviated:

| | | | |
|-----------------|------------------------------|-----------------|-----------------------------------|
| A. B. | Bachelor of Arts. | Eng. | England. |
| A. C. | After Christ. | Esq. | Esquire. |
| A. D. | In the year of our Lord. | Etc. | And so forth. |
| A. L. | In the year of light. | E. g. | For example. |
| A. M. | In the year of the world. | Ex. | Example. |
| A. M. | Before noon. | Ex. or X. | Express. |
| A. M. | Master of Arts. | Exp. | Expense. |
| Acet., ac. | Account. | Ext. | Extra, |
| Ala. | Alabama. | F. | Fast. |
| Ans. | Answer. | Fla. | Florida. |
| Ark. | Arkansas. | Feb. | February. |
| B. C. | Before Christ. | Fri. | Friday. |
| Bu. | Bushel. | ft. | Foot, feet. |
| Bbl., brl. | Barrel. | F. R. S. | Fellow of the Roy- al Society. |
| Cal. | California. | G. B. | Great Britain. |
| Can. | Canada. | Ga. | Georgia. |
| Capt. | Captain. | Geo. | George. |
| Chas. | Charles. | Gen. | General. |
| Col. | Colorado. | Gov. | Governor. |
| Col. | Colonel. | Hon. | Honorable. |
| Co. | Company. | Ill. | Illinois. |
| Conn. | Connecticut. | Ind. | Indiana. |
| Co. | County. | Io. or Ia. | Iowa. |
| Cr. | Credit. | I. e. | That is. |
| C. O. D. | Collect on deliv- ery. | Jas. | James. |
| Da. | Days. | Jos. | Joseph. |
| D. C. | District of Co- lumbia. | Jan. | January. |
| D. D. | Doctor of Divin- ity. | Jno. | John. |
| D. V. | God willing. | Kan. | Kansas. |
| Del. | Delaware. | Ky. | Kentucky. |
| Dr. | Debtor. | L. | Line. |
| Dr. | Doctor. | Ll. | Lines. |
| Do. | Ditto. | La. | Louisiana. |
| Doz. | Dozen. | Lat. | Latitude. |
| E. | East. | Lb. | Pound. |
| | | Lon. | Longitude. |
| | | Lieut. | Lieutenant. |
| | | LL. D. | Doctor of Laws. |
| | | £ s. d. | Pounds, shillings, pence. |

| | | | |
|--------------|----------------------------|-----------------|----------------------------------|
| L. S. | Place of the seal. | Pres. | President. |
| M. | Meridian. | Prof. | Professor. |
| M. | Thousand. | Ph. D. | Doctor of Philos- ophy. |
| M. D. | Doctor of Medi- cine. | Q. E. D. | Which was to be demonstrated. |
| Md. | Maryland. | Qr. | Quires. |
| Me. | Maine. | Qt. | Quart. |
| Mon. | Monday. | R. I. | Rhode Island. |
| Mch. | March. | Rt. | Right. |
| Messrs. | Messieurs. | Rev. | Reverend. |
| Mme. | Madame. | Recd. | Received. |
| Mo. | Missouri. | Robt. | Robert. |
| Mich. | Michigan. | S. | South or slow. |
| Minn. | Minnesota. | Ss. or se. | Namely. |
| Miss. | Mississippi. | S. C. | South Carolina. |
| Mts. | Mountains. | Sat. | Saturday. |
| M. C. | Member of Con- gress. | St. | Saint. |
| M. P. | Member of Par- liament. | St. | Street. |
| N. | North. | Sec. | Secretary. |
| No. | Number. | Sun. | Sunday. |
| Nev. | Nevada. | Supt. | Superintendent. |
| Nov. | November. | Tenn. | Tennessee. |
| Neb. | Nebraska. | Thos. | Thomas. |
| N. B. | New Brunswick. | Treas. | Treasurer. |
| N. B. | Take notice. | Tr. | Trustee. |
| N. C. | North Carolina. | Tues. | Tuesday. |
| N. H. | New Hampshire. | Thurs. | Thursday. |
| N. J. | New Jersey. | Tex. | Texas. |
| N. Y. | New York. | U. S. | United States. |
| O. | Ohio. | U. S. A. | United States of America. |
| O. K. | All correct. | U. S. A. | United States Ar- my. |
| Or. | Oregon. | U. D. | Under dispensa- tion. |
| Oz. | Ounce. | Vs. | Against. |
| O. S. | Old School. | Viz. | Namely. |
| P. | Page. | Va. | Virginia. |
| Pp. | Pages. | Vt. | Vermont. |
| P. M. | Postmaster. | W. | West. |
| P. M. | Afternoon. | Wm. | William. |
| Penn. | Pennsylvania. | Yd. | Yard. |
| P. S. | Postscript. | | |
| P. O. | Postoffice. | | |

IDIOMS AND VARIABLE WORDS.

Adverbial Phrases. There are many expressions in the English Language that can not be resolved into separate words. They are chiefly **Adverbial**, though many are **Adjective Elements**. Do not try to separate them in Parsing—certainly not in Analysis—but dispose of them as a whole. As examples of *Adverbs*, we may mention as follows: *At once, to and fro, in fact, no doubt, without fail, not at all, forever and ever, over and over, now and again, once in a while, here and there, now and then, one at a time, two by two, for all that, through and through, etc.*; and as *Adjectives*, *eight by ten, out of the way, matter of fact, etc.*

A going, a fishing. Such expressions, though correct, should, if possible, be avoided as inelegant. By common usage, however, they have become familiar and sometimes forcible and expressive. In the fourth Gospel, chap. XXI., 3, where Simon says "I go a fishing," it would, perhaps, have been as well to translate it, "I am going fishing." However, the **a** may be regarded as a *Preposition*, resembling **at**. It is, after all, a good old Saxon idiom, and worthy of some consideration. The same reasons make it just as proper to say, "Set the clock a going," "She is awaking." Words like **adrift** have the same construction.

Adieu, in "They bade him many adieus," is a *Noun*; in "Adieu, my country, adieu!" it is an *Interjection*.

After is a *Preposition* in "After dinner;" in "It rained shortly after," it is an *Adverb*; in "He arrived at the station after the train had departed," it may be parsed as a *Connective Adverb* or *Conjunction*, connecting two clauses, or it may be called a *Preposition*, having "departure" (by construction) for its *Object*.

"**Beelzebub, than whom, Satan except, none higher sat,**" from *Milton*, quoted as proper in Kerl's Shorter Course, p. 236, is, nevertheless, incorrect. It is precisely the same construction as "Than him, Satan except, none higher sat;" or "None, except Satan, sat higher than him." See Rule XVII., p. 254. It should read, "Beelzebub, than who, Satan except, none higher sat;" for **than** can not be shown

to have the nature of either a *place* or *relation* word. It is nothing more than a continuative *Conjunction*, after the comparative "higher."

Best is an *Adverb* in "He knows best," and a *Noun* in "He did his best," and "I always procure the best." In "Jacob loved Joseph the best," the words "the best" may be parsed as an *Adverbial Phrase*, modifying "loved."

Dear is an *Adjective* in "Dear Sir," a *Noun* in "My dear," and an *Adverb* in "He will pay dear for his experience."

Don't, 'tisn't, a'n't, and similar contractions, however much they may be tolerated in conversation, are quite inexcusable and even vulgar in letters or any other written composition. Rather say, "I do not know," "It is not mine," "I am not doing anything," "Are you not tired?"

Else is an *Adverb* in "What else did he say?" It is an *Adjective* in "Every one else did it, but I declined;" and a *Conjunction* in "He must be sick, else he would be here."

Fall out, look up to, and all similar expressions should be parsed as *Verbs*, the *Inseparable Preposition* or *Adverb* being regarded as a part of the *Verb*, as in **uplift**. See p. 135.

Half is a *Noun* in "Give half to your brother," an *Adjective* in "A half moon," and an *Adverb* in "Half asleep."

Had better go is improper if used to designate the present or the future. But in "I thought that I had better go," the word **better** is an *Adverb*, modifying **had**, after which **go** is in the *Infinitive Mood*, according to Rule X., page 247. "You had better be quiet" ought to read, "You would do better to be quiet," or "You should be quiet."

He sawed the wood short, is one of the many expressions that are so difficult of explanation. The best usage is to classify **short** as an *Adjective*, describing the **sawed wood**; for if it were an *Adverb*, modifying **sawed**, it would not only terminate in **ly**, but possess quite a different signification. Also, in "He tied the horse fast," dispose of **fast** in the same way, for it is equivalent to "He made the horse secure." If **fast** were an *Adverb*, it would indicate that he performed the act of tying expeditiously, which is obviously not intended by the speaker.

Idioms. This term is very indefinite, and is usually a great

favorite with superficial students of Grammar. Any word that is found difficult to classify is disposed of, with a sagacious and knowing look, as "an idiomatic word." There are, however, as in other languages, a few Idioms in English. They may be defined as expressions whose acquired or secondary meaning is different from the literal or original signification. The principal idiomatic words in English are **There** and **It**. These are supported and confirmed by the best scholars. There are others, however, such as **Go** and **Take**, that are rejected by critical writers. In the sentence, "There was no one there," the first word is idiomatic. It merely introduces the sentence, which might read, "No one was there." Again, in "It began to snow," the first word is idiomatic and indefinite, and does not represent any particular Antecedent as a *Pronoun*. The sentence might read, "The snow began to fall." But in the sentence, "He is going to die," the Verb "is going" is rather a **Provincialism** than an **Idiom**, and has no good authority for its use. The sentence would be more correct if written "He will probably die," or "It is feared that he will die."

Is being and **was being** are two exceptional forms of the Verb **be** in the *Progressive Form*. They can both be dispensed with, however, though they are not objectionable in such sentences as "The money is being counted," which is purposely written in the *Passive Form* in order to avoid stating who is counting it. Should there be no necessity for concealing this, it can take the form, "They are counting the money." No other Tense of the Verb **be** than the *Present* and *Past Indicative* is capable of assuming this peculiar form.

Methinks is a *Defective Verb*, like **ought**, and is only used in the *Present* and *Past Indicative*.

There is sometimes an *Adjective*, as in "The journey there was pleasant," in which it has the same meaning as the Adjective Phrase "To that place."

The dead, **the wicked**, and similar expressions contain *Adjectives* used as *Nouns*. Such words may properly be parsed as *Nouns*.

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