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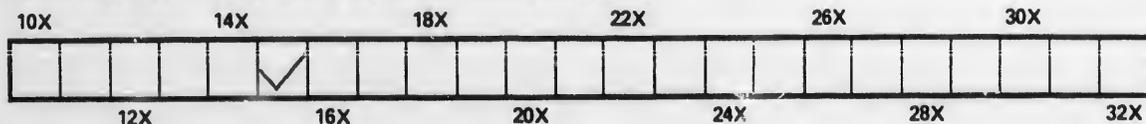
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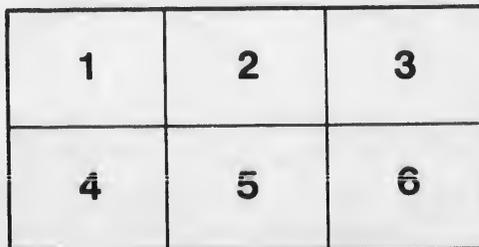
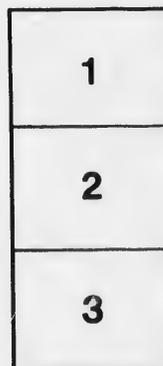
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PRE

THE STUDENT'S GUIDE
TO
ENGLISH GRAMMAR;
OR,
THE WAY TO SPEAK AND WRITE
GRAMMATICALLY;

BY
A CONCISE AND COMPREHENSIVE SYSTEM, IN WHICH CONSID-
ERABLE IMPROVEMENTS AND CORRECTIONS HAVE BEEN
MADE THROUGHOUT :

COMPRISING,
IN A PLAIN AND SYSTEMATIC COMPENDIUM, PRACTICAL LES-
SONS, ILLUSTRATIONS, EXERCISES, RULES, QUESTIONS, &C.
FOR BEGINNERS.

BY THE
REV. JOHN GILBERT ARMSTRONG, M.A.,
Incumbent of Hawkesbury, C. W.,
Chairman of the Circuit County Board of Public Instruction for Prescott and Russell; Superin-
tendent of Schools, &c.

First Canadian Edition.

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Entered according to the Act of the Provincial Parliament, in the year one thousand eight hundred and sixty-one, by the Rev. JOHN GILBERT ARMSTRONG, M.A., in the office of the Registrar of the Province of Canada.

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PREFACE.

THE First Edition, of a thousand copies, of "The Student's Guide to English Grammar," was published by request several years ago; and was the result of lectures delivered before Mechanics' Institutes, and other public assemblages, on the other side of the Atlantic. It was dedicated by express permission to the late Rev. Dr. SADBIR, M.R.I.A., for many years Provost of Trinity College, Dublin, and one of the Commissioners of "National Education" in Ireland.

Nearly six hundred subscribers have induced the author to publish the present edition. The following extract, from the preface to the *first*, will give some idea of the nature of the work :

"The study of Grammar has justly been considered an object of the greatest importance by learned men in every age, but, like other sciences, it has been enveloped in mystery, and perplexed with needless difficulties. Every art, or science, is more or less involved in ob-

curity by the *difficult terms* peculiar to it. In no science, perhaps, is this more remarkably the case than in Grammar: the terms employed are so *abstruse*, that, unless *accurately and intelligibly explained*, many persons of experience and moderate capacity cannot understand them. Could this inconvenience be thoroughly and efficiently removed, the principles of Grammar might be adapted to the *humblest* ability; for were the *nature* of the various parts of speech clearly shown, the mind would recognize its own operations, and perceive that Grammar is nothing else than a delineation of those rules which we observe in the expression of every thought by words. As the English language has received its greatest improvements from men of classical knowledge, and as we cannot clearly understand the *true meaning and force of the terms made use of* in Grammar without tracing them to their *origin*, the *derivation* of the words of importance have been given throughout, with the *plain meaning* attached to each. Under the head of *Orthography*, a list of directions for using CAPITALS and *italics* has been added. Under *Etymology*, considerable improvements and corrections have been made in almost all the 'parts of speech.' Under *Syntax*, within *thirteen* rules and their notes, will be found sufficient instruction on the concord and government of the English tongue. Under *Prosody*, the various rules to be observed in

punctuation have been carefully framed from the writings of standard authors. A chapter is given on *Verification*, and the requisites indispensable to good *composition*. Short exercises are introduced after each of the parts of speech. Under Syntax, '*Exercises to be corrected and parsed*' are inserted of sufficient length and variety to enable the student to understand the rules and notes thoroughly."

As simplicity and conciseness have been kept in view throughout, words easily understood have been introduced instead of many of obscure and often ambiguous meaning; and several *technical* terms have been dispensed with altogether, wherever allowable: for the same reason, mere facts are sometimes stated, unaccompanied by any comment whatsoever.

Questions, calculated to test the attention and acquirements of the student, and to aid the teacher in examining his pupils on every point upon which instruction is given, are inserted, in their proper places throughout the work.

A short chapter on ANALYSIS, intended to be studied by advanced pupils only, has been added as a necessary introduction to general composition.

As a large portico presents an unbecoming entrance to a small edifice, so a long preface is an unnatural introduction to a slender volume. The author, sensible of this fact, would rather invite an unbiassed examina-

ation of his little book, than say anything further in explication of its contents.

His Grammar may be considered by some as possessing few recommendations: if it possesses *any*, he will not regret that he has devoted so much time and attention to the subject. In conclusion, he will merely add that the present edition is published in a *revised* form; and that it contains many *additions* and *alterations*; as to the utility of which, he quotes the words of a well-known classic author:—“*Emendatio pars studiorum utilissima; neque enim sine causa creditum est, stylum non minus agere, cum delet.*”

* Quintilian.

 See Table of Contents, at the end.

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THE STUDENT'S GUIDE

TO

ENGLISH GRAMMAR.

Grammar (from the Greek word *gramma*, a letter or law,) means the science or *law* of language.

English Grammar teaches the correct manner of speaking and writing the English language.

Language (from the Latin word *lingua*, a tongue,) means speech, or *tongue*, or the expression of our ideas by words.*

In order that Grammar may be more easily and methodically studied, it is divided into four parts or sections, called ORTHOGRAPHY, ETYMOLOGY, SYNTAX, AND PROSODY.

ORTHOGRAPHY (from the Greek words *orthos*, just or right, and *graphè*, writing,) points out the *right* mode of joining letters into syllables and words.

ETYMOLOGY (from the Greek words *étumos*, true, and *logos*, a word,) treats of the *true* origin of words, their classification, and the various changes made in them.

* Words will be explained under the head of Orthography.

SYNTAX (from the Greek words *sun*, together, and *tasso*, to arrange, or *taxis*, order,) points out the *arrangement* of words in sentences, and the rules by which they are controlled.

PROSODY (from the Greek *pros*, for, and *ode*, verse,) treats of the art of *making verse*, and pronouncing words.

ORTHOGRAPHY.

ORTHOGRAPHY treats of **LETTERS, SYLLABLES,** and **WORDS.**

LETTERS.

A **LETTER** is the mark of a sound. The letters taken together are called the Alphabet.

There are twenty-six letters in the English alphabet:—a b c d e f g h i j k l m n o p q r s t u v w x y z.

A letter that can produce a perfect sound by itself is called a *vowel*. The **VOWELS** are a, e, i, o, u, w, and y.

The remaining nineteen letters of the alphabet are called *consonants* (from the Latin *con*, together, and *sono*, to sound,) because they cannot sound *alone*, or without the assistance of the vowels; as b, c, d, &c., sound as be, ce, de, &c.

When a letter is not sounded in a word, it is called *mute*; as *a* in the word *beat*.

A **DIPHTHONG** (from the Greek *dis*, double, and *phthongos*, a sound,) is the union of two vowels in a syllable, so as to produce a *double sound*; as, *voice*.

A PROPER DIPHTHONG is that in which *both* vowels are sounded ; as in the above example, *voice*.

AN IMPROPER DIPHTHONG is that in which only one of the vowels is sounded ; as *oa* in *boat*.

A TRIPHTHONG (from the Greek *treis*, three, and *phthongos*, a sound,) is the union of *three* vowels in one sound ; as *eau* in *beau*.

CAPITALS,

LETTERS are either *large* or *small* ; the former are called *capitals*, (from the Latin *caput*, the head, because they bear a *head* above the other letters).

DIRECTIONS FOR USING CAPITALS.

1. The first word after a full stop, and after a note of interrogation or exclamation when it ends a sentence.
2. The first word of every quotation, example, or precept introduced in a direct form ; as, "Franklin says, '*Serve thyself*.'" "The motto was '*Death or Glory*.'" "
3. The first word of every book, tract, essay, &c., and of their great divisions into chapters, sections, paragraphs, and notes.
4. The names of the Deity ; as, *God*, *Almighty*.
5. Proper names ; as, *William*, *Dublin*, *Liffey*, &c.
6. Titles of books and publications ; as, *Homer*, "*The Evening Mail*," &c.
7. Inscriptions, title-pages, &c.
8. Adjectives derived from proper names of places and men ; as, "*The Lutheran doctrines*," (from *Luther*), "*English*," (from *England*).
9. The first word of every line of poetry.
10. The name of an object personified ; as "The night draws nigh ; where now, *O Day*, has fled thy *Sun*."
11. The pronoun *I*, and the interjection *O*, also ; *He*, *His*, *Him*, when applied to Deity, or used emphatically.

12. Any *leading* term ; as, *The Rebellion, The Inquisition, The Reformation.*

13. The names of *months, days, and feasts* ; as *Easter, Monday, May, Christmas.*

14. Titles of office or honour ; as, "*The Lord Mayor, Baron Brady.*"

EXERCISE.

Shew where the *capital* letters should be employed in the following examples :—

A wise king was solomon. the queen arrived on monday. christmas day comes but once a year. he and i are very old acquaintances. god rules every thing ; he is priest, prophet, and king of his people. o wretched man that i am.

"i takes thy gold, but I have made thy fetters fast and strong."

the london times. william, james, and george came to london april last. i have read homer and virgil ; also byron and milton. "to the memory of thomas johnson." the irish penny journal. the coronation of queen victoria. the spanish armada.

ITALICS.

Italics (so called because they were first used in *Italy*) are letters which stand in an *inclining* or *slanting* form. They are employed to point out words upon which *emphasis* is to be laid, or words of *importance*, or which are to be, for some reason, *distinguished from the rest* in a sentence.

1. The following is an example of words put in *Italics* for the sake of *emphasis* :—

He was a man possessed of *great power and learning*, and yet his language was as *easily understood* as that of a *very plain and ordinary individual*. In *Canada and Russia* the climate in *Winter* is *very cold*.

2. Words which do not belong to our own language are put in *Italics*; as, "The Governor and his *aid-de-camp* have arrived."

The *ad valorem* duty is distasteful to certain politicians and merchants.

3. A word or phrase employed *merely as such* is often placed in *Italics*; as, "The vessel called the *Great Eastern* is of immense size."

"The Episcopal *veto* was a subject of Synodical discussion."

"The comparative of *great* is *greater*, and the superlative *greatest*."

[N.B.—In writing, a line is run under the word or words designed to be put in *Italics*; thus, "Compare every letter with the copy."]

4. Sometimes whole sentences are printed in *Italics*; as, "The verdict was '*Not Proven*;' a belief having prevailed, that there was not sufficient evidence to determine one way or other."

Capitals are frequently used instead of *Italics* where the writer wishes his words to be *very prominent*; as, "The best work of its kind that we have seen is *LOVELL'S GENERAL GEOGRAPHY*."

SYLLABLES.

A *SYLLABLE* (from the Greek *sun*, together, and *lambano*, to take,) is a sound represented by one or more letters. *Every* syllable must have in it at least one *vowel*.

A word of *one* syllable is called a *Monosyllable* (from the Greek *monos*, alone, and *sullabe*, a syllable); as, *man*.

A word of *two* syllables is called a *Dissyllable* (from the Greek *dis*, twice, and *sullabe*, a syllable); as, *manner*, *boy-hood*.

A word of *three* syllables is called a *Trisyllable* (from the Greek *treis*, three, and *sullabe*); as, *content-ed*, *man-ful-ly*.

A word of *many* syllables is called a *Polysyllable* (from the Greek *polus*, many, and *sullabe*); as, *de-co-ration*, *e-man-ci-pa-tion*, &c.

WORDS.

WORDS are *articulate* sounds formed of *one* letter or *many* letters, by the *organs of speech*. *Articulate* sounds mean *distinct* sounds; and cannot apply to those made by the *brute* creation, for they have not the power of articulation. The word *articulation* (from the Latin *articulo*, to joint,) means a "jointing,"—and the joining, or closing and opening, the organs of speech, forms a "joint" or "articulation."

(The organs of speech are the *lips*, the *teeth*, the *tongue*, the *palate*, the *nose*, and the *throat*.)

A, *I*, and *O* are the *only* words consisting of a *single* letter.

Words are **PRIMITIVE**, **DERIVATIVE**, or **COMPOUND**.

A *primitive* word (from the Latin *primus*, first,) is the *original* word from which others spring; as, *man*, *house*, *king*.

A *derivative* word (from *de*, downwards, and *rivus*, a stream,) is that which *flows from* another word; as, *manner* from *man*; *kingdom* from *king*.

A *compound* word (from the Latin *compono*, to put or lay together,) is made up of two or more simple words; as, *man-servant*, *rail-road-track*, &c.

DIVISION OF WORDS INTO SYLLABLES.

The syllables of a word, as a general principle, are the divisions which are made with regard to *correct* pronunciation.

The following rules may be of use:—

1. The termination *ed*, though not always pronounced separately, is looked upon in writing as a distinct syllable; as, "*walk-ed*," "*turn-ed*."

2. Compound words are generally divided into the simple words of which they are formed; as, "*heart-less*," "*man-ly*," "*king-dom*."

3. Two consonants forming but one sound, as *sh*, *ph*, *th*, *ch*, *ng*, *wh*, are never divided; as, "*weath-er*," "*pub-lish-er*."

QUESTIONS ON ORTHOGRAPHY.

What is the meaning of Grammar? What is the word derived from, and what does it teach? What is the root and meaning of language? Into how many parts is Grammar divided, and why? Name each part—its derivation and proper meaning. What does Orthography treat of? What is a letter? What do you mean by Alphabet? How many letters in the English alphabet? What is a vowel? How many vowels are there? Name them. What is a consonant? Give its derivation. Name the consonants. What do you mean by a mute? What is a diphthong? Give the derivation. What is the difference between a proper and an improper diphthong? What is a triphthong? Give its derivation.

Give an example of a mute, a diphthong, a proper diphthong, an improper diphthong, and a triphthong.

LETTERS.

What do you mean by capital letters? What are Italics? Give an example of classes of words which commence with capitals. For what purpose are Italics generally employed? Where were Italic letters first used? When are capital letters used instead of Italic? Write a sentence marking some of the words in Italics.

SYLLABLES.

What does the word syllable come from? What does it mean? What must every syllable have in it?

What is a monosyllable? What a dissyllable? What a trisyllable? What a polysyllable?

WORDS.

What are words? What do you mean by an articulate sound? What does the word "articulate" come from? What are the organs of speech? Name the only words in the English language consisting of one letter. How many kinds of words are there, according to their construction? What is a primitive word? Give an example. What a derivative word? Give an example. What a compound word? Give an example. What is the termination *ed* looked upon in writing?

How are compound words generally divided? Are two consonants forming one sound ever divided? Give examples.

ETYMOLOGY.

ETYMOLOGY teaches the *true origin* of words, their classification, and the changes made in them.

PARTS OF SPEECH.

The English language is divided into *nine* parts of speech: NOUN, ARTICLE, ADJECTIVE, PRONOUN, VERB, ADVERB, PREPOSITION, CONJUNCTION, and INTERJECTION.

PARSING (from the Latin *pars*, part,) is an explanation of the "parts of speech" of which sentences are composed, and the grammatical relation which they bear to each other.

NOUN.

A NOUN (from the Latin *nomen*, name,) is the *name* of any object. Whatever can be seen, heard,

felt, or understood, is a noun ; as, *George, Dublin, man, tree, happiness, &c.*

OBSERVATION.—A nice distinction should be observed in using the term *substantive* or *noun* which many grammarians seem to overlook. The word *substantive* literally means that which refers to *substance*, and should not be applied to words which are *immaterial* ; as *glory, happiness, &c.* The term *noun*, on the other hand, is applicable to *material* as well as *immaterial* objects ; as *city, happiness, boy, London, &c.* ; and is the better term, for it includes *both* in *one general name*.

KINDS OF NOUNS.

Nouns are of *four* kinds : *Proper, Common, Neuter, and Collective.*

A **PROPER NOUN** refers to an *individual* object of the same class, and in the same sense ; as, *William, Cork, the Ottawa.**

A **COMMON NOUN** refers to several objects of the same sort, class, or species ; as, *man, city, river.*

A **NEUTER NOUN** (from the Latin *neuter, neither,*) is a noun that belongs to “neither” gender, and therefore can only represent objects *without life* ; as, *house, field, riches, honour, &c.*

A **COLLECTIVE NOUN** (from the Latin *con,* together, and *lego,* to collect,) expresses in a *single* form a *number* of individuals ; as, *army, multitude, &c.*

PROPERTIES OF NOUNS.

A noun has *four* properties ; namely, *gender, number, case, and person.*

* When a proper noun is used figuratively, it becomes common ; as, *He is a Samson ; She is a Venus ; &c.*

GENDER.

GENDER (from the Latin *genus*, race or family, or the Greek *genos*, kindred or sex,) means the distinction between *sex*. As there are *but two sexes*, the male and the female, there are therefore *only two genders*, the masculine and the feminine.

The MASCULINE GENDER signifies animals of the male sex ; as, *man, lion, &c.*

The FEMININE GENDER signifies animals of the female sex ; as, *woman, lioness.*

PERSONIFICATION.

Nouns belonging to *neither genders* are often spoken of as if possessed of *life*. This is called "*personification.*" Thus nouns of *masculine* qualities are put in the *masculine* gender ; and those of *feminine* qualities in the *feminine*.

For example, we say of the *earth*, "*she yields her fruit ;*" of *death*, "*he holds mortals in his iron grasp ;*" of the *sun*, "*he shines ;*" of the *moon*, "*she gives light.*"

[No absolute rule can be given as to what nouns should be *personified* by the masculine or feminine : we must chiefly be guided by our taste and judgment.]

RULES FOR FORMING THE FEMININE.

1. Add *ess* to the masculine ; as, *host, hostess, &c.*
2. When the word ends in *or* or *er*, cut out *e* or *a*, and add *ess* ; as, *actor, actress ; arbiter, arbitress ; executor, executrix ; widower, widow.*

3. Prefix *he* or *she*, *male* or *female*; as, a *he-goat*, a *she-goat*; a *male-servant*, a *female-servant*.

4. Affix *cock* or *hen*; as, a *pea-cock*, a *pea-hen*, &c.

The following nouns do not form their feminine according to the above rules :

I. MALE AND FEMALE BY TOTALLY DIFFERENT WORDS.

Bachelor, spinster or maid; boy, girl; brother, sister; bull, cow; buck, doe; colt, filly; cock, hen; drake, duck; earl, countess; father, mother; friar or monk, nun; gander, goose; gentleman, lady; hart, roe; horse, mare; husband, wife; king, queen; lad, lass; lord, lady; man, woman; master, mistress; nephew, niece; ram, ewe; son, daughter; stag, hind; singer, songstress or singer; sir, madam; uncle, aunt; wizard, witch.

II. IRREGULAR TERMINATIONS.

Abbot, abbess; beau, belle; bridegroom, bride; caterer, cateress; czar, czarina; don, donna; duke, duchess; emperor, empress; hero, heroine; infant, infanta; landgrave, landgravine; margrave, margravine; marquis, marchioness; monsieur, madame; sorcerer, sorceress; sultan, sultana; signor, signora; widower, widow.

[Some nouns are used *only in the feminine*; as, *virago*, *shrew*, *syren*, *amazon*, *brunette*, &c. Other nouns may belong to *either gender*; as, *child*, *cousin*, *parent*, *friend*, *infant*, *partner*, *relative*, &c.]

The masculine is sometimes used for *both sexes* or *genders*; as, "God made *man*," meaning *all mankind*.]

EXERCISE.

State the *kind* and *gender* of each of the following nouns :

George, cane, happiness, boy, book, canal, countess, beau, woman, tree, joy, declaration, impudence, air, riches, executor, sun, winter, Danube, severity, cow, ass, donna, caterer.

NUMBER.

NUMBER (from the Latin *numerus*, a number,) means *one*, or *more than one*. There are therefore *two* numbers. The SINGULAR (from the Latin *singularis*, one alone,) means *only one* object ; as, *man, boy, house*. The PLURAL (from the Latin *plus*, more,) means *more than one* ; as, *men, boys, houses, &c.*

The word *regular* is from the Latin *regula*, a rule. When a part of speech conforms to an established rule it is called *regular* ; when it does not, it is called *irregular*, or *not according to the rule*.

The *rule* for the formation of the *plural of nouns*, is, that they take the letter *s* after the singular ; as, *table, tables ; book, books ; &c.* Nouns that do not form their plural according to this rule will be *exceptions* to the rule, and consequently *irregular*.

EXCEPTIONS.

1. Change *y* into *ies* after a consonant, but not after a vowel ; thus, *glory, glories ; duty, duties ; delay, delays ; valley, valleys.*

2. When the singular ends in *x*, *ch* soft, *sh*, *ss*, *s*, or *o*, add *es*; as, *box*, *boxes*; *church*, *churches*; *kiss*, *kisses*; * *brush*, *brushes*; *potato*, *potatoes*; *cargo*, *cargoes*; *wo*, *woes*, &c.

3. *Quy* makes *quies*; as, *soliloquy*, *soliloquies*.

4. When *ch* is sounded as *k*, the plural is regular; as, *monarch*, *monarchs*. Nouns ending in *o* after a vowel, follow the rule; as, *bamboo*, *bamboos*.

5. The following nouns in *f* or *fe* change these terminations into *ves*; as, *beef*, *calves*, *half*, *halves*, *leaf*, *leaves*, *self*, *sheaf*, *shelves*, *thief*, *wolves*, *knife*, *knives*, *life*, *wives*; as, *bees*, *loaves*, *knives*, &c.

The following nouns form their plurals according to their difference of meaning:

Appendix, *appendixes*—parts of a book.

Appendix, *appendices*—things attached to others.

Brother, *brothers*—sons of same parent.

Brother, *brethren*—members of same society.

Die, *Dies*—for stamping coins.

Die, *Dice*—for gaming.

Genius, *Geniuses*—possession of exalted intellect.

Genius, *genii*—fabulous spirits.

Penny, *pennies*—single coins.

Penny, *pence*—value or amount.

Pea, *peas*—single ones.

Pea, *pease*—collection.

Staff makes *staves* in the plural; but all other nouns in *ff* have their plural in *s*; as, *stuff*, *stuffs*; *ruff*, *ruffs*; &c.

* *Memento*, *grotto*, *quarto*, *portico*, *two*, *solo*, *tyro*, *zero*, *junto*, *canto*, form the plural regularly; as, *grottos*, *grottos*, &c.

Some nouns are the same in both numbers; as, *deer, sheep, pair, trout, salmon, &c.* Names of virtues or vices, things weighed or measured, also names of metals, are generally singular; as, *silver, corn, justice, anger, &c.*

The following nouns are used only in the plural; *scissors, ashes, riches, alms, wages, annals, data, bellows, lungs, pains, amends, archiv. bitters, bowels, calends, clothes, embers, goods, hose (stockings), manners, politics, snuffers, shears, tongs, vespers, victuals, pincers, dregs, morals, thanks, vitals, &c.*

The following plurals are irregularly formed:—*man, men; woman, women; child, children; foot, feet; ox, oxen; tooth, teeth; goose, geese; mouse, mice; louse, lice.*

Nouns from the Latin and other languages, sometimes retain their original plural.

As a general rule, when the singular ends in *ex* or *ix*, the plural will be *ices*; when in *is*, the plural will be *es*; when in *um* and *on*, the plural will be *a*; when in *us*, the plural will be *i*—as observed in the following list:

Alumnus, alumni; arcanum, arcana; automaton, automata; axis, axes; antithesis, antitheses; animalculum (or animalcule, Eng.,) animalcula; amanuensis, amanuenses; analysis, analyses; apex, apices; crisis, crises; datum, data; hypothesis, hypotheses; &c.

When a title is prefixed to a proper name, the title only should be plural; as, the *Messrs. Todd*, (not the *Mr. Todds*,) the *Misses Grey*, (not the *Miss Greys*.)

When the principal word in a compound noun comes first, the sign of the plural is affixed to it; as, *aid-de-camp, aides-de-camp; cousin-german, cousins-german; knight-errant, knights-errant; father-in-law, fathers-in-law*; but when the prin-

principal word terminates the compound, the plural sign is placed at the end; as, *fellow-servant*, *fellow-servants*, &c.

(Some writers use such an expression as "*spoon-fulls*," which is incorrect; because *full* is an *adjective*, and adjectives in English are *not* varied by "number.")

EXERCISE.

State the *plural* of each of the following nouns, and whether it is *regular* or *irregular* :

Salmon, alms, amends, dregs, medium, means, seraph, odds, foot, Scipio, formula, dozen, billiards, news, bandit, goose, penny, camera-obscura, court-martial, magus, sheep, trout, milk, Cæsar, lunacy, cannon, calend, thank, cavalry, &c.

CASE.

CASE (from the Latin *cado*, to fall,) means the "falling" or leaning of a noun (or pronoun) from its first state, (or nominative,) in order to show its relation to some other word. There are *three cases* in which a noun is placed. The first case, or state, is called the *nominative*; the second, the *possessive*; the third, the *objective*.

I. The NOMINATIVE (from the Latin *nomino*, to name,) is so called because it is mostly used to name the subject of a verb. It generally goes before a verb; and when it is the *subject* of a verb, it is known by its answering to the question *who?* or *what?* Thus, "*William writes correctly.*" Ask who writes correctly? The answer is *William*; therefore *William* is the "subject" of the verb *writes*, and the "nominative" case.

The nominative sometimes comes *after* the verb ; as, "Now *stood Eliza* on the wood-crowned height." Here *Eliza* is the nominative after the verb *stood*. Such examples are generally found in blank verse, and in sentences which commence with "*There,*" or "*Were there ;*" as, "There are five *loaves* in the basket."—"Were there two more, we would have enough."

There are two other circumstances in which a noun may be the nominative case. (See Note, Rule VII., page 96.)

✓ II. THE POSSESSIVE CASE* (from the Latin *possideo*, to possess,) denotes the *possessor*, and has *two* forms,—the apostrophe with the letter *s* (which is called the Saxon form); as, "I lived in my father's house": and the sign of *possessively*, (which is called the Norman form); as, "The house of my *father*." In this latter instance the word *of* is not a preposition, but the *sign* of the possessive case.

In order to ascertain when *of* is the *sign of the possessive case*, and *not a preposition*, transpose the sentence, as in the above example—"The house of my *father*," which is in substance, and sense the same as, "My father's house": although differing in form, *the possessor is the same*.

THE POSSESSIVE may be known by its answering to the question *whose?*

* The old Saxon form of the possessive was *is* and *es*, which in modern days has become contracted into the apostrophe and letter *s* ('s); as, "The king's," was spelled "The kinges."

VARIATIONS OF THE POSSESSIVE.

1. When the nominative plural ends in *s*, the possessive plural is formed by adding the apostrophe only; as, nominative plural *boys*, possessive plural *boys'*; nominative plural *roads*, possessive plural *roads'*. But when it does not end in *s*, the possessive is formed by adding an apostrophe and *s*, (as in the singular); as, nominative plural *men*, possessive plural *men's*.

2. Sometimes, when the singular ends in *ss*, *s*, or *ce*, only the apostrophe is added; as, for goodness' sake; for conscience' sake, &c.: except *witness*; as, "The *witness's* evidence."

3. When two or more possessive cases are united by the conjunction *and*, only the last receives the apostrophe when *common* possession is implied; as, "It was my father and mother's house."

4. When the conjunctions *neither*, *nor*, &c., come between them, all the possessive cases retain the *s*; as, "*This house is neither William's nor John's, but Thomas's*:" also when *common* possession is *not* intended; as, "The landlord's and tenant's hay was good," meaning that some of the hay belonged to the landlord and some to the tenant.

III. THE OBJECTIVE CASE (from the Latin *ob*, against, and *jactus*, thrown or laid,) represents the person or thing *acted upon*, and generally follows a verb or preposition; as, "The boy learns his *lesson*"; "the lesson was learned by the *boy*."

When the objective case follows a transitive verb, it is the object of an *action*; as, "James

writes his *copy*": and when it follows a preposition, it is the object of *relation*; as, "The copy was written by *James*."

The objective case sometimes comes before the verb in a sentence; as, "His *port* I love." Here *port* is the objective case, governed by the transitive verb *love*. Such instances are generally to be found in blank verse and poetry.

The nominative and objective cases of nouns are alike; but, in pronouns, they vary; as, "I love *William*"; "*William* loves me." Here in the first example *William* is in the objective case; in the second, *William* is in the nominative, and are *alike*; but *I* is in the nominative, and *me* the objective, and are *not alike*, but vary.

THE OBJECTIVE CASE may be known by its answering to the question *whom?* or *what?*

EXERCISE.

Find out the *nouns* in the following exercise, and mention their case, gender, and number:

James's house. The man's book. He bought a horse. I am writing a letter. There are four seasons. The glory of the martyrs. The girls are at school. Johnson's Dictionary is for sale. The warriors have returned. The city was reduced to ashes. He found it at home. They are from town. He is pleased with his purchase. Jane bought a watch for fifteen pounds. He has read several books. They were lost in the vortex. The waves make a great noise.

PERSON.

(See explanation of "person" under "*Personal Pronouns*," p. 35.)

DECLENSION.

DECLENSION (from the Latin verb *declino*, to bend,) signifies the "bending" (or inflexion) of a noun into its *cases* and *numbers*, from the nominative downwards.

Nouns are declined as follows:—

<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>man</i>	Nominative,	<i>men</i>
Possessive,	<i>man's</i>	Possessive,	<i>men's</i>
Objective,	<i>man</i>	Objective,	<i>men</i>
<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>boy</i>	Nominative,	<i>boys</i>
Possessive,	<i>boy's</i>	Possessive,	<i>boys'</i>
Objective,	<i>boy</i>	Objective,	<i>boys</i>

Man is an irregular noun, because it does not form its plural after the regular manner. *Boy*, is a regular noun. (See page 18.)

In Etymology a noun is parsed by stating what *kind* it is; to what *gender*, *number*, *person*, and *case* it belongs; as, *boy* is a common noun, masculine gender, singular number, nominative case, and 3rd person.

QUESTIONS AND EXERCISES.

NOUN.

How many parts of speech? What is a noun? What is its derivation? How many kinds of noun? What is a proper noun? What is a common noun? What a neuter noun? What does the word "neuter" come from? What is a collective noun? What does the word "collective" come from?

In the following exercise point out which of the nouns are proper, which common, which collective, which neuter, and state the reason; also which should commence with a capital letter :

EXERCISE.

america, document, Army, navy, france, Virtue, Gold, house, Woman, city, jerusalem, people, congregation, Silver, clothes, mankind, honesty, sin, air, benevolence, Wickedness, the alps, rain, china, Opulence, Independence, multitude, Lioness, hero.

Can a proper noun ever become common ?

GENDER.

What do you mean by the properties of a noun ? How many properties has a noun ? What is gender ? What its root or derivation ? How many genders ? Is neuter a gender ? Why ? What is the masculine gender ? What the feminine ? Are nouns not having life ever placed in any gender ? *Is there any rule to guide us ?* Why do we sometimes say *she* of the earth ? Why *he* of the sun ? What sort of language is this called ? How many rules for forming the feminine ? When do you add *ess* to the masculine to form the feminine ? What is the feminine of *actor* ? What of *executor* ? Name those nouns in your grammar that become feminine by *totally different words*. Name the list of those of *irregular terminations*. What gender is each of the following words :

Man, house, glory, widow, tree, happiness, kind, queen, infant, London, sister, shepherd, aunt, friend, beast.

Name those nouns that are used only in the feminine.

NUMBER.

What is number ? What is the root of the word ? What is the root of *singular* and its meaning ? What

is *plural* from? Meaning? What is the derivation and meaning of *regular*? When do nouns form their plural regularly? Give an example. Name the nouns used only in the plural. When do you change *y* into *ies*? What does *quy* at the end of a word become in the plural? When *ch* is sounded like *k*, what will be the plural? What nouns are alike in both numbers? What nouns are generally singular?

EXERCISE.

What is the plural of the following nouns :

Cloud, months, lion, ashes, chair, fox, cat, dog, penny, grotto, monarch, cargo, brother, goods, painful, miss, toy, bell, potato, decency.

Spell or write the singular of the following, and state how you know you are correct :

Glories, brushes, twos, thanks, lungs, pair, calves, appendices, brethren, genii, peas, rebuffs, ladies, staves.

CASE.

What is the root of the word "case"? What does case mean? How many cases? Name them. What does the objective mean? What root does "objective" come from? Where is the objective generally found in a sentence? When the objective follows a *transitive* verb, what is it? Does the objective ever come *before* a verb? Give an example. What cases of nouns are alike? Are the same cases of pronouns alike? Give an example of each. How may the objective case be known? How do you know the possessive case? What is its derivation? What is the Saxon and what the Norman form of the possessive? When the Nominative plural ends in *s*, how do you form the possessive? When it does not, how? (What was the *old Saxon* form of the possessive? How is it now altered?) When the singular ends in *ss*, *s*, or *ce*, how do you form the posses-

sive? Give an example. Give an exception. When do all the possessive cases retain the *s*? What does "nominative" come from? Meaning? *Where* does the nominative generally go in a sentence? How do you know it when it is the *subject of a verb*? Does the nominative ever come *after* the verb? Give an example.

GENDER, NUMBER, AND CASE.

EXERCISE.

Tell the gender, number, and case of each of the following nouns, and the *reason* for what you say:

Father, mother, field of blood, George, William, Thomas, the boy, men's gloves, porcupine's quills, mountain's side, people, school, boys', girls', Danube's waters, queen of beauty, children's toys.

DECLENSION.

What is declension? What derived from? Decline *man, boy, slate, city*. Is *man* a regular or irregular noun? Why? Decline *Thomas*. Has *Thomas* any plural? Why? Is *boy* a regular noun? Do you know any *rule* for finding out the objective case?

ARTICLE.

ARTICLE (from the Latin *articulus*, or *artus*, a joint, or little member,) is a small word; of the nature of an adjective, placed before a noun to *limit its meaning*; as, *a man, the man; a city, the cities*.

When a noun takes *no article* before it, it is *not restrained in sense*; as, *man*, means *any man*; *boy*, *any boy*.

A, or AN, is called the INDEFINITE ARTICLE (from the Latin words *in*, not, and *defino*, to limit,) because it is *unlimited* in its meaning; as, *a* man, means *any* man; *a* house, *any* house.

A becomes AN when placed before a word commencing with a vowel, or an *h* not sounded; as, *an* apple, *an* ink-bottle, *an* hour; because it *sounds better* than *a* apple, or *a* ink-bottle, &c.

The *Indefinite Article*, although unlimited in meaning, is *limited* as regards number. A, or *an*, (from the Saxon *ane*, one,) can only be placed before the *singular* number; as, *a* pen, meaning *one* pen, &c.

THE is called the DEFINITE ARTICLE, (from the Latin *defino*, to limit), because it *limits the meaning* of the noun; as, *the* man, *the* house, *the* book.

The *Definite Article* is *unlimited* as regards number, for we can say *the* house, *the* houses; meaning a *particular* house, or a *particular number of* houses.

PARSING.

An article is parsed by stating whether it is *indefinite* or *definite*, and the noun to which it belongs.

ARTICLE.

QUESTIONS.

What does the word "article" come from? What is its meaning? What meaning would a noun have without an article? How many articles are there? What do you mean by an indefinite article? What by a definite article? What is the derivation of "indefinite"? What of "definite"? When does *a* become *an*? Give an example. What number must the indefinite article go before? What Saxon word does *a* or *an* come from?

EXERCISE.

Place the indefinite article before the following words :

Books, horse, army, work-box, man, trumpet, soldier, india-rubber, sugar, hour, ink-bottle, orange, elm-tree.

Correct the errors in the following, and state a reason for the change :

An trumpet, a army, an quiet mind, an high house, a honour, a under story, a opera, a earl, an countess.

ADJECTIVES.

AN ADJECTIVE (from the Latin *adjectus*, joined to,) is a word which *must* be joined to a noun expressed or understood ; as, A *wild* horse, a *strong* city. Here *wild* and *strong* are adjectives.

COMPARISON.

COMPARISON (from the Latin *con*, together, and *paro*, to make, or shape,) is that property of the adjective by which its various degrees of quality are *shaped* or *formed*.

There are THREE DEGREES of comparison,—the POSITIVE, the COMPARATIVE, and the SUPERLATIVE.*

I. The POSITIVE simply expresses the quality of a noun ; as, *good, great, bad*.

* Some grammarians argue that there are only *two* degrees of comparison, and that the positive is *merely the form of the adjective* ; but when we use such an expression as "That is a *tall* man," we evidently mean, he is above the ordinary height of men ; and consequently, that the word *tall* is a *degree* of comparison, as well as others of a similar signification.

II. The COMPARATIVE increases or lessens the positive to a higher or lower degree; as, *better, greater, worse, &c.*

III. The SUPERLATIVE increases or lessens the positive to the highest or lowest degree; as, *largest, greatest, worst, &c.*

The *Comparative* is formed by adding to the positive *er* when the adjective ends in a consonant, or *r* when it ends in a vowel; as, *great, greater; wise, wiser, &c.*

The *Superlative* is formed in like manner by adding *est* or *st* to the positive; as, *great, greatest; wise, wisest.*

The Comparative and Superlative are also formed by the adverbs *more* and *most, less* and *least*; as, *benevolent, more benevolent, most benevolent.* This latter form is *more generally* used with adjectives of two or more syllables.

EXCEPTIONS AND OBSERVATIONS.

1. Adjectives ending in *d* or *t*, preceded by a single vowel, double the consonant in forming the comparative and superlative; as, *red, redder, reddest; hot, hotter, hottest.*

2. *Many* and *much* are often *misapplied.* Care should be taken to use *many* only in reference to what may be *numbered*, and *much* only to what may be *measured.* Thus we might say, "How *many* bushels of oats;" but we should not say, "How *many* oats."

3. The addition of *ish* to the positive indicates a slight degree of comparison; as, *black, blackish; dark, darkish, &c.*

4. The adverbs *very* and *exceedingly*, when placed before adjectives, constitute the superlative of eminence; as, "He is a *very* tall man;" "She is *exceedingly* fair."

5. *Later* refers to *time* only; *latter*, both to *time* and *place*. *Elder* is applied to persons of the same family; as, "My *elder* sister is *older* than your sister." *Older* and *oldest* may be applied to *things* also; as, "that is the *oldest* book in the library."

6. Some adjectives are superlative in their nature, and cannot be compared: they may be called superlative adjectives; as, *chief*, *perfect*, *square*, *round*, *full*, *first*, *last*, *third*, *sixth*, &c.

ADJECTIVES COMPARED IRREGULARLY.

Good, *better*, *best*; *bad*, (*ill*, or *evil*,) *worse*, *worst*; *little*, *less*, *least*; *much*, (or *many*,) *more*, *most*; *far*, *farther*, *farthest*; *near*, *nearer*, *nearest*; *fore*, *former*, *foremost*, (or *first*); *out*, *outer*, *outmost*, (or *utmost*); *low*, *lower*, *lowest*, (or *lowermost*); *late*, *later*, (or *latter*,) *latest*, (or *last*); *old*, *older*, (or *elder*,) *oldest*, (or *eldest*). Some have no positive; as, *inner*, *innermost*; *further*, *furthest*; *hither*, *hithermost*; *nether*, *nethermost*; *under*, *undermost*. Some have no comparative; as, *top*, *topmost*; *down*, *downmost*; *north*, *northmost*; *head*, *headmost*.

ADJECTIVES.

PARSING.—An adjective is parsed by stating its degree of comparison and the noun which it qualifies; as, I bought a *black* cane. *Black* is an adjective, qualifies *cane*, positive degree. Compared: positive, *black*; comparative, *blacker*; superlative, *blackest*. The comparison is formed by adding *er* and *est* to the positive.

QUESTIONS.

What is the derivation of the word "adjective?" What is the meaning of the word? What is comparison? What is its root? How many degrees of comparison? Name them. What is the use of the positive degree? What of the comparative? What of the superlative? (*Why are there three degrees, and not two only?*) How is the comparative formed? How the superlative? Any other way by which the comparative and superlative are formed? Why are long words compared by *more* and *most*? What is the rule for comparing *red* and *hot*? What effect has *ish* added to an adjective? What effect has *very* or *exceedingly* when prefixed to adjectives? What is the meaning of *later* and *latter*? What difference between *elder* and *older*? What do you call such adjectives as *last*, *square*, *sixth*, &c.? What is the comparative of *top*? What the positive of *undermost*? Compare *good*, *much*, *low*, and *near*.

EXERCISE.

Point out the adjectives in the following exercise, and compare them, and state the rule; also correct errors, and parse the articles and nouns:

A rich man, a bold girls, a noble city, a very handsome tree, a most beautiful woman, the high tide, a ugly horse, the far west, a first hour, the innermost row, a indian cane, eight boys, an boiling pot, an heated iron, a white wall.

Compare *strong*, *sincere*, *little*, *low*, *swift*, *studious*, *grateful*, *bad*, *horrible*.

Write sentences containing *articles*, *nouns*, and *adjectives*.

PRONOUNS.

PRONOUN (from the Latin *pro*, for, and *nomen*, a name,) is a part of speech used for a noun, or name;

as, "The man was here; *he* is a long way from *his* home." Pronouns are of *three* classes,—PERSONAL, ADJECTIVE, and RELATIVE.

THE PERSONAL PRONOUNS * stand for nouns, and are *independent* in their meaning; they are, *I*, *thou*, (or *you*,) *he*, *she*, *it*; *We*, *ye*, (or *you*,) *they*, and *who*.

I is the first person singular, or the speaker.

Thou (or *you*), the second person singular, or the person spoken to.

He, *she*, or *it*, the third person singular, (or the person spoken of).

We, the first person plural.

Ye (or *you*), the second person plural.

They, the third person plural.

PERSONAL PRONOUNS are thus declined:—

		<i>First Person.</i>	
<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>I</i>	Nominative,	<i>We</i>
Possessive,	<i>mine</i>	Possessive,	<i>ours</i>
Objective,	<i>me.</i>	Objective,	<i>us</i>

*The division of pronouns into *Possessive*, *Distributive*, *Demonstrative*, *Indefinite*, and *Interrogative*, (although perfectly accurate if *justly applied*,) are from their various peculiarities rather liable to confound the student of grammar, than assist him in attaining the knowledge which he requires; since by such a system he must *continually* be *at a loss to know to which* of these classes *the pronoun he is parsing belongs*. The *two divisions* above given, answer, in the author's opinion, *every purpose* for which the pronoun is required in the English language, and can with ease be remembered, and without perplexity applied.

The person of a noun is regulated in the same manner as that of a pronoun; as, "I *William* am king." Here *William* is the first person, because the speaker. "You *George* are my cousin." Here *George* is in the second person, because *spoken to*, or addressed. When the noun is *spoken of*, it is placed in the third person; as, "The *mail* has arrived."

Second Person.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>thou</i> *(or <i>you</i>)	Nom.	<i>ye</i> (or <i>you</i>)
Poss.	<i>thine</i> (or <i>yours</i>)	Poss.	<i>yours</i>
Object.	<i>thee</i> (or <i>you</i>)	Object.	<i>you.</i>

Third Person Masculine Gender.

<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>he</i>	Nominative,	<i>they</i>
Possessive,	<i>his</i>	Possessive,	<i>theirs</i>
Objective,	<i>him</i>	Objective,	<i>them.†</i>

Feminine Gender.

<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>she</i>	Nominative,	<i>they</i>
Possessive,	<i>hers</i>	Possessive,	<i>theirs</i>
Objective,	<i>her.</i>	Objective,	<i>them.†</i>

* It has been observed by some grammarians, that the pronouns *thou*, *thine*, *thee*, and *ye*, are obsolete. This is a great mistake, for we have them used in the sacred writings, by the Society of Friends, and in poetic compositions.

† In common conversation, *them* is often *most ungrammatically* used for *these* or *those*; as "Give me *them* books," should be "*those* books."

Of neither Gender.

<i>Singular.</i>		<i>Plural.</i>	
Nominative,	<i>it</i> *	Nominative,	<i>they</i>
Possessive,	<i>its</i>	Possessive,	<i>theirs</i>
Objective,	<i>it.</i>	Objective,	<i>them.</i>

[*Who* is declined under the head of RELATIVE PRONOUNS. See page 39.]

The possessive of *it*, *she*, *we*, *thou* (or *you*), and of the plural *they*, should be written *without the apostrophe*; thus, *its*, *hers*, *ours*, not *it's*, *her's*, &c.

Myself, *thysself*, *himself*, *herself*, *itself*, and their plurals, *ourselves*, *yourselves*, *themselves*, are of the class of *personal pronouns*. They are used to give *emphasis* to the sentence. When added (as they generally are) to the nouns or pronouns for which they stand, their cases will be almost always the same as those of such nouns or pronouns. For example—"They *themselves* were in fault." Here *they* and *themselves* are in the same case. "The *child itself* suffered more than the mother." *Child* and *itself* are in the same case.

Sometimes the *agent is the object of his own act*; then *each* pronoun will be in a *different* case; as, "*he* praises *himself*." Here *he* is *nominative*,

* The pronoun *it* would seem to stand for *neuter nouns* only; but we find it used with the verb "to be" in different genders, numbers, and persons; as, "It is I," "it was he," &c.

In referring to *young children* or *animate objects* whose sex we don't know, we speak correctly when we use *it*; as we may say of the *child*, "*it* fell;" of the *bird*, "*it* flew;" of the *mouse*, "*it* was caught," &c.

himself objective; because *he* is the *agent* and *himself* the *object*, &c.

Personal pronouns are accountable for the nouns for which they stand, having gender, number, case, and person.

PERSONAL PRONOUNS.

PARSING—A personal pronoun is parsed by stating its *person* (1st, 2nd, or 3rd), *gender*, and *case*.

QUESTIONS.

What does the word "pronoun" mean? What is its derivation? How many *classes* of pronouns are there? (*Why not more?*) What are personal pronouns? Name the personal pronouns. Decline *I, thou, she, it*. Why is *you* used in the singular of the 2nd person? Should *it, she, we, &c.*, be written with or without an apostrophe in the possessive singular? How are *myself, thyself, &c.*, used? What cases are they generally in? *Does it always stand for neuter nouns? Why?* Have personal pronouns gender, number, and case? Tell the *gender, number, and case* of *I, thou, he, she, it, theirs, hers, yours, mine, me, her, its, them*.

EXERCISE.

Parse the pronouns, and tell what they stand for, in the following:—

This is mine. She went to him. They are yours. You are related to him. James's hat is like it. It is his, not hers. I gave your books to them. Its collar is broken by her. Thou art wise. He and I will invite her. He bought them because they are cheap. She asked me for her hat. She thought he lost his bird. It was a present from her father.

ADJECTIVE PRONOUNS (like adjectives) are depending on nouns for their meaning, with this exception, that they have not comparison; they are, *mine, thine, my, thy, his, her, our, your, their, this, that, † these, those, which, what, each, every, either, neither, some, other, no, any, all, and such*; as, "I own *that* book;" "*This* is my house;" "Learn *every* lesson," &c., &c.

[*Mine* and *thine*, in the preceding list, are seldom found in common use: examples occur in the Bible and poetic writings. *My* and *thy* supply their place in *general* composition.]

The word *ever* affixed to the pronouns does not alter their classification; for *whoever* is a personal pronoun, as well as *who*; *whichever* is an adjective pronoun, as well as *which*. Sometimes *so* comes between; as, *whosoever, whichever, &c., &c.*

RELATIVE PRONOUNS.

RELATIVE PRONOUNS are so called because they relate to nouns or pronouns going before, called their antecedents; as, "The *houses which* were built." Here *houses* is the antecedent, and *which* the relative. Sometimes several words taken together will be the antecedent; as, "*The whole school was in an uproar, which* troubled the master greatly." Here all the words preceding *which*, are together the antecedent to *which*.

OBSERVATION.—The relative pronoun not only "relates to" its antecedent, but also *connects its clause therewith*.

† *That, which, and what* are given in the list of adjective pronouns because they are frequently so used; as, "I'll pay you *what* you ask for *that* horse," &c.

The relative pronouns are *who*, *which*, *that*, and *what*. *Who* and *which* are alike in both numbers. They are thus declined:

<i>Singular and Plural.</i>		<i>Singular and Plural.</i>	
Nominative,	<i>who</i>	Nominative,	<i>which</i>
Possessive,	<i>whose</i>	Possessive,	<i>whose</i>
Objective,	<i>whom</i>	Objective,	<i>which</i>

WHICH is applied to inferior animals and things without life; also to collective nouns representing persons; as, "The Parliament *which* was summoned;" "The *horses which* drew the Queen's carriage;" &c. Formerly *which* applied to *persons*. It is so used in the Sacred writings; as, "Our *Father which* art in heaven."

WHO is applied to persons; as, "The boy *who*;" "the boys *who*;" &c.

THAT is not declined. It is used to avoid the too frequent repetition of *who* or *which*, and applies to *things*, and sometimes to *persons*.

WHAT does not apply to persons, and has no antecedent, because it stands for the "*thing which*" or "*that which*;" and is therefore *itself both antecedent and relative*. It may be of either number.

WHO, **WHICH**, and **WHAT**, are used interrogatively, or as interrogatives, when employed in asking questions; as, *who* are you? *what* house is that? *which* way are you going?

DIRECTIONS FOR USING SUCH OF THE ADJECTIVE
PRONOUNS AS ARE LIABLE TO BE *erroneously*
APPLIED.

1. *Each* relates to two or more persons or things taken *singly*; as, "*each* month in the year."

2. *Either* refers to two only, and means *either the one or the other* taken separately; as, "His father and mother live; he never sees *either*." *Neither* means *not either*, and must only be used in like manner.

3. *Every* relates to several persons or things, and alludes to every one of them all taken separately; as, "*every* house in the city was destroyed," "*every* child in the hospital was in danger;" unless the nouns imply a *collective idea*; as, "*every* hundred years is a *century*."

4. *This* and *these* refer to the nearer or last mentioned of two persons or things, *that* and *those* to the more remote; as, "Virtue and vice are opposed to each other; *this* produces misery, *that* happiness."

5. *That* is sometimes a conjunction; as, "I came to school in order *that* I may learn."

6. *Some* is an unlimited term, and means a portion of a number or quantity; as, "I bought *some* flour from the miller;" "*some* men of the crew perished."

7. *Any* means *one* out of a number, without mentioning which particular person or thing is alluded to; as, "I will be directed by *any* of the judges;" "*any* book in the Institute can be had."

ADJECTIVE AND RELATIVE PRONOUNS.

Parsing.—In parsing an adjective pronoun, it is only necessary to state the noun to which it belongs; as, "*my* hat is torn." *My* is an adjective pronoun belonging to *hat*. In parsing a relative pronoun, state its *gender*, *number*, and *case*;

as, "The woman *who*." *Who* is a relative, referring to woman, and is of the feminine gender and nominative singular.

QUESTIONS.

What is an adjective pronoun? How does it differ from an adjective? Give the list of adjective pronouns. What adjective pronouns are now seldom used? What effect has *ever* added to a pronoun? What is a relative pronoun? Is the antecedent always one word? If not, give an example. What else does the relative, beside relating to its antecedent in a sentence? Name and decline the relative pronouns. Show how *who*, *which*, and *what* are used. When is *that* used? Give an example. Give examples of *that*, *which*, and *what* as adjective pronouns. Explain the proper meaning and use of *each*, *either*, *every*, *this* and *these*, *that*, *some*, *any*. Give examples. What do you mean by an interrogative? What does *who* refer to when an interrogative? What does *which* and *what* refer to as interrogatives?

EXERCISE.

Parse the *relative* and *adjective* pronouns in the following exercise; also the *interrogative* and the *personal* pronouns. Then go back over the exercise and find out and parse the *nouns*, *articles*, and *adjectives*, as in previous exercises.

Who wrote the letter? The crime which has been committed. He that acts wisely. Into which box did you put it? Which way are you going? What is your name? She who wrote me, left that day. The man who is kind and whose ways are just, will be rewarded for such good works. Every house is filled. His garden looks well. Your back is bent. He has a horse and mare. I'll take this one, you take that. He

bought some cheese. Come here that I may see you. He who preserves me, to whom I owe my being, whose I am and whom I serve, is eternal. Honour all men. This is the best coat that I have got. Where are these things which I have purchased? What is that field sown with? The youngest and richest, the wisest and greatest, must one day pass away from this world. His house and my property were purchased the same year. That window of yours is wider than our neighbours, but not so handsome as Richard's. He that keeps the company of foolish men will fall into their evil ways.

VERB. ✓

A verb (from the Latin *verbum*, a word,) is so called by way of eminence or distinction, because it is the *chief word* in a sentence, and without it the other words cannot make complete sense; as, "the fire *damaged* a house yesterday." Here *damaged* is the verb; but remove it, and the remainder will be without meaning.

A VERB signifies *to be, to do, or to suffer, (or be done to)*; as, *I am, I rule, I am ruled.*

VERBS may be divided into two classes; namely, TRANSITIVE and INTRANSITIVE.

A TRANSITIVE VERB (from the Latin *transeo*, to pass over,) expresses action "passing over" from an agent, or actor, to an object; as, "John *strikes* the table."

Here John is the agent, or actor; *strikes* the *transitive verb*, "passing" the action "over" to the object, table.

AN INTRANSITIVE VERB (from the Latin *in*, not, and *transeo*, to pass over,) is, as its very name explains, the OPPOSITE of what a *transitive verb* is, and sometimes expresses *being*, or *existence*, and sometimes *action*; but it has NO POWER, like the *transitive verb*, to govern an object; as, "I am well; James *sleeps* soundly; he often *dreams*." Here *am*, *sleeps*, and *dreams* are *intransitive verbs*.

A *transitive verb* must have an object (expressed or understood) which it governs; as, "The rain causes *vegetation*." An *Intransitive verb* makes sense *without an object*; as, I *walk*, I *talk*, I *sit*, I *live*, &c.

The *nominative* to a verb is called the *agent*, or *subject*; the person or thing acted upon, the *object*; as in the sentence "He commands his company," *he* is the *agent* or *subject*, and *company* the *object* of the act.

VOICES.

Verbs have *two voices*, which are *forms* (not *kinds*) of the verb, called *active* and *passive*.

THE ACTIVE VOICE represents the subject as *acting upon* an object.

THE PASSIVE VOICE represents the subject, or nominative as *being acted upon*, as, "James *broke* his slate." Here the verb *broke* represents James (the nominative) as acting on the object, slate: "broke" is therefore in the *active voice*. But when we say "the slate *was broken* by James," the verb "*was broken*" shows that the slate (the nominative) "*was acted upon*" by James: "*was broken*" is therefore in the *passive voice*. The

passive voice belongs to *transitive verbs only*, and is formed by adding the "past participle" of a *transitive verb* to one of the forms of the verb "to be;" as "I am taught," "he is heard."

Some *intransitive verbs* are erroneously put in the *passive voice*; as, "They are gone away," which would be much better expressed in the perfect tense of the *active voice*, namely, "They have gone away."

VERB.

CLASSES AND VOICES.

QUESTIONS.

What is a verb? What does the word "verb" come from? Of what use in a sentence is a verb? Into how many classes are verbs divided? What does the word "transitive" come from? What "intransitive?" Explain the difference of meaning, and give examples of each. Can an intransitive verb govern any case? Why? Does a transitive require an object? What do you call the nominative to a verb?

VOICES.

How many voices? What is voice? What is the difference between the active and the passive voice? Give an example of each? Can intransitive verbs be put in the passive voice?

EXERCISE.

Point out the transitive and intransitive verbs, also the active and passive voices, in the following exercise; afterwards parse the nouns and pronouns:

I taught him. I am taught by him. I was reading a book. My brother was leaving town when the storm commenced. The temple was built by Solomon. She cried all day about her

uncle's death. I was thinking of sending a present to the master. He gave me three hats that I might choose one. He was very well. They wrote long letters. He lives on wholesome diet. Every way is blocked up with heavy drifts.

EXERCISE.

Change the *active voice* into the *passive* in the following exercise; and name the *subject* and the *object* of each verb; then point out the verbs that *cannot become passive*, and give the reason:—

They appeased his anger. Cæsar thought highly of his army. You will punish. He had admonished him. The Romans conquered the Greeks. He presented him with two books. They condemned him to death. She slept all night. The slave surrounded his head with a garland. Lord Norbury invented many witty sayings; he often set the Court in roars of laughter. Where now is the splendid robe of the consulate? Where are the huzzas of the city? All these have perished. The English word "dextrous" denotes skill and agility. America is to modern Europe, what its western colonies were to Greece,—the land of aspirations and dreams. Every change in America has occasioned a corresponding change in Europe. He died in the spirit of peace.

Read again each sentence in the foregoing exercise, and parse the *nouns*, *articles*, *adjectives*, and *pronouns*.

VERBS are varied by MOOD, TENSE, NUMBER, and PERSON.

MOOD.

MOOD (from the Latin *modus*, manner,) is the *mode* or *manner* of the verb to signify the various intentions of the mind.

There are five moods, the INFINITIVE, the INDICATIVE, the POTENTIAL, the SUBJUNCTIVE, and the IMPERATIVE.

OBSERVATION.—The *Infinitive* is the root of the verb, and should be placed first amongst the moods, because from it the other parts are formed.

1. The INFINITIVE (from the Latin *infinitus*, indefinite or unlimited,) is the verb itself in an *unlimited manner*, not confined to number or person, and will be the latter verb in a course of action; as, I wish *to read*.

The infinitive is generally known by its having *to* prefixed to it, (in which case *to* is not a preposition, but *merely the sign* of the mood.) Sometimes the *to* is omitted; as, "Let me *walk*," that is, "Let me (or suffer me) *to walk*."

When the *infinitive* stands for a noun and is the *subject*, it is the nominative to the verb following; as, "*To study* is profitable," that is, "*Study* is profitable." Sometimes it is the *object*; as, "Children love *to play*," that is, children love *play*.

[The sign (*to*) of the *Infinitive* mood is not used after the verbs *make*, *see*, *hear*, *feel*, *bid*, and *let*; nor after *let* in the passive voice; as, "*hear him say* his lesson," (not *to say*); "*Let him be instructed*," (not *to be instructed*.)]

2. The INDICATIVE MOOD (from the Latin *indico*, to indicate or make known,) simply declares

or points out; as, "*they read:*" or it is used in asking questions; as, *do they read?*

3. The POTENTIAL MOOD (from the Latin *potens*, powerful,) expresses power, liberty, possibility, or necessity, and is known by the signs *may, can, might, must, could, would, and should*; as, *I may read, I could read, I must read, &c.*

The *potential* is sometimes used in asking questions; as, "*should I obey? may I go? must I leave?*" &c.

4. The SUBJUNCTIVE MOOD (from the Latin *subjunctus*, added or subjoined,) means *subjoined*, because it is usually *joined* to some other verb in some part of the same sentence to express a *condition*, and cannot make good sense by itself; as, "*If I go, he will not meet me;*" "*He cannot work unless I pay him.*"

Here *go* is in the subjunctive joined to *meet*; and *pay* is joined to *work* in like manner.

OBSERVATION.—The *subjunctive* can never be properly used unless *futurity* is implied. If *futurity* is not implied, the *indicative* should be employed.

The *subjunctive* mood may be known by the signs *though, unless, except, whether,* (and sometimes *lest,*) as well as *if*, when they express *contingency* or *doubt*; as, *Though I read, Unless I observe, Except I see.*

5. The IMPERATIVE MOOD (from the Latin *impero*, to command,) commands, exhorts, entreats, or permits; as, "*Steal no more;*" "*Observe honest principles.*" This mood will generally be known by its making sense with *thou, ye, or you,* understood.

TENSE.

TENSE (from the Latin *tempus*, time,) means *time*.

There are three times, the *present*, the *past*, and the *future*; but in order to avoid confusion in alluding to *different* past and future events, it is necessary to have *six* grammatical tenses; *one* for the present time; *three* for the past; and *two* for the future. These six tenses are called the PRESENT, the PERFECT, the PAST, the PRIOR-PAST,* the FUTURE, and the FUTURE-PERFECT.

1. The PRESENT TENSE means *present time*, and is used to express some action or event as passing when it is mentioned; as, I *advise*; I *am advised*; I *hear*; *do you hear*?

2. The PERFECT TENSE (from the Latin *perfectus*, finished,) represents an action or event as *finished* at the present time; as, "I *have heard* from George; I *have been taking* a walk; Jane *has seen* her aunt." This tense is known by the sign *have*.

3. The PAST TENSE expresses what took place in *past time*; and may either represent the action or event as finished or as unfinished; as, "I *bought* a new book; I *was reading* the news when my friends *arrived*."

* The *prior-past* is generally called the *pluperfect*, which literally means *more than perfect*, and is therefore without meaning, for what is perfect or finished cannot be more than perfect. The term *prior-past* means *before the past tense*, and simply expresses the sense of the tense which is used to point out time *prior* or *before* that to which the "*past tense*" refers.

4. The **PRIOR-PAST TENSE** (from the Latin *prior*, former,) represents what took place *prior to* or *before* some other *past* time mentioned; as, I *had heard* from him before he reached my house." This tense is always known by the sign *had*.

5. The **FUTURE TENSE** (from the Latin *futurus*, about to be,) speaks of time to come; as, I *shall write*; we *will read*. This tense is known by the sign *shall* or *will*.

6. The **FUTURE PERFECT** (from the Latin *futurus*, about to be, and *perfectus*, finished) represents an action as *completely finished* at some *future time*, and is known by the sign *shall have* or *will have*; as, "I *shall have left* before Friday."

[The INDICATIVE mood has the *six* tenses.

The SUBJUNCTIVE has likewise *six*.

The POTENTIAL, *four*: namely the *present*, *perfect*, *past*, and *prior-past*.

The INFINITIVE has *two*, the *present* and the *perfect*.

The IMPERATIVE has only *one*, the *present*, because the *command* is always present; although the doing of what is commanded is future.]

AUXILIARY VERBS.

AUXILIARY VERBS (from the Latin *auxilium*, help,) are so called because they *help* in forming the moods and compound tenses of other verbs. They are: *am*, *was*; *do*, *did*; *have*, *had*; *may*, *might*; *shall*, *should*; *will*, *would*; *can*, *could*, and *must*; which are only used in the *present* and *past* tenses, as given above; excepting *am*, the present and past participles of which (*being* and *been*) are sometimes employed.

Do, *be*, and *have* are used separately, or as sepa-

rate, or principal, verbs; as "I *do* my duty." But when we say, George *does* read his book, *does* is an auxiliary (or helping) verb to *read*.

PARTICIPLES.

PARTICIPLES* (from the Latin *participo*, to partake,) are so named because they *partake* of the nature of the verb.

Verbs have *three* participles,—the PRESENT, the PAST, and the PERFECT; as, present active *teaching*, past *taught*, perfect *having taught*, passive present *being taught*, past *taught*, perfect *having been taught*.

The *present participle* active, † always ends in *ing*; as, "He is *driving* his horse."

The *past participle* is the same in the passive as in the active voice, but its meaning in each is different; as, "he has *driven* his horse." Here the signification of *driven* is *active*; but when we say "the horse was *driven* by him," its signification is *passive*.

* Participles are sometimes used as *adjectives*, and are compared; as, a *loving* child; a *more loving* child; an *honoured* citizen; &c., &c. Sometimes they partake of the nature of, and are used as, *nouns*; as, the *subduing* of evil dispositions, &c. When employed as *adjectives* or *nouns*, they convey no idea of time; and in the latter position have no possessive case.

† The present participle of verbs ending in a consonant is generally formed by *doubling* the consonant, when it is *preceded* by a vowel; as, *rub*, *rubbing*; *bid*, *bidding*, &c. When the verb *ends* with a vowel *preceded* by a consonant, the vowel is cut off; as, *love*, *loving*; *ride*, *riding*; *hope*, *hoping*, &c., &c. Exceptions, *fly*, *flying*; *obey*, *obeying*, &c.

The *perfect participle*, in like manner, has a different meaning in each voice, and is formed of the "present participle" of the auxiliary *have*, and the "past" of the verb itself; as, *having taught*, in the preceding example.

NUMBER AND PERSON.

Verbs are in the same number and person as their subjects or nominatives; as, "The fires were quenched." Here the verb *were quenched* is in the 3rd person plural because its nominative *fires* is. Exceptions,—the *Infinitive* mood, which is not varied by *number*; and the *Imperative*, which has only the 2nd person, although it has both numbers.

RULES.—Verbs that end in *y* with a *consonant* before them, change *y* into *i* before the terminations *est*, *es*, *eth*, *ed*; but not before *ing*; as, *cry*, *criest*, *cries*, *crieth*, *cried*, *crying*.

Verbs whose terminations are *s*, *ch*, *sh*, *z*, *x*, or *o*, form the 3rd person singular present indicative active by the addition of *es* (or *eth*, in the solemn style); as, "He publishes" (or *publisheth*.) To all others *s* or *th* is added; as, "he writes" (or *writeth*.)

CONJUGATION.

CONJUGATION (from the Latin *conjugo*, to couple,) means the union and arrangement of the different moods, tenses, numbers, and persons.

Verbs in their conjugation are *regular* or *irregular*, (from the Latin *regula*, a rule.)

RULE.—When the verb is *regular*, it forms its past tense and past participle by adding to its infinitive *d*, or *ed*; as, *to love*, *loved*; *to learn*, *learned*, &c.

VERBS.—(Continued).

MOOD, TENSE, NUMBER, AND PERSON.

QUESTIONS AND EXERCISES.

How are verbs varied? What is mood? Tense? Number? Person? How many moods are there? Name them. What is the infinitive? Why should the infinitive be placed first amongst the moods? What does the word infinitive come from? How is the infinitive generally known? Is the infinitive ever the subject or object of another verb? If so, give examples. What verbs is the sign of the infinitive not used after? What does the word "indicative" come from? What is the duty of the indicative mood? Give examples. What is the derivation of the word "potential"? What of "subjunctive"? Of "imperative"? What is the use of the potential mood? Give an example. What does the subjunctive mood express? How may this mood be known? Is the subjunctive used when futurity is not implied? If not, what mood should be used? What is the use of the imperative mood? Give examples. Put the following verbs into the potential: *write, walk, run, strike, read*. Put the following into the subjunctive: *carry, consider, delight, endure, sit*. Put the following into the imperative: *I see, I know, We ride, I leap, I survey, They examine*.

TENSE.

What is tense? How many times are there? How many tenses? Why so many? What is the derivation of the word "tense"? (*Why is the prior-past so named? Why the term "pluperfect" objectionable?*) What does the present tense mean? Give an example. What does "perfect" come from? What does the perfect tense signify? What is its sign? What does the past tense express? Give examples in both voices. What is the meaning of the prior-past tense? What the Latin derivation? Give examples of this tense in both voices. What is the future tense used for? What the derivation? Put the

following words into the future and future perfect tenses, indicative mood, active voice :

I am wearied, I was struck, I had loved, I may be heard.

How many tenses has the indicative mood? How many the subjunctive? How many the potential? How many the infinitive? Why the imperative only one?

AUXILIARY VERBS.

What are auxiliary verbs? What derived from? Name them. Name those that are used separately. What do you mean by principal or separate verbs? Give examples.

PARTICIPLES.

What is a participle? What derived from? How many are there? Name them in each voice. What does the present participle active end in? Which of the three participles is the same in the active as in the passive? How do you know the perfect participle? How is it formed? (Can a participle be any other part of speech? How is the present participle of verbs ending in a consonant formed?)

NUMBER AND PERSON.

How do you find out the number and person of verbs? What moods are not varied by number? What is the rule for verbs ending in *s*, *ch*, *sh*, *z*, *x*, or *o* in forming their 3rd person singular, present indicative, active? Give examples.

CONJUGATION.

What does the word "conjugation" come from? What does it mean? When is a verb said to be regular? When irregular? Give examples. Are the following regular or irregular :

Show, know, abide, teach, have, learn, hear, love, advise, sow, reap, mow, consider, beseech.

EXERCISE.

Parse the nouns, articles, pronouns, and adjectives in the following exercise, and point out the verbs, showing whether they are transitive or intransitive, active or passive, and in what mood and tense, number and person; also the subject and object of each :

If he remain at Athens, he will learn a great many useful things. They would have sold their country for a very large sum if they could. Cæsar had sent two legions to attack the enemy. He is said to have divided the booty into ten parts. Balbus will kill Caius. A prudent man will not violate the laws of his country. Birds will return on the approach of spring. He will receive the government without seeking it. Although invited to the feast, they will not come. They were accused and condemned. The boy was killing the dog. The daughter is spinning. It is never useful to lose time. My father values industry highly.

TO BE.

The Auxiliary and Intransitive Verb **TO BE**, is thus conjugated. (When this verb stands alone it is a "principal verb." See page 49).

INFINITIVE MOOD.

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

PARTICIPLES.

Present, *being.* Past, *been.*
 Perfect, *having been.*

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|--------------------------|------------------|
| 1 I am, | 1 We are, |
| 2 Thou art,* or you are, | 2 Ye or you are, |
| 3 He, she, or it is. | 3 They are. |

PERFECT TENSE.

- | | |
|--|------------------------|
| 1 I have been, | 1 We have been, |
| 2 Thou hast been, or
you have been, | 2 Ye or you have been, |
| 3 He, &c., has been. | 3 They have been. |

PAST TENSE.

- | | |
|------------------------------|-------------------|
| 1 I was, | 1 We were, |
| 2 Thou wast, or you
were, | 2 Ye or you were, |
| 3 He, she, or it was. | 3 They were. |

PRIOR-PAST.

- | | |
|--|-----------------------|
| 1 I had been, | 1 We had been, |
| 2 Thou hadst been, or
you had been, | 2 Ye or you had been, |
| 3 He, &c., had been. | 3 They had been. |

* USAGE or CUSTOM has established the use of *you* instead of *thou* in the second person singular, for which reason the verb must correspond as in the plural; thus, "George, *you* write well," is as grammatical as "George, *thou* writest well." Some grammarians have not noticed this in the conjugation of the verb, and consequently leave the student liable to parse *similar* examples as *plural*, because no other form than *thou*, &c., is given in the second person singular.

FUTURE.

Singular.

- 1 I shall or will be,
 2 Thou shalt or wilt
 be, or you shall or
 will be,
 3 He, &c., shall or will
 be.

Plural.

- 1 We shall or will be,
 2 Ye or you shall or will
 be,
 3 They shall or will be.

FUTURE-PERFECT.

- 1 I shall or will have
 been,
 2 Thou shalt or wilt
 have been, or you
 shall or will have
 been,
 3 He, &c., shall or
 will have been.
- 1 We shall or will have
 been,
 2 Ye or you shall or
 will have been,
 3 They shall or will
 have been.

POTENTIAL MOOD.

PRESENT TENSE.

- 1 I may or can be,
 2 Thou mayst or canst
 be, or you may or
 can be,
 3 He, &c., may or can be.
- 1 We may or can be,
 2 Ye or you may or can
 be,
 3 They may or can be.

PERFECT TENSE.

- 1 I may have been,
 2 Thou mayst or you
 may have been,
 3 He, &c., may have
 been.
- 1 We may have been,
 2 Ye or you may have
 been,
 3 They may have been.

PAST TENSE.

*Singular.**Plural.*

- | | |
|---|-----------------------|
| 1 I might, could, would,
or should be, | 1 We might be, |
| 2 Thou mightst be, or
you might be, | 2 Ye or you might be, |
| 3 He might be. | 3 They might be. |

PRIOR-PAST.*

- | | |
|---|----------------------------------|
| 1 I should have been, | 1 We should have been, |
| 2 Thou shouldst have
been, or you should
have been, | 2 Ye or you should have
been, |
| 3 He, &c., should have
been. | 3 They should have
been. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

- | | |
|--|------------------------|
| 1 Unless I be, † | 1 Unless we be, |
| 2 Unless thou be, or
unless you be, | 2 Unless ye or you be, |
| 3 Unless he, &c., be. | 3 Unless they be. |

PERFECT TENSE.

- | | |
|---|----------------------------------|
| 1 Unless I have been, | 1 Unless we have been, |
| 2 Unless thou have been,
or unless you have
been, | 2 Unless ye or you have
been, |
| 3 Unless he, &c., have
been. | 3 Unless they have
been. |

* The student should be accustomed to conjugate the verbs with the different auxiliaries. Thus "I *could* have been" or "I *would* have been," &c., as well as "I *should* have been."

† The other signs of this mood (see page 47,) should occasionally be used, to enable the student to become

PAST TENSE.

Singular.

- 1 Unless I were,
- 2 Unless thou wert, or
unless you were,
- 3 Unless he, &c., were.

Plural.

- 1 Unless we were,
- 2 Unless ye or you
were,
- 3 Unless they were.

PRIOR-PAST.

- 1 Unless I had been,
 - 2 Unless thou had been,
or unless you had
been,
 - 3 Unless he, &c., had
been.
- 1 Unless we had been,
 - 2 Unless ye or you had
been,
 - 3 Unless they had been.

FUTURE.

- 1 Unless I shall or will
be,
 - 2 Unless thou shalt or
wilt be, or unless
you shall or will be,
 - 3 Unless he, &c., shall
or will be.
- 1 Unless we shall or
will be,
 - 2 Unless ye or you
shall or will be,
 - 3 Unless they shall or
will be.

FUTURE-PERFECT.

- 1 Unless I shall or will
have been,
 - 2 Unless thou shalt or
wilt have been, or
unless you shall or
will have been,
 - 3 Unless he, &c., shall
or will have been.
- 1 Unless we shall or
will have been,
 - 2 Unless ye or you
shall or will have
been,
 - 3 Unless they shall or
will have been.

familiar with the fact, that *if* is not the *only* sign of the subjunctive.

IMPERATIVE MOOD.

Singular. Be thou or you. *Plural.* Be ye or you.

TO RULE.

A transitive verb, and regular in its conjugation.

INFINITIVE MOOD.

Present, to rule. *Perfect*, to have ruled.

PARTICIPLES.

Present, ruling. *Past*, ruled.
Perfect, having ruled.

INDICATIVE MOOD.

PRESENT TENSE.

1 I rule,*	1 We rule,
2 Thou rulest, or you rule,	2 Ye or you rule,
3 He, she, or it rules.	3 They rule.

OBSERVATION.—The student should be taught to conjugate the verb in the different styles; as an acquaintance with them will be very useful in letter-writing and in general composition. See note.

* This is what in composition is called the *common* style. The auxiliary *do* would make it the *emphatic*; as, "I *do* rule," "do you rule?" or "I *did* rule" in the past tense, and so on. *Doth* rule, or *ruleth*, is called the *solemn* style; *am ruling*, *was ruling*, &c., the *progressive* style. These terms are rather *rhetorical* than *grammatical* distinctions.

PERFECT TENSE.

(Sign *have.*)*Singular.**Plural.*

- | | |
|--|----------------------------|
| 1 I have ruled, | 1 We have ruled, |
| 2 Thou hast ruled, or
you have ruled, | 2 Ye or you have
ruled, |
| 3 He, &c., has ruled. | 3 They have ruled. |

PAST TENSE.

- | | |
|----------------------------------|--------------------|
| 1 I ruled, | 1 We ruled, |
| 2 Thou ruledst, or you
ruled, | 2 Ye or you ruled, |
| 3 He, &c., ruled. | 3 They ruled. |

OR,

- | | |
|--|-----------------------------|
| 1 I was ruling, | 1 We were ruling, |
| 2 Thou wert ruling, or
you were ruling, | 2 Ye or you were
ruling, |
| 3 He was ruling. | 3 They were ruling. |

PRIOR-PAST.

(Sign *had.*)

- | | |
|--|------------------------|
| 1 I had ruled, | 1 We had ruled, |
| 2 Thou hadst ruled, or
you had ruled, | 2 Ye or you had ruled, |
| 3 He, &c., had ruled. | 3 They had ruled. |

FUTURE.

(Sign *shall* or *will.*)

- | | |
|---|------------------------------------|
| 1 I shall or will rule, | 1 We shall or will rule, |
| 2 Thou shalt or wilt
rule, or you shall or
will rule, | 2 Ye or you shall or
will rule, |
| 3 He, &c., shall or will
rule. | 3 They shall or will
rule. |

FUTURE-PERFECT.

(Signs *shall have* or *will have*.)*Singular.**Plural.*

- | | |
|---|---------------------------------------|
| 1 I shall or will have ruled, | 1 We shall or will have ruled, |
| 2 Thou shalt or wilt have ruled, or you shall or will have ruled, | 2 Ye or you shall or will have ruled, |
| 3 He, &c., shall or will have ruled. | 3 They shall or will have ruled. |

POTENTIAL MOOD.

PRESENT TENSE.

(Signs *may*, *can*, *must*.)

- | | |
|---|------------------------------|
| 1 I may or can rule, | 1 We may or can rule, |
| 2 Thou mayst or canst rule, or you may or can rule, | 2 Ye or you may or can rule, |
| 3 He, &c., may or can rule. | 3 They may or can rule. |

PERFECT TENSE.

(Signs *may have*, *can have*, *must have*.)

- | | |
|---|-----------------------------|
| 1 I may have ruled, | 1 We may have ruled, |
| 2 Thou mayst have ruled, or you may have ruled, | 2 Ye or you may have ruled, |
| 3 He, &c., may have ruled. | 3 They may have ruled. |

PAST TENSE.

(Signs *might, could, would, should.*)*Singular.**Plural.*

- | | | |
|--|-------------------------|------|
| 1 I might rule, | 1 We might rule, | 1 If |
| 2 Thou mightst rule,
or you might rule, | 2 Ye or you might rule. | 2 If |
| 3 He, &c. might rule. | 3 They might rule. | 3 If |

PRIOR-PAST.

(Signs *might have, could have, would have, should have.*)

- | | | |
|---|----------------------------------|------|
| 1 I could have ruled, | 1 We could have ruled, | 1 If |
| 2 Thou couldst have
ruled, or you could
have ruled, | 2 Ye or you could have
ruled, | 2 If |
| 3 He, &c., could have
ruled. | 3 They could have
ruled. | 3 If |

SUBJUNCTIVE MOOD.*

PRESENT TENSE.

(Signs *if, though, unless, except.*)

- | | | |
|------------------------------------|----------------------|------|
| 1 If I rule, | 1 If we rule, | 1 If |
| 2 If thou rule, or if you
rule, | 2 If ye or you rule, | 2 If |
| 3 If he, &c., rule. | 3 If they rule. | 3 If |

*The *subjunctive form* is sometimes used when *futurity* is not implied, but *merely contingency*. What is understood by the "*subjunctive form*" is one of the *signs* of the subjunctive placed before the *indicative*; as, "*unless he means what he says, he is not honest.*" This form will be exactly the same in *all the tenses* as the *indicative* with the *conjunction prefixed*, and might be appropriately called the *subjunctive form of the indicative mood*.

1 If
2 If
3 If

1 If
2 If
3 If

1 If
2 If

3 If

1 If
2 If

3 If

Ru

(R
voice,

PERFECT TENSE.

(Sign *if*,—*have*.)*Singular.**Plural.*

- | | |
|------------------------------|----------------------------|
| 1 If I have ruled, | 1 If we have ruled, |
| 2 If thou or you have ruled, | 2 If ye or you have ruled, |
| 3 If he, &c., have ruled. | 3 If they have ruled. |

PAST TENSE.

- | | |
|-------------------------|-----------------------|
| 1 If I ruled, | 1 If we ruled, |
| 2 If thou or you ruled, | 2 If ye or you ruled, |
| 3 If he, &c., ruled. | 3 If they ruled. |

OR,

- | | |
|---------------------------------------|-----------------------------|
| 1 If I were ruling, | 1 If we were ruling, |
| 2 If thou wert or if you were ruling, | 2 If ye or you were ruling, |
| 3 If he, &c., were ruling, | 3 If they were ruling. |

PRIOR-PAST.

(Sign *if*,—*had*.)

- | | |
|---|---------------------------|
| 1 If I had ruled, | 1 If we had ruled, |
| 2 If thou hadst ruled, or if you had ruled, | 2 If ye or you had ruled, |
| 3 If he, &c., had ruled. | 3 If they had ruled. |

IMPERATIVE MOOD.

Rule thou or you. Rule ye or you.

TO RULE.

Passive Voice.(Read over again the definition of the *Passive voice*, &c., page 43.)

INFINITIVE MOOD.

*Singular.**Plural.**Present, to be ruled.**Perfect, to have been ruled.*

PARTICIPLES.

*Present, being ruled.**Past, ruled.**Perfect, having been ruled.*

INDICATIVE MOOD.

PRESENT TENSE.

- | | |
|-------------------------------|------------------------|
| 1 I am ruled, | 1 We are ruled, |
| 2 Thou art, or you are ruled, | 2 Ye or you are ruled, |
| 3 He is ruled. | 3 They are ruled. |

PERFECT TENSE.

(Sign *have.*)

- | | |
|--|------------------------------|
| 1 I have been ruled, | 1 We have been ruled, |
| 2 Thou hast been or you have been ruled, | 2 Ye or you have been ruled, |
| 3 He has been ruled. | 3 They have been ruled. |

PAST TENSE.

- | | |
|--------------------------------|-------------------------|
| 1 I was ruled, | 1 We were ruled, |
| 2 Thou wast or you were ruled, | 2 Ye or you were ruled, |
| 3 He was ruled. | 3 They were ruled. |

PRIOR-PAST.

(Sign *had.*)*Singular.**Plural.*

- | | |
|--|--------------------------------|
| 1 I had been ruled, | 1 We had been ruled, |
| 2 Thou hadst been, or
you had been ruled, | 2 Ye or you had been
ruled, |
| 3 He had been ruled. | 3 They had been ruled. |

FUTURE.

(Signs *shall, will.*)

- | | |
|---|--------------------------------|
| 1 I shall be ruled, | 1 We shall be ruled, |
| 2 Thou shalt, or you
shall be ruled, | 2 Ye or you shall be
ruled, |
| 3 He shall be ruled. | 3 They shall be ruled. |

FUTURE-PERFECT.

(Signs *shall have, will have.*)

- | | |
|---|---------------------------------------|
| 1 I shall have been
ruled, | 1 We shall have been
ruled, |
| 2 Thou shalt have been,
or you shall have
been ruled, | 2 Ye or you shall have
been ruled, |
| 3 He shall have been
ruled, | 3 They shall have been
ruled. |

POTENTIAL MOOD.

PRESENT TENSE.

(Signs *may, can, must.*)

- | | |
|--|------------------------------|
| 1 I may be ruled, | 1 We may be ruled, |
| 2 Thou mayst be, or
you may be ruled, | 2 Ye or you may be
ruled, |
| 3 He may be ruled. | 3 They may be ruled. |

PERFECT TENSE.

(Signs *may have, can have, must have.*)

Singular.

Plural.

- | | |
|---|----------------------------------|
| 1 I may have been ruled, | 1 We may have been ruled, |
| 2 Thou mayst have been, or you may have been ruled, | 2 Ye or you may have been ruled, |
| 3 He may have been ruled. | 3 They may have been ruled. |

PAST TENSE.

(Signs *might, could, would, should.*)

- | | |
|---|-----------------------------|
| 1 I might be ruled, | 1 We might be ruled, |
| 2 Thou mightst be, or you might be ruled, | 2 Ye or you might be ruled, |
| 3 He might be ruled. | 3 They might be ruled, |

PRIOR-PAST.

(Signs *might have, could have, would have, should have.*)

- | | |
|---|------------------------------------|
| 1 I might have been ruled, | 1 We might have been ruled, |
| 2 Thou mightst have been, or you might have been ruled, | 2 Ye or you might have been ruled, |
| 3 He might have been ruled. | 3 They might have been ruled. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-----------------------------|--------------------------|
| 1 If I be ruled, | 1 If we be ruled, |
| 2 If thou, or you be ruled, | 2 If ye or you be ruled, |
| 3 If he be ruled. | 3 If they be ruled. |

PERFECT TENSE:

(Sign if,—have.)

- | | |
|---|---------------------------------|
| 1 If I have been ruled, | 1 If we have been ruled, |
| 2 If thou hast been, or if you have been ruled, | 2 If ye or you have been ruled, |
| 3 If he have been ruled. | 3 If they have been ruled. |

PAST TENSE.

(Sign if,—were.)

- | | |
|---------------------------------------|----------------------------|
| 1 If I were ruled, | 1 If we were ruled, |
| 2 If thou wert, or if you were ruled, | 2 If ye or you were ruled, |
| 3 If he were ruled. | 3 If they were ruled. |

PRICR-PAST.

(Sign if,—had.)

- | | |
|---|--------------------------------|
| 1 If I had been ruled, | 1 If we had been ruled, |
| 2 If thou hadst been, or if you had been ruled, | 2 If ye or you had been ruled, |
| 3 If he had been ruled. | 3 If they had been ruled. |

FUTURE.

(Signs *if*,—*shall*, or *will*.)*Singular.**Plural.*

- | | |
|---|-----------------------------------|
| 1 If I shall be ruled, | 1 If we shall be ruled, |
| 2 If thou shalt be, or
if you shall be
ruled, | 2 If ye or you shall be
ruled, |
| 3 If he shall be ruled. | 3 If they shall be ruled. |

FUTURE-PERFECT.

(Signs *if*,—*shall have*, or *will have*.)

- | | |
|---|--|
| 1 If I shall have been
ruled, | 1 If we shall have been
ruled, |
| 2 If thou shalt have
been, or if you shall
have been ruled, | 2 If ye or you shall
have been ruled, |
| 3 If he shall have been
ruled. | 3 If they shall have
been ruled, |

IMPERATIVE MOOD.

Be thou or you ruled, Be ye or you ruled.

IRREGULAR VERBS.

IRREGULAR VERBS are so called because they *do not form their past tense and past participle according to the rule for regular verbs, already given.* (See page 51.)

They are as follow :

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

* Those verbs which are conjugated regularly as well as irregularly, are thus marked.

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Build (<i>also re-build</i>)	built	built
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught	caught*
Chide	chid	chidden or chid
Choose	chose	chosen
Cleave (<i>to split</i>)	clove or cleft	cloven or cleft
Cleave (<i>to adhere</i>)	clave	cleaved
Cling	clung	clung
Clothe	clothed	clad*
Come (<i>become</i>)	came	come
Cost	cost	cost
Crow	crew	crowed*
Creep	crept	crept
Cut	cut	cut
Dare (<i>to venture</i>)	durst	dared
Dare (<i>to challenge</i>)	dared	dared†
Deal	dealt	dealt*
Dig	dug (or <i>digged</i>)	dug or digged
Do (<i>also undo and misdo</i>)	did	done
Draw (<i>also withdraw</i>)	drew	drawn
Drive	drove	driven
Drink	drank	drunk

† *Dare to challenge*, is regular.

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Dwell	dwelt	dwelt*
Eat	eat or ate	eaten
Fall (also <i>befall</i>)	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown [got
Forget	forgot	forgotten or for-
For sake	forsook	forsaken
Freeze	froze	frozen
Get (<i>beget</i> and <i>for-</i> <i>get</i>)	got (or <i>gat</i>)	gotten, got
Gild	gilt	gilt*
Gird (<i>begird</i> and <i>en-</i> <i>gird</i>)	girt	girt*
Give (also <i>forgive</i> , &c.)	gave	given
Go	went	gone
Grave (<i>engrave</i>)	graved	graven
Grind	ground	ground
Grow	grew	grown
Have	had	had
Hang	hung	hung†
Hear	heard	heard
Heave	hove	hoven

† Hang, to take away life, is regular; as, "Judas *hanged* himself."

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Hew	hewed	hewn*
Hide	hid	hidden or hid
Hit	hit	hit
Hold (<i>behold</i> and <i>withhold</i>)	held	held or holden
Hurt	hurt	hurt
Keep	kept	kept
Knit	knit	knitted or knit*
Know	knew	known
Lade	laded	laden
Lay (<i>inlay</i>)	laid	laid
Lead (<i>mislead</i>)	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie (<i>to lie down</i>)	lay	lain (or <i>lien</i>)†
Light	lighted or lit	lighted (or <i>lit</i>)
Load	loaded	laden*
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Mow	mowed	mown*
Pay (<i>repay</i>)	paid	paid
Pen (<i>to shut up</i>)	penned (<i>pent</i>)	pent (<i>penned</i>)‡
Put	put	put
Quit	quit or quitted	quit*
Read	read	read

† *Lie*, to deceive, is regular.

‡ *Pen*, to write, is regular.

Pres
Rend
Rid
Rot
Ring
Rise
Ride
Rive
Run
Saw
Say
See
Seek
Seeth
Sell
Send
Set (*lit*)
Shake
Shape
Shave
Shear
Shed
Shine
Show
Shoe
Shoot
Shrink
Shred
Shut
Sing
Sink
Sit

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Rend	rent	rent
Rid	rid	rid
Rot	rotted	rotten*
Ring	rang or rung	rung
Rise (<i>arise</i>)	rose	risen
Ride	rode	ridden
Rive	rived	riven
Run	ran	run
Saw	sawed	sawn*
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	seethed or sod	sodden
Sell	sold	sold
Send	sent	sent
Set (<i>beset</i>)	set	set
Shake	shook	shaken
Shape (<i>misshape</i>)	shaped	shapen*
Shave	shaved	shaven*
Shear	shore	shorn*
Shed	shed	shed
Shine	shone	shone*
Show or shew	showed (<i>shewed</i>)	shown or shewn
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrunk or shrank	shrunk
Shred	shred	shred
Shut	shut	shut
Sing	sang or sung	sung
Sink	sank or sunk	sunk
Sit	sat	sat

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden
Sling	slang or slung	slung
Slink	slank or slunk	slunk
Slit	slit, slitted	slit or slitted
Smite	smote	smitten
Sow	sowed	sown*
Speak (<i>bespeak</i>)	spoke	spoken
Speed	sped	sped
Spend (<i>misspend</i>)	spent	spent
Spill	spilt	spilt*
Spin	span or spun	spun
Spit	spit	spit or spitten †
Split	split	split
Spread (<i>bespread</i>)	spread	spread
Spring	sprang or sprung	sprung
Stand (<i>withstand</i>)	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
String	strang or strung	strung
Stink	stank	stunk
Strive	strove	[ed striven [ed
Strew or strow	strewed or strow-	strown or strow-
Stride	strode	stridden
Swear	swore, sware	sworn
Strike	struck	struck
Sweat	sweat	sweat
Sweep	swept	swent

† *Spit*, to put on a spit, is regular.

IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Swell	swelled	swollen, swelled*
Swim	swam, swum	swum
Swing	swang, swung	swung
Take (<i>betake</i>)	took	taken
Teach (<i>misteach</i>)	taught	taught
Tear	tore or tare	torn
Tell	told	told
Think	thought	thought
Thrive	throve	thriven
Throw	threw	thrown
Thrust	thrust	thrust
Tread	trod	trodden
Wax	waxed	waxen*
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wind	wound	wound [worked
Work	wrought	wrought, or
Wring	wrung	wrung
Write	wrote	written

DEFECTIVE VERBS.

DEFECTIVE VERBS (from the Latin *defectus*, wanting,) are those in which some of the moods and tenses are *wanting*.

They are :—*can, could; may, might; must, ought; quoth, quoth; shall, should; will, would; wis, wist; wit or wot, wot.*

The following are always used in the 3rd person singular: *it rains, it snows, it hails, it thunders, it behooves, &c.*; also *methinks, meseems, meseemed, &c.*, in which *me* is prefixed instead of *it* to the 3rd person singular of the verb:

Such verbs as *it rains, &c.*, are commonly designated *impersonal*. But this term means *without person*, and therefore, *as they have one person*, cannot apply to them with propriety. They are certainly *defective*, and therefore come more correctly under the heading of *defective verbs*.

MAY, CAN, LET, MUST, DO, DID, WOULD, SHOULD, SHALL, WILL, &c.

The following is an explanation of the peculiar force and meaning of *may, can, let, must, do, did, would, should, shall* and *will*; also of the manner in which the *first four* tenses are sometimes used:

MAY, MUST, CAN, &c.

May, and likewise *must* and *can* (as well as *cannot*), are each used in two senses which are often confounded together. They relate sometimes to *power or liberty*, sometimes to contingency or possibility. When we say of a person possessed of a sum of money, "Now he *may* purchase the field he was wishing for," we mean that it is in his *power* to do so or not. When we say "It *may* rain to-morrow," "the vessel *may* arrive to-morrow," the expression does not at all relate to power, but to contingency.

When we say, "the man *must* be in want," we mean that we have *no doubt* on the subject; but when we say, "all men *must* die," we mean *whether they will or not*. So also we say "God *cannot* err." We do not mean that it is out of his power; but that we have sufficient reason to feel sure He cannot. Very different

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would be the expression, "The prisoner *cannot* escape," by which we mean that he has the *will* to do so but that he wants the *ability*. *Must* may be used like *may*, explained above.

DO AND DID.

Do and *did* are employed for sake of strength or emphasis; as, "I *do* love to learn," "I *did* not say that word." They are sometimes used to avoid the use of some other verb; as, I am desirous of spending as much time at my studies as he *does* (i. e. as he spends.)

WOULD AND SHOULD.

Would expresses a desire or will to do something; as, "I *would* sacrifice much time for the sake of his improvement."

Should means duty or obligation; as, I *should* fear God; I *should* be at my post.

LET.

Let is sometimes used to *command*; as, "let him pass." Sometimes it is used to *entreat*; as "let me send you that good book."

SHALL AND WILL.

Will in the first person expresses a determination or promise; as, "I *will* write to-morrow;" "I *will* attend to my business." In the 2nd and 3rd persons, *will* foretells; as, "The books *will* be given out this evening and then you will get one."

Shall in the first person has the same meaning as *will* in the 2nd and 3rd; that is, it *foretells*; as, I *shall* see you in an hour." In the 2nd and 3rd persons, *shall* is used to *promise* or to express a *determination* or a *command*; as, "you *shall* soon know whether it is true or not. He *shall* suffer for it. Thou *shalt* not muzzle the ox," &c.

REMARKS ON CERTAIN TENSES.

PRESENT TENSE.

The *present* tense is sometimes used for the *future*; as, "The packet *sails* for New York to-morrow; He

leaves in a minute." The *present* is sometimes used for the *past*; as, "He *is* never from his post." Sometimes it is used to include a long period up to the present; as, "Through centuries the world *presents* a stupendous history."

The present is used for the past in historical relation; as, "Napoleon *crosses* the Alps" (for "crossed.")

PAST TENSE.

The past tense alludes to time although close to the present, yet as altogether past; as, "They *visited* me this morning."

PERFECT TENSE.

The perfect tense may include the present; as, "She *has been* my servant for years."

The perfect does not always convey an allusion to the present; as, "He *has* braved many a storm."

THE PRIOR-PAST.

In the narrations of different past events, the *prior-past* should refer to what is farthest back; as, "I *had* heard from my friend for the first time ten years ago; since then he wrote me several long letters; I have not heard from him within the last twelve months."

THE VERB.—(Continued.)

QUESTIONS.

Is "to be" always an intransitive verb? What is its present subjunctive 3rd plural? What is its perfect potential 3rd singular? What is its perfect participle? What is its prior-past indicative 2nd plural? What sort of verb is *to rule*? (What is meant by the common style? What by the emphatic, the solemn?) What is the future perfect ind. 3rd plural of "to rule" in the active voice? What the same mood and tense passive? What is the past participle of *swell*? What of *sit*? of *saw*? of *wax*? Why do you use *you*, as well as *thou*, in the 2nd singular? What is a defective verb? What is its derivation? Why are such verbs as *it ruins*, &c. not properly called impersonal? Explain the peculiar

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force and meaning of *may*, *can* and *must*, and give examples of them. What is the meaning of *do* and *did*? of *would* and *should*? What does *shall* mean in the 1st person? What in the 2nd and 3rd? What is the meaning of *will* in the 1st person? What in the 2nd and 3rd? In what sense is the present tense sometimes used by good writers? What does the past tense allude to? What time may the perfect include? Does the perfect always convey an allusion to the present? How should the *prior past-tense* be used when other past tenses are employed with it? Give an example.

EXERCISE.

Parsing.—The verb is parsed by stating its class (that is, whether it is transitive or intransitive,) also its voice (that is whether active or passive:) its *conjugation*, *mood*, *tense*, *number*, and *person*. It should also be stated whether the verb is *regular* or *irregular*, what its *subject* or *nominative* is; and if a transitive verb, the *object* it governs.

EXAMPLE.

“*George struck the desk.*” The *subject* in this sentence is *George*, and *desk* the *object* of the act. “*Struck*” is a verb *transitive*, irregular (present *strike*; past *struck*; past participle *struck*.) *Active voice*, *indicative mood*, *past tense*, *3rd person singular*, because its *subject* (or *nominative*) is *3rd person singular*.

EXERCISE.

(*To be parsed.*)

Parse the *nouns*, *articles*, *adjectives*, *pronouns*, and *verbs*, in the following exercise:

Cæsar thought very highly of his army. We will send ambassadors to the king. It will be re-

membered that verbs have three persons and two numbers. He has come to read your letter. Let boys prize wisdom highly. They had covered their heads. It is the business of the child to be obedient to the parents. The girls were gathering flowers. Will not the good enjoy eternal life? It had stirred up the ambitious vanity of princes. The Maldivian islanders eat alone. The tables of the rich Chinese shine and are covered with silk carpets very elegantly worked. He may do what he likes with his own. If I could see my way clearly, I would wish to embark in that business. How many men must have been employed by the government these last three years! The pope proclaimed a plenary indulgence to those that would enlist under the banner of the cross.

ADVERBS.

AN ADVERB (from the Latin, *ad*, to, and *verbum*, a word,) is a part of speech generally used to express the signification of the verb (whence it derives its name,) and is frequently connected with an adjective, or another adverb: as, He speaks *well*; the bird sings *very sweetly*." Adverbs are varied in their meaning, being adapted to every circumstance of action or state of being; and are divided into a number of classes. Words ending in *ly* are generally adverbs; as, *wisely, prudently, quietly, truly, &c.*, because they express the *manner, &c.* Some words become adverbs by prefixing *a*; as, *ashore, &c.*

An adverb is used to express in one word what must otherwise be expressed by several words; as,

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"He *often* walks," for "he walks *many times*;" "remain *here*," that is "*in this place*," &c.

Adverbs ending in *ly* are compared by *more* and *most*; as, *wisely*, *more wisely*, *most wisely*: a few by adding *er* and *est*; as, *soon*, *sooner*, *soonest*. Others are compared irregularly; as, *far*, *further*, *farthest*; *well*, *better*, *best*; *much*, *more*, *most*; *ill* (or *badly*), *worse*, *worst*.

Adjectives are sometimes improperly used for *adverbs*: as, "he writes *bad*," should be *badly*; "he speaks *correct*," should be *correctly*, &c.

A LIST OF THE PRINCIPAL ADVERBS.

Now, *to-day*; *formerly*, *yesterday*, *before*; *soon*, *to-morrow*, *hereafter*, *afterwards*; *here*, *there*, *where*, *near*, *thither*, *whither*; *much*,* *more*, *most*, *sufficiently*, &c.; *why*, *wherefore*, *when*, *how*, *whether*; *yes*, *yea*; *no*, *not*, *no wise*, *not at all*, *never*; *firstly*, *secondly*, *thirdly*, &c.; *perhaps*, *peradventure*, *perchance*, &c.; *verily*, *truly*, *really*, *indeed*, *surely*; *namely*, *to wit*; *rather*, &c.; *often*, *soon*, *seldom*, *frequently*; *more*, *most*, *less*, *least*, *as*, *so*, *thus*.

Parsing.—In parsing an adverb, it is only necessary to point out the word which it modifies; as, "He behaved *valiantly*." Here *valiantly* is an adverb modifying the verb behaved; showing *how* he behaved.

PREPOSITIONS.

A *PREPOSITION* (from the Latin *pre*, before, and *positus*, placed,) is used to show the *relation* between the words in a sentence; as, "He sailed *from* Dublin *to* Liverpool *in* a day *on* business.

* Sometimes *much* and *most* are adjectives; as, Does he transact *much* business? He spends *most* of his time, &c.

(Here *from* shows the relation between *sailed* and *Dublin*, and *to* between *sailed* and *Liverpool*; and so on.)

THE FOLLOWING IS A LIST OF THE PRINCIPAL PREPOSITIONS.

About, above, across, after, against, along, amid, amidst, among, amongst, around, at, before, behind, below, beneath, beside, between, betwixt, beyond, by, concerning, down, during, for, from, in, into, of, off, on, over, out, around, through, throughout, till, to, towards, under, underneath, unto, up, upon, with, within, without.

Of, when used *possessively*, is not a preposition, but the *sign* of the possessive case.

To, when placed before a verb, is the *sign* of the infinitive mood and not a preposition. It should be taken with the verb in such cases.

PARSING.—A preposition is parsed by pointing out the words between which it shows relation, as explained in the example "he sailed *from* Dublin," &c., given above.

CONJUNCTION.

A CONJUNCTION* (from the Latin *con*, together, and *jungo*, to join,) is so called because it is used to *join* words or sentences *together*; as, "You *and* I will go to town, *because* we wish to see our

* The principle of avoiding all *unnecessary* classifications (which has been carried out in this little book) is the reason for leaving out the division of conjunctions into "*copulative, disjunctive, concessive,*" &c., because experience has convinced the author that to understand the *nature* and *use* of the conjunction, as above defined, as well as in the rule on the subject, (in *Syntax*,) is abundantly sufficient for all practical purposes.

friends; *but*, if the day be wet, we'll remain at home."

A LIST OF CONJUNCTIONS.

And, also, neither, nor, either, or, though, yet, but, however, for, that, because, since, therefore, wherefore, if, unless, yet.

OBS.—*That* is a pronoun when it stands for *who* or *which*; *for* a conjunction, when it means *because*.

INTERJECTION.

AN INTERJECTION (from the Latin *interjectus*, thrown between,) is a word *thrown between* the parts of a sentence to express a sudden or violent emotion or outcry without affecting the construction; as, *Oh! alas!*

A LIST OF INTERJECTIONS.

Ah! adieu! alas! avaunt! alack! away! aha! hail! bark! huzza! pshaw! O! oh! ha! ha, ha! ah, ha! ho! eh! hum! hush! halloo! see! &c., &c.

PARSING.—A conjunction is parsed by stating the word or words which it connects; as, "I came and heard," &c. Here *and* connects the two verbs.

An interjection is parsed by simply stating *how* you know it is an interjection.

QUESTIONS.

Adverb.—What is an adverb? What does the word come from? What words are generally adverbs? How are adverbs in *ly* generally compared? Give an example of adjectives improperly used for adverbs. Name the principal adverbs.

Prepositions.—What does the word "preposition" come from? What is its meaning? Name the principal prepositions. When are *of* and *to* not prepositions?

Conjunction.—What does “conjunction” mean? What is it derived from? When is *that* not a conjunction? When is *for* a conjunction?

Interjection.—What is “interjection” derived from? What is the meaning of the word? Name the principal interjections.

EXERCISE.

Point out the *prepositions*, *conjunctions*, *adverbs*, and *interjections*, in the following exercise:

He was here about two days ago. When you come to see me with your brother and sister, bring also your aunt and uncle. How many days in a year? Hush! I hear a noise from the village. The children behaved very well: they will hereafter be greater favourites than ever. The train will arrive between five and six o'clock to-morrow. I cannot wait till then.

Go over the exercise again and parse *every* word.

DERIVATION.

DERIVATION (from the Latin *derivatus*, drawn down or from,) means the origin or source from which words flow.

The English language is a combination of words taken from the Keltic or Celtic, the Saxon, the Danish, the Norman, the Latin, the Greek, the French, the Italian, the German, the Flemish, the Dutch, the Spanish, the Portuguese, and other languages; and may properly be termed a mixed tongue.

The *Saxon*, which was introduced into England from Germany in the fifth century, is the parent of the English language.

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All words in common use are of Saxon origin, such as *good, bad, great, small, &c., &c.*

A great number of words are derived from the Latin and Greek languages; as, *popular, radical, suburb; barometer, euphony, sarcasm, sophism, &c.*

* It would be impossible within the *limited space* allotted to a work on English Grammar to enter *fully and systematically* into the various *prefixes and suffixes* of the English language. The author would strongly recommend a little work (published by John Lovell, Montreal,) styled "*The Classical English Spelling-Book by George G. Vasey,*" which is a clever production, comprising all the important root-words from the Anglo-Saxon, the Latin, and the Greek languages; as well as several hundred exercises in derivations and in verbal distinctions; a book which every student should possess.

SYNTAX.

SYNTAX teaches us the proper construction of words in a sentence.

A SIMPLE SENTENCE consists of a *nominative*, a *verb*, and the *case* of a verb.

A COMPOUND SENTENCE is made up of two or more simple sentences.

In a simple sentence the agent is called the *nominative*, the verb the *attribute*, and the object is the *thing affected*; as, "*William strikes the horse.*" Here *William* is the subject or person spoken of, (called the *nominative*;) *strikes*, the verb (or *attribute*;) and *horse* the object (or *thing affected*.)

A CLAUSE is a subdivision of a compound sentence complete in itself; a PHRASE is an incomplete subdivision of a sentence; as, "*He is happy, because he is good.*" Here *he is happy* is a clause; *because he is* is a phrase.

SYNTAX is divided into two parts,—CONCORD and GOVERNMENT.

CONCORD means agreement; thus two parts of speech are said to agree with one another in a similar mood and tense, gender, number, case, and person.

GOVERNMENT is the power which one word has of directing the mood, tense, or case of another; as, "*John's book.*" Here *John* is in the possessive case, governed by *book*.

OBSERVATION.—The following rules commence with the *noun* and continue in the same order as the parts of speech in Etymology; so that they may be more complete and more easily quoted by their respective numbers. In the exercises "*to be corrected and parsed*"

under the rules and notes, the student will bear in mind that sentences may be found here and there which are not "incorrect;" but which are introduced to test the student's knowledge of the subject, and to ascertain whether the object of each rule and notes has been clearly understood.

NECESSARY DIRECTION.

The student should, in order to understand the "Rules and notes" thoroughly—

1. Correct the exercises with great attention to the directions given.
2. Then write them out in a book prepared for the purpose; taking care to inscribe the "incorrect sentences" on the one side and the "corrected" on the other—sentence opposite sentence—so that they may the more easily be compared, and reasons given for the alterations, or corrections, made.
3. And lastly, the student should parse every word from the corrected pages; referring back, when necessary, to the definitions, &c., under *Etymology*. When all the sentences have been accurately corrected and parsed, the student should be required to write examples of *false Syntax* from *dictation*, and correct and parse them.

RULE I.—THE NOUN.

One noun governs another signifying a *different thing* in the possessive case; as, he was the *Queen's secretary* (or the *secretary* of the *Queen*).

NOTES.

1. Sometimes personal pronouns are governed in the possessive case by a noun; as, the castle was admired for *its* architectural beauty. Here *its* is in the possessive governed by *beauty*.

[See variations of the possessive, page 23.]

2. An explanatory clause should not be introduced between a noun in the possessive and that by which it is governed; as, I have read of William's (who was surnamed Rufus) warlike exploits; should be, "I have read of the warlike exploits of William, who was surnamed Rufus."

EXERCISE.

(*To be corrected, and then parsed.*)

A mans' manners influence his fortune. The house of Lords' is in London. For patience's sake, don't hurry too much. They very justly condemned the prodigal's, as he was called, senseless and extravagant conduct. She married my son's wife's brother. The extent of the prerogative of the Queen of England is sufficiently ascertained. He is a brother of James's. I gave Williams book to Georges' son. She clipped it's little wing. It is her's. The shade's of night have spread their gloom. A part of the Mechanic's Institute is burnt. It was my fathers', and mothers', and brother's wish. The Duke of Bridgewater's income is very large. A mothers tenderness, and a fathers' care are natures' gifts for man's advantage. Helen her beauty was the cause of Troy its destruction. This is Shakespear's, the greatest of English poets, poetical works. Up to this, the history may be traced of civilized nations. The books, its leaves are torn. James's and John's house is rented.

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RULE II.—APPOSITION.

APPOSITION (from the Latin *ad*, to, and *positus*, placed,) means *added to*, and denotes that another name is added for the same person or thing. Nouns, and Pronouns used to identify or explain another noun or pronoun, are therefore put in the same case by apposition; as, *George the King* visited Ireland. *James* was left sole *heir* and *executor*.

NOTES.

1. A sentence is sometimes put in apposition with the noun following; as, "*To relieve the distressed inhabitants of the country* is the object of the subscription;" here *object* is in "apposition" with all the words in Italics.

2. Apposition may occur in *every case* of a noun; as, "*This is the house of Burton the judge*." Here *Burton* and *judge* are in the possessive, signifying the same person. "*He went for Mr. Perry, the surgeon*." Here *Perry* and *surgeon* are in the objective for a similar reason.

EXERCISE.

(*To be parsed.*)

Custom is the plague of wise men, and the idol of fools. Thomas the messenger greatly pleased his master. The mandates of the king, the fountain of law and authority, must be obeyed. I spoke to Henry the carpenter to make a writing-desk for me. To do good is an amiable principle. To be possessed of means and happiness are no doubt great blessings. The reign of George the Third King of England was very long. The Prince of

Wales is eldest son of the Sovereign of England. The psalms are the works of David the Bard of Israel.

RULE III.—THE ARTICLE.

The INDEFINITE ARTICLE is placed before nouns in the *singular number only*; as, *a pen, an apple.*

The DEFINITE ARTICLE is placed before nouns in *either the singular or plural number*; as, *the house, the houses.*

NOTES.

1. The indefinite article may be used before collective nouns; as, *a multitude, an army, a gross, &c.*

2. When *several* nouns which require *both forms* of the indefinite article come together, each must be introduced; as, "*A young boy and an old man.*" "*An ensign and a captain were examined by an attorney and a counsellor.*"

3. When a noun has no article before it, it is taken in its widest sense; as, "*man inherits the curse.*" The names of *minerals, metals, arts, &c.*, representing the whole species, take no article before them; as "*gold is valuable;*" "*Painting is curious.*"

4. When *several* adjectives qualify the *same* noun, the article is only prefixed to the first of them; as, "*He was the learned, venerable, and noble judge.*" But if *different* nouns are alluded to, it is placed before *each*; as, *The learned, the venerable, and the noble are deserving of our warmest esteem and respect.*

EXERCISE.

(*To be corrected and parsed.*)

A grain of blue vitriol will tinge gallon of water. A globe, cylinder, cone, and flat circle may be made to cast round shadow. There is a difference be-

tween climates of Ireland and America. I bought an inkstand, ream of paper, and Irish Penny Journal. A man was wanted by Lord Mayor. He is an better soldier than artist. My horse is good tempered and excellent roadster. A woman is the name of a section of the human family. He was a good man, able counsellor, kind friend, and honorable character. He was the wisest, the best, and the greatest of his family. A red, a white, and a blue flag is unfurled by a certain nation. A anvil was used by the blacksmith.

RULE IV.—THE ADJECTIVE.

Adjectives, and adjective words, such as participles and adjective pronouns, qualify nouns; as, "A rich man;" "a devoted child." "This man;" "these citizens." "Such people," &c.

An adjective should be placed next the noun which it qualifies; as, "a handsome field of corn," should be, "a field of handsome corn."

NOTES.

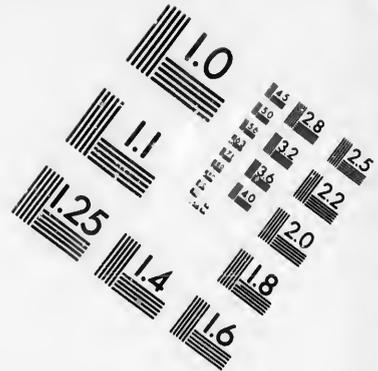
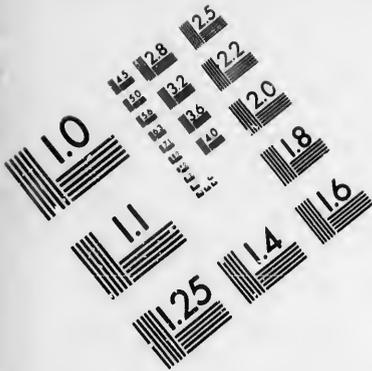
1. Adjectives signifying *unity* require nouns in the singular number, and those which signify *plurality*, the plural; as, *one day, three days; this man, these men; both men, all men, six men, &c.*

2. *All*, when denoting *quantity*, requires the singular; when *number*, the plural; as, "*All the flour was lost.*" "*All the horses were saved.*"

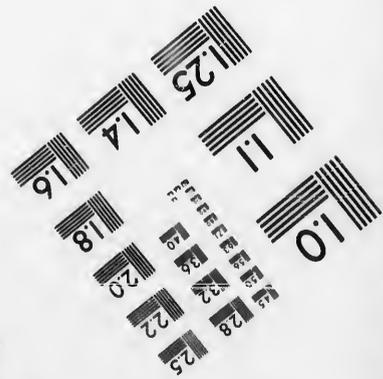
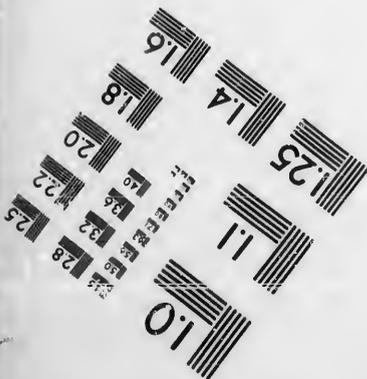
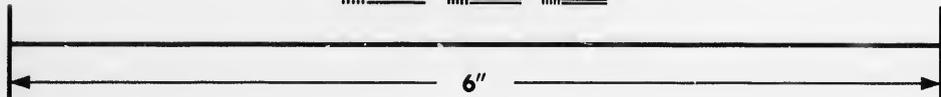
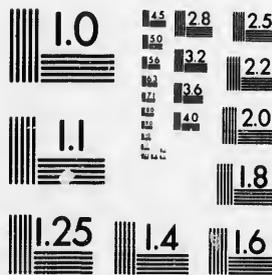
3. When *a* or *an* comes between the adjective pronoun *many* and its noun, the noun may be singular; as, "I have spent many *a* pleasant day in England."

4. When two objects, or objects of two different classes, are compared, the comparative degree should be used; when more than two, the superlative; as,





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"William is *stronger* than James; but John is the *strongest*." "The captain said of the two battalions, that No. 1 possessed the *abler* and *better* disciplined men."

5. When the noun following an adjective that expresses number is used in the *sense of an adjective*, it is singular; as, A six *rail* fence; a three *story* house; a two *oar* boat, &c.

EXERCISE.

(*To be corrected and parsed.*)

Both house of Parliament. A two stories house. A well ten foot deep. A twelve acres field. Each months in the year. Every houses were burnt. Every hundred year is a century. Each possess their own property. I will not engage any men. Any books will be sold. I will not return this six hours. The sixth and seventh regiment was ordered away. All the wood were cut. All the hounds was purchased for the chase. Full many a gems of purest ray serene. A new pair of shoes. The man and his wife are of different dispositions. I like him the best of the two. The better boy in the school is John. The city possesses many shops and churches, these for business, those for devotion. Either of the twelve jurymen were wrong. Those description of goods is not saleable.

RULE V.—PERSONAL PRONOUNS.

Personal pronouns must be of the *same number*, *gender*, and *person* as the nouns for which they stand; as, "On the seventh day God ended *his* work which *he* had made."

NOTES.

1. A pronoun becomes *plural* when it refers to a number of words of different persons; in which case the first person is preferred to the second and the second to the third; as, "William, you and I are advanced on our journey." Here *our* is the first person because *I* is.

2. *It* is sometimes used for a noun in the masculine or feminine gender; as, "It is I; be not afraid." "Was it Martha or Mary who was cumbered about many things?"

3. When two words are alluded to, one in each number, the pronoun must be plural; as, "Neither the *children* nor the *mother* consider *themselves* in affluence."

4. The word that answers a question must be in the *same case* as the word that asks it; as, "Who comes here?" Answer, "I."

5. A collective noun when it conveys *unity of idea* requires a pronoun in the *singular* number; as, "The *navy* is proud of *its* victory." But when a collective noun conveys *plurality of idea*, the pronoun will be *plural*; as, "The *Parliament* entered on *their* duties."

EXERCISE.

(To be corrected and parsed.)

My soldiers, you and I (said the king) shall probably lose your lives. Every man will be rewarded according to their works. The principal duties of the king are expressed in their oath at the coronation. If a man is bound by gratitude to any well-wishers, our parents are the persons. Rebecca took goodly raiment and put them on Jacob? Who rapped at the door? Me and him. An orator's tongue should please their audience. It is a brother of his father's. Whom do you love best? she. That is a valuable set of instruments.

Take handfuls of ashes of the furnace and let Moses sprinkle it towards heaven in the sight of Pharaoh, and it shall become small dust. Religion's ways are ways of pleasantness, and all their paths are peace.

RULE VI.—RELATIVE PRONOUN.

When the pronouns **WHO**, **WHICH**, and **THAT** are **RELATIVE PRONOUNS**, the **NOUNS** to which they relate go *before them*, and are called their *antecedents*, with which they must agree in number and person; as, "This is the *book which* I purchased." "He is the *man who* instructed me." "The *house that* was built."

NOTES.

1. If *no nominative* comes between the *relative* and the *verb*, the *relative* is *nominative* to the *verb*; as, "The bird *which* sang."
2. If a *nominative* comes between the *relative* and the *verb*, the *relative* is governed by the *verb* following; as, "The boys *whom* I have taught."
3. When the *antecedent* and the *relative* are *both* in the *nominative*, the *relative* refers to the *verb* that *immediately follows it*, and the *antecedent* is *nominative to a verb coming after*; as "the man **WHO** wilfully **ERRS** is subject to reproach."
4. When the name of a person is used *merely as a name*, and has no reference to the person, *which* and not *who* ought to be used; as, "Venus, who is the common name for beauty," should be, "*which* is the common name," &c.
5. When *two antecedents of different persons* belong to the *same relative* in a sentence, the *relative* and the *verb* may agree in person with whichever antecedent makes the better sense; as, "I am the *master who* teaches you," or "*who* teach you." "Thou art he who rulest all things" or "*who* ruleth," &c.

6. *That*, as a *relative*, is used instead of *who* or *which* :—

- (1.) When the propriety of *who* or *which* is doubtful ; as, "The bird *that* sang so sweetly."
- (2.) After *who* when used in *asking questions*, and sometimes after the personal pronouns ; as, "*He that* fights his country's battles ;" "*who that* loves freedom will be a slave ?"
- (3.) After the superlative degree, the words *same*, *all*, and sometimes *no*, *some*, and *any* ; as, "The *finest that* comes for sale ;" "*all that* are in earnest will attend."
- (4.) When one antecedent requires *who* and the other *which* ; as, "The *people and countries that* he saw."

EXERCISE.

(*To be corrected and parsed.*)

The man which commits treason will be punished. The children who I have brought up have been ungrateful. I am he that desires to serve you, who will always be your friend in need, and that never will desert you. I am the lawyer which pleadeth for that unfortunate criminal. Horace speaks of Bacchus, who is another name for wine. He knows not how to fear which dares to die. The child who inherited that estate is dead. All which desire to be happy must be virtuous. The students and the colleges of Cambridge which are spoken of by the traveller. The dearest goods which I see are the cheapest. Who which travels by night is not in danger. I who own this farm will soon buy the next. Wellington, who fought to conquer, is dead. No man who loves his country will refuse to fight for it. The ignorant man when among those which are learned is like a being of another world. Thou who have examined the stock can tell what is damaged.

RULE VII.—THE VERB.

A verb must agree with its nominative in number and person; as, "The *sun descends* and the *mountains are shuded.*" A sentence is sometimes the nominative to the verb as, "*How long life will be, is uncertain.*"

NOTES.

1. Every part of the verb, except the infinitive mood and the participle, ought to have a nominative expressed or understood; as, *awake, arise*, that is *awake ye, arise ye.*

Every nominative case is the nominative to a verb; as, "*John walks,*" that is when it is the *subject of the verb*, or answers to the question *who* or *what* before the verb. The two following circumstances are *exceptions*:

1st. When a person or thing is spoken to; as, "*John, will you walk?*" "*O Sun! thou orb of day!*" This is called the *nominative of address.*

2d. When a noun has *no grammatical dependence* on the rest of the sentence; as, "*John being engaged, the messengers left.*" "*The sun having gone down, the men went home.*" This is called the *nominative independent.*

2. When an infinitive mood or a phrase is the subject of a verb, the verb must be in the 3rd person singular; but if two or more infinitives or phrases are used, it must be in the plural; as, "*To read is instructive.*" "*To read and reflect are sources of pleasure.*" [See observations under *Infinitive*, page 46.]

3. When a verb comes between two nouns of different numbers, it must agree with the noun which seems to be more naturally the subject or thing spoken of; as, "*The wages of sin is death.*" "*His lunch was bread and cheese.*"

4. Singular nouns or personal pronouns connected by a conjunction require a *plural* verb, unless they refer to the *same* person or thing; as, "*William, James, and Martha are here.*" "*Every man, woman, and child was affected with the disease.*"

6. When singular nouns or pronouns are joined by *or*, *neither*, or *nor*, their verbs must be singular; as, "*Neither the boy nor his mother was here.*" "*John, Alfred, or Stephen is qualified.*"

7. When singular pronouns, or a noun and pronoun of *different persons*, are joined by *or*, the verb will be the *same person* as that nearest it; as, "*I or thou art.*" "*You or I am,*" &c.

When, *or*, *neither*, or *nor* join a singular noun or pronoun and a plural one, the verb must agree with the *plural nouns or pronouns*, which should generally be placed next the verb; as, "*Neither the captain nor the sailors were saved.*" "*Either he or we are to go.*"

EXERCISE.

(*To be corrected and parsed.*)

To labour with the expectation of reward lighten the task. To be temperate in our pleasures, to use frequent but moderate exercise, and to keep our passions under due control, is the best means of preserving health. Poverty cause discontent, riches produces pride. The heavens declares the glory of God, and the firmament show his handy-work. The earth and moon has a tendency to approach each other. Virtue, fame, and glory gives way to riches. His meat were locusts and wild honey. Biography record the lives of eminent men, and may be called the science of life and manners. Every castle, public building, and mansion, were illuminated for the victory of Waterloo. Neither the king nor his parliament are in favour of the war.

Fallen thy throne, O Israel !

Silence are o'er thy plains,

Thy dwellings all lies desolate,

Thy children keeps in chains.

The party are broken up. Idleness and ignorance is the parent of much vice. Thou shalt not steal, are one of the ten commandments. You or he are. He or I is. Neither you nor your comrades is worthy of commendation. Every man, woman, and child were burnt. The child, the youth, and the aged man agrees in this opinion, and can thou refuse to join in it? The fault, dear Brutus, is not in our stars, but in ourselves. Lazarus, come forth. Sun, stand thou still on Gibeon, and thou, Moon, on the valley of Ajalon!

"Danger, long travel, want, or woe,
Soon change the form that best we know."

RULE VIII.—THE VERB.—(Continued.)

TRANSITIVE VERBS OF THEIR PRESENT PARTICIPLES govern the objective case; as, "He *learned* his lesson; I saw the master *teaching* him."

INTRANSITIVE VERBS OF THEIR PARTICIPLES do not govern any case; as, "He *walked* home." Here *home* is governed by *to* understood (i. e. to his home). "Repenting *him* of his design," should be "Repenting of his design"—*design* is governed by *of*.

NOTES.

1. The object of a verb is frequently separated from its verb by a noun (or pronoun) in the objective case governed by a preposition understood; as, "Give (me) that book"—that is "Give that book *to* me."

2. A transitive verb does not take a preposition after it; as, "He will not admit of it,"—should be, "admit *it*."

3. *Intransitive* and *Passive verbs* have the same case after them as before them, when both words refer to the same person or thing; as, "He was named John." "They are made scholars." "It has grown a nice tree." "Nelson was a famous man."

4. The *past participle*, and not the *past tense*, should be used after the auxiliaries *have* and *be*; as, "I have written" (not I have wrote); "is written" (not is wrote).

So also the *past participle* should not be used for the *past tense*; as, "He ran" (not he run); "I saw" (not I seen), &c.

5. When the present participle takes *the* before it, and *of* after it, it may be used as a noun; as, "The observing of advice," &c.

6. A noun and its pronoun should not be nominative to the same verb; as, "The house, it was built," should be "The house was built."

EXERCISE.

(To be parsed and corrected.)

I must premise with these observations. He begun his lesson. I seen my old friend to day. George is spoke to about the matter. I spent an hour speaking to him. Repenting him of his design. On hearing of it, he became angry. The relatives of the deceased are gone away to their homes. Their children will never want for anything. The unfavourable weather will diminish from his crops. Harrison was chosen for Colonel of the militia corps in Halton. He sleeps himself upon his couch. Please hand me that inkstand. The neighbours they all seemed unanimous in going for a repeal of existing abuses, and resolved to persist in advocating the measure. I wrote what is called a review of the Encumbered Estates Act. They would have went had not Robert interferred.

RULE IX.—THE INFINITIVE MOOD.

When two verbs come together, the latter (which generally has the sign *to*) will be in the INFINITIVE MOOD, governed by the former ; as, " I wish to be informed." (See obs. on " Infin. Mood," page 46.)

1. The infinitive may be governed by *nouns* or *adjectives*; as, " A desire to improve," " *desirous* to improve," &c.
2. In *comparison*, the Infinitive generally comes after *so*, *as*, *too*, or *than*; as, " Be *so* good *as* to say whether you are *too* busy to come over or not," &c., &c.
3. The infinitive is sometimes used absolutely, and stands independently of the rest of the sentence; as, " To confess the truth, I was deceived."

EXERCISE.

(*To be corrected and parsed.*)

You cannot make me to understand about your meaning. To use a common saying, every mickle makes a muckle. To gain an unsullied reputation and to discharge the duties of life faithfully, is what few accomplish. Never too old for learning. He had a passionate taste for literature, and always evinced a strong desire for advancing himself in all useful subjects. No one was more ready than him to apologize when in the wrong. To sum up the whole, grammar is a most useful and profitable study; and we should never give it up until we are able to master its various rules. Pride guides his steps, and bids him to shun the great. I felt my voice to come back to me again. Cease to do evil. Learn to do well.

Let school-taught pride to dissemble all it can :

These little things are great to little man.

Yes! let the rich to deride, the proud to disdain,

The simple blessings of the lowly train :

To me more dear, congenial to my heart,

One native charm, than all the gloss of art.

RULE X.—THE ADVERB.

Adverbs neither govern nor are governed. They are used to modify *verbs*, *adjectives*, and other *adverbs*, and should be appropriately arranged in the sentence ; generally before adjectives, after verbs, and between the first auxiliary and principal verb ; as, " He is a *very* powerful man ; he works *resolutely* ; and is *very much* dreaded by all who know him."

NOTES.

1. The adverbs *yea*, *yes*, *nay*, *no*, and *amen*, are generally used independently ; as, " Will you go ? *No*," &c.

2. A repetition of the *same* negative makes the negative more emphatic ; as, " I would *never* lay down my arms ; *no*, *never*, *never*, *never* !" "

3. *Adverbs* should not be used for *adjectives*, nor *adjectives* for *adverbs* ; as, " The *preceding* (not the *above*) extract."

4. The syllables *in*, *im*, *un*, and *dis*, prefixed to a word, make a negative ; as, " He was *unkind*." A negative adverb is sometimes used with one of these to signify a *diminished* kind of *affirmation* ; as, " I am *not unkind*." This is a *weaker* expression than " I am *kind*."

5. *There* does not always mean place, but is often used for the sake of good sound ; as, " There is an hour of peaceful rest," &c.

6. When the verb *to be* can be substituted for the verb employed, an *adjective* and not an *adverb* should generally be used ; as, " He feels (is) *warm*."

EXERCISE.

(To be corrected and parsed.)

The then congregation attended here. He will never become reconciled I am afraid, no, never, never. From whence did they come? I wish him to quietly remain at home. I don't know whether he will or no. He was not unaware of the danger. Were they never so strong they might be conquered. He reads most correct and writes excellent well. When you come here you'll see my garden. He kindly has invited me. Only for me he could not have seen it. He was not improperly named a designing man. He was not so disobedient or disinclined to do right as people thought. Being not unconscious of her kindness, he acknowledged it. They not only found her enriched, but greatly enriched. He is remarkable strong. There are few who know how to read. The artillery rode by most beautiful. You ought steadily to work. She is pleasant often. No man never erred so much. I never did nothing of the kind. I did not hear nothing about it. The soonest day will be time enough. Thine often infirmities. Genuine medicines only compounded. It is real sharp weather. I hear the same very story. He behaves very good.

RULE XI.—THE PREPOSITION.

Prepositions govern the objective case; as, "He drove *from* Lancaster *to* Liverpool."

NOTES.

1. Nouns denoting *time, value, weight, or measure*, are frequently put in the objective case without the

preposition; as, "It cost a pound;" "It weighs an ounce;" "It is a yard wide;" &c.

2. *In* is sometimes incorrectly used for *about* or *concerning*; as, "He informed me *in* parts of his business," should be *about* or *concerning*, &c. *In* also signifies rest in a place; *into*, *motion*, into a place; as, "He went *in* the house," should be, *into* the house. "He is staying *in* town," is correct.

3. *To* refers to a place, and *till* to time; as, "He went *to* school, and staid there *till* three o'clock."

4. Prepositions are often improperly omitted; as, "The mills will be sawing the Spring," should be, "*in* the Spring." "It is worthy the consideration," should be, "*of* the consideration," &c.

5. *From between*, and *over against*, are sometimes used as *compound prepositions*; as, "*From between* the branches the bird flew." "*Over against* the church stands a school-house."

EXERCISE.

(*To be corrected and parsed.*)

How many branches have you been instructed in? What man are you to give the books to? He steps in the Gresham hotel at this city. Thomas resides in a house at the same street. He is always found to home on Wednesdays. He said he would write me in every part of his business. He travelled from this in Waterford by the mail. Have you felt cold the day? Have you ever been at Paris? He came till tell me to wait for them from one to three o'clock. At what city would you like to reside in for the summer? I differ with Sir Robert Peel. He walks by a staff with the aid of the moon. It is worthy the attention of all interested parties. I have seen a man passing through a telescope. I have been actuate

from the conviction. He should profit from information. He is deserving of encouragement. From ten in the morning to ten at night, is twelve hours. I bestowed the premium to the best boy. He told me in some of his adventures. I gave the book to they. He was resolved of going to Belfast. We live in Pall Mall at London. Sulphur is found on the surface of, and on the earth. They are on their way for Dublin. There was no water, and they died for thirst. He bears a great resemblance of me.

RULE XII.—CONJUNCTIONS.

CONJUNCTIONS connect nouns and pronouns in the *same case*, and verbs in the same *mood* and *tense*; as, "*He and I are neighbours.*" "*They conversed with him and me.*" "*They speak and read well.*"

NOTES.

1. Conjunctions which *do not* express contingency or doubt, require the indicative mood after them; those of a positive or conditional nature, the subjunctive; as, "*Though he writes and speaks well, he is not a scholar.*" "*Though he speak and write ever so well, he shall not persuade me.*"
2. When conjunctions *do not* connect the same moods and tenses, or when a contrast is stated with *but, not, though, &c.*, the nominative is generally repeated; as, "*He may come, but he will not stay long.*"
3. *That* should be used after verbs of *denying, doubting, fearing*, and not *but that, lest, or but*; as, "*They feared that he would die, (not lest he would die).*"

The following is a list of corresponding Conjunctions:

<i>Neither</i>	requires <i>nor</i> after it; as, " <i>Neither you nor I.</i> "
<i>Either</i>	— <i>or</i> ; as, " <i>Either one or other.</i> "
<i>Whether</i>	— <i>or</i> ; as, " <i>Whether he comes or goes.</i> "
<i>Though</i>	— <i>yet</i> ; as, " <i>Though he admits it, yet he is wrong.</i> "
<i>As</i>	— <i>as</i> ; as, " <i>He is as good as you.</i> "
<i>As</i>	— <i>so</i> ; as, " <i>As thy day so shall,</i> " &c.
<i>So</i>	— <i>as</i> ; as, " <i>He is not so rich as his father.</i> "
<i>So</i>	— <i>that</i> ; as, " <i>He is so poor that he cannot attend.</i> "
<i>Such</i>	— <i>as</i> ; " <i>He or such as he.</i> "
<i>Else</i>	— <i>than</i> ; as, " <i>What else than this can you do?</i> "
<i>Other</i>	— <i>than</i> ; " <i>No other than myself.</i> "
<i>Both</i>	— <i>and</i> ; as, " <i>Both you and I,</i> " &c.

EXERCISE.

(To be corrected and parsed.)

The children and me are at home to-day. He went to see them and I. Between you and I, they are not sincere. If he speaks the truth, he met with no loss. If they say and accomplishes it, I am satisfied. Except he sends, I will not go. Though he slay me, so will I trust him. He is not as wise as he thinks. Neither he or his mother. Nothing is so bad that it can't be mended. He is not as old as William, nor as tall as Thomas. Him and they are here. I have read the letter and will post it to-morrow. I would rather walk as ride. I might and will, I think, go home. Such a bad house as this is, that I am disappointed. The times are harder now besides they were ten years ago. He has tried and will to do his duty. If he order the things they will be sent. Professing friendship and to do the opposite is wrong. I

shall walk to-day unless it rains. If he comes they will leave.

RULE XIII.—THE INTERJECTION.

INTERJECTIONS are generally joined to the objective case of pronouns of the *first* person, and the nominative of pronouns of the *second*; as, Ah! *me*. O *thou*! They have *no grammatical connection* whatever.

NOTES.

1. The objective after an interjection is governed by a word understood; as, "Ah! *me*," "ah (look on) *me*." The nominative case will be the *nominative of address*. (See note 2nd, page 96)

2. The point of exclamation should not be placed immediately after O, but after the noun or pronoun to which it is prefixed; as, O wretched man! O poverty!

EXERCISE.

(To be parsed.)

"Ah, me!" she cried, and sinking to the ground,
"Oh, spare, ye war-hounds, spare their tender age!"

"Alas! we both with cold and hunger quake."

O Thou! whose word revives the bloom
That marked creation's birth,
And from the deep and stormy gloom
Recalls the breathing earth.

Hark! the numbers soft and clear,
Gently steal upon the ear.

ELLIPSIS.

ELLIPSIS (derived from the Greek word *elleipo*, to leave behind,) means an omission of some words, and is frequently allowable; but the words left out

must be *understood in the mind*, in order to parse correctly.

EXAMPLES OF ELLIPSIS OF THE DIFFERENT PARTS OF SPEECH, &c.

1. NOUN.—“I will sell my horse and buy another,” that is “another *horse*.”
 2. ARTICLE.—“The great and good King George,” for “the great and *the* good,” &c.
 3. ADJECTIVE.—“Good apples and plums,” instead of “good apples and *good* plums.”
 4. PRONOUN.—“I admire and venerate old age,” for “I admire and *I* venerate old age.”
 5. VERB.—“He studies as much as William,” that is, “he studies as much as William *studies*.”
 6. ADVERB.—“He spake and acted wisely,” instead of “he spake wisely and acted *wisely*.”
 7. PREPOSITION.—“For the good of man and beast,” instead of, “for the good of man and *of* beast.”
 8. CONJUNCTION.—“The numbers one, two, and three,” instead of “the numbers one, *and* two, *and* three.”
 9. INTERJECTION.—“Oh, shame! horror! disgrace!” instead of “oh, shame! *oh*, horror! *oh*, disgrace!”
- A PHRASE.—“An angry man who suppresses his passions thinks worse than he speaks,” should be, “thinks *of worse things*,” &c.

In analyzing or parsing, care should be taken to supply the words that are understood. If such words when supplied do not make good sense, it is an evidence of bad composition.

PARSING.

Parsing under Etymology refers only to the meaning of the various parts of speech and their grammatical relation to each other. Parsing in its *full* sense includes also the *rules* by which their concord (or agreement) and government over each other are maintained.

METHOD OF PARSING.

"*The carpenter made two doors of mahogany.*"

The, the definite article, placed before the noun, *carpenter*, to limit its meaning.

Carpenter, a common noun, because it is a name that may refer to others of the same class or species; singular number, because it means one; third person, because it is spoken of; nominative case to the verb *made* because it is the agent or subject of the sentence and answers to the question *who made?* and it is of the masculine gender because of the male sex.

Made a transitive verb, because it expresses action "passing over" from the agent, *carpenter*, to the object, *doors*. Indicative mood, because it simply declares or points out what the carpenter did. Past tense, because it expresses what took place in past time. Irregular, because it does not form its past tense and past participle by the addition of *d* or *ed*. Third person, singular number, because its nominative, *carpenter*, is of that person and number, with which it agrees according to Rule Seventh, which says "*A verb must agree with its nominative in number and person.*"

Two is an adjective, because it must be joined to its noun, *doors*. It cannot be compared, because its signification cannot be increased or lessened. *Doors*, a common neuter noun, for the same reason that *carpenter* was a common noun. It is neuter because of *neither* gender; plural number because it means more than one; third person because spoken of; and objective case because it is

the object of the sentence and of the verb *made*, by which verb it is governed, according to Rule Eighth, which says, "*Transitive verbs or their present participles govern the objective case.*"

Of is a preposition because it expresses the relation between its object, *mahogany*, and *made*.

Mahogany, a common neuter noun, third person (for the reasons already given in parsing *doors*), singular number because it means one, objective case because it is the object of the preposition *of*, by which it is governed according to Rule Eleventh, which says, "*Prepositions govern the objective case.*"

FURTHER EXERCISES.

FOR GENERAL PARSING OF ALL THE PARTS OF SPEECH CONSECUTIVELY.

These selections will be particularly useful for *schools* or *private classes*, as there is in *each* a *sufficient exercise* for *one day's lesson*.

EXERCISE I.

"THE NOUN."

The maxim of Periander of Corinth, one of the seven sages of Greece, left as a memorial of his knowledge and benevolence, was, "Be master of thy anger." He considered anger as the great disturber of human life, the chief enemy both of public happiness and private tranquillity, and thought that he could not lay on posterity a stronger obligation to reverence his memory, than by leaving them a sal-

utary caution against this outrageous passion.—
Johnson.

EXERCISE II.

“THE NOUN,”—*continued.*

The sixth and last grand division of the human race, and the most elevated in the scale of being, comprehends the Europeans, and those of European origin; among whom may be classed the Georgians, Circassians, and Mingrelians, the natives of Asia Minor, and those of the northern parts of Africa, together with a part of those countries that lie north-west of the Caspian Sea.—
Buffon.

EXERCISE III.

“THE ARTICLE.”

The queen made the best preparations she could for resistance; the merchants and gentry furnished additional vessels, and the sea-coast was well lined with land forces; but still, in respect to numbers, the fleet was much inferior to that of the enemy.—*Pinnock's England.*

EXERCISE IV.

“THE ARTICLE,”—*continued.*

He was an obliging husband, a friendly brother, an indulgent father, and a good-natured master, but unsteady in his friendships. As a sovereign, though not altogether destitute of virtue, he was, on the whole, dangerous to his people, and dishonourable to himself.—*Mrs. Trimmer's England.*

EXERCISE V.

"THE ADJECTIVE."

Virtue is of intrinsic value and good desert, and of indispensable obligation; not the creature of will, but necessary and immutable; not local or temporary, but of equal extent and antiquity with the Divine Mind; not a mode of sensation, but everlasting truth; not dependent on power, but the guide of all power.—*Price.*

EXERCISE VI.

"THE PRONOUN."

But though this be in general a mark of distinction between the ancients and moderns, yet, like all general observations, it must be understood with some exceptions; for, in point of poetical fire and original genius, Milton and Shakspeare are inferior to no poets in any age.—*Blair.*

EXERCISE VII.

"THE PRONOUN,"—*continued.*

What was now to be done? I must devise some means of extricating myself, for I could have no hope that any human being would come to my assistance in that wild and distant spot: but what means were there within my reach? There was no breaking through the wall of my prison, or digging under the foundation.—*Anonymous.*

EXERCISE VIII.

"THE VERB."

The sense of feeling can indeed give us a notion of extension, shape, and all other ideas that enter

at the eye, except colours; but yet, it is much straitened and confined in its operation, to the number, bulk, and distance of its particular objects. Our sight seems to be designed to supply all these defects, and may be considered as a more delicate and diffusive kind of touch, that spreads itself over an infinite multitude of bodies, comprehends the largest figures, and brings into our reach some of the most remote parts of the universe.—*Addison.*

EXERCISE IX.

“THE VERB,”—*continued.*

The few wants of men in the first state of society are supplied by barter in its rudest form. In barter the rational consideration is, what is wanted by the one, and what can be spared by the other. But savages are not always so clear-sighted. A savage who wants a knife will give for it anything that is less useful to him at the time, without considering his future wants. But mankind improve by degrees, attending to what is wanted on the one side, and to what can be spared on the other.—*Gregory.*

EXERCISE X.

“THE VERB,”—*continued.*

His praise, ye winds, that from four quarters blow,
Breathe soft or loud; and wave your tops, ye pines,
With every plant, in sign of worship wave.
Fountains, and ye that warble as ye flow,
Melodious murmurs, warbling tune his praise.
Hail, universal Lord! be bounteous still
To give us only good; and if the night
Have gather'd aught of evil, or conceal'd,
Disperse it, as now light dispels the dark.—*Milton.*

EXERCISE XI.

"THE VERB,"—*continued.*

Take great care never to repeat in one company what you hear in another. Things seemingly indifferent may, by circulation, have much graver consequences than you would imagine. Besides there is a general tacit trust in conversation by which a man is obliged not to report anything out of it, though he is not immediately enjoined in secrecy.—*Chesterfield.*

EXERCISE XII.

"THE VERB,"—*continued.*

The mother view'd the scene of blood,
Her six unconquer'd sons were gone;
Fearless she view'd, beside her stood
The last, the youngest, dearest one:
He look'd upon her and he smiled!
Oh! will she save that only child?—*Mrs. Hemans.*

EXERCISE XIII.

"THE PARTICIPLE."

He was assiduous in hearing and examining complaints, and frequently administered justice in person, tempering by his mildness the severity of strict justice.—*Taylor's History of Rome.*

Instead of thinking how to remedy this disorder by rallying such troops as fled, or by opposing fresh troops to stop the progress of the conqueror, having been totally amazed by this first blow, he returned to the camp, and in his tent waited the issue of an event, which it was his duty to have

directed, not to follow.—*Taylor's History of Rome.*

EXERCISE XIV.

"THE ADVERB."

It is not to be thought of, that the flood
Of British freedom, which, to the open sea
Of the world's praise, from dark anti-
Hath flowed, "with pomp of water unwithstood,"
Roused though it be full often to a mood
Which spurns the check of salutary bands,
That this most famous stream in bogs and sands
Should perish ; and to evil and to good
Be lost for ever. In our halls is hung
Armoury of the invincible knights of old :
We must be free or die ; who speak the tongue
That Shakspeare spake ; the faith and morals hold
Which Milton held. In everything we are sprung
Of earth's first blood, have titles manifold.

WORDSWORTH.

EXERCISE XV.

"THE ADVERB,"—*continued.*

And there was mounting in hot haste ; the steed,
The mustering squadron, and the clattering car,
Went pouring forward with impetuous speed,
And swiftly forming in the ranks of war ;
And the deep thunder, peal on peal, afar ;
And near, the beat of the alarming drum,
Roused up the soldier ere the morning star ;
While thronged the citizens, with terror dumb,
Or whispering with white lips, "The foe ! they come,
They come !"

BYRON.

EXERCISE XVI.

"THE ADVERB,"—*continued.*

Human laws are often so numerous as to escape
our memories ; and sometimes so darkly and in-

consistently worded as to puzzle and embarrass our understandings. But here is a law attended with none of these inconveniences; the grossest minds can scarcely misapprehend it, and the weakest memories are capable of retaining it. Nor can there be any one so absurd and unreasonable as not to see and acknowledge the absolute equity of this command in theory, however he may swerve and decline from it in his practice; and to agree upon it as that golden mean which, if universally observed, would make the world universally happy; every man a benefactor, a good angel, a deity, as it were, to his fellow-creatures, and earth the very image of heaven.—*Atterbury*.

EXERCISE XVII.

“THE ADVERB,”—*continued*.

There she had found a grave!
 Within that chest had she concealed herself,
 When a spring-lock that lay in ambush there,
 Fastened her down for ever!—*Rogers*.

Too daring prince! ah, whither dost thou run?
 Ah, too forgetful of thy wife and son!
 And think'st thou not how wretched we shall be,
 A widow I, a helpless orphan he!—*Pope's Homer*.

EXERCISE XVIII.

“THE ADVERB,”—*continued*.

The greatest inconvenience, indeed, that attends devotion is its taking such a vast hold of the affections as sometimes threatens the extinguishing of every other active principle of the mind. For, when the devotional spirit falls in with a mel-

ancholy temper, it is too apt to depress the mind entirely, to sink it to the weakest superstition, and to produce a total retirement and abstraction from the world and all the duties of life.—*Gregory.*

EXERCISE XIX.

"THE PREPOSITION."

Richard the First came to the throne without opposition. He showed that his compunction for his undutiful behaviour to his good father was sincere, by choosing for his ministers those who had been the most faithful to the deceased king.—*Trimmer's England.*

Monarchs on earth their power extend,
 Monarchs to Jove submissive bend,
 And own the sovereign god,
 With glorious triumph, who subdued
 The Titan race, gigantic brood!
 And shakes all nature with his nod.

Francis Horace.

EXERCISE XX.

"THE PREPOSITION,"—*continued.*

God said, "This is the token of the covenant which I make between me and you, and every living creature that is with you, for perpetual generations: I do set my bow in the cloud; and it shall be for a token of a covenant between me and the earth. And it shall come to pass, when I bring a cloud over the earth, that the bow shall be seen in the cloud; and I will remember my covenant, which is between me and you, and every living creature of all flesh; and the waters shall no more

become a flood, to destroy all flesh."—*Book of Genesis.*

EXERCISE XXI.

"THE CONJUNCTION."

Let India boast her spicy trees, whose fruit and gorgeous bloom
 Give to each faint and languid breeze its rich and rare perfume ;
 Let Portugal and haughty Spain display their orange groves,
 And France exult her vines to train around her trim alcoves.
 Old England has a tree as strong, as stately as them all,
 As worthy of a minstrel's song in cottage and in hall.
 'Tis not the yew-tree, though it lends its greenness to the grave,
 Nor willow, though it fondly bends its branches o'er the wave ;

EXERCISE XXII.

"THE CONJUNCTION,"—*continued.*

Nor birch, although its slender trees be beautifully fair,
 As graceful in its loveliness as maiden's flowing hair ;
 'Tis not the poplar, though its height may from afar be seen,
 Nor beech, although its boughs be tipped with leaves of glossy green.
 All these are fair, but they may fling their shade unsung by me :
 My favourite, and the forest's king, the British Oak shall be !
 Its stem, though rough, is stout and sound ; its giant branches throw
 Their arms in shady blessings round, o'er man and beast below ;

EXERCISE XXIII.

"THE CONJUNCTION,"—*continued.*

Its leaf, though late in spring it shares the zephyr's
gentle sigh,
As late and long in autumn wears a deeper, richer dye :
Type of an honest English heart, it opes not at a
breath,
But, having opened, plays its part until it sinks in
death.
Its acorns, graceful to the sight, are toys to childhood
dear ;
Its mistletoe, with berries white, adds mirth to Christ-
mas cheer :
And when we reach life's closing stage, worn out with
care or ill,
For childhood, youth, or hoary age, its arms are open
still.

EXERCISE XXIV.

"THE CONJUNCTION,"—*continued.*

But prouder yet its glories shine, when, in a noble form,
It floats upon the heaving brine, and braves the burst-
ing storm :
Or when, to aid the work of love, to some benighted
clime,
It bears glad tidings from above, of gospel truths sub-
lime :
Oh ! then triumphant in its might, o'er waters thin and
dark,
It seems, in heaven's approving sight, a second glori-
ous ARK.

Southey.

EXERCISE XXV.

"THE INTERJECTION."

Why do you thus, ah ! why complain,
And kill me with th' unkindly strain ?

Nor can the gods nor I consent
 That you, my life's great ornament,
 Should sink untimely to the tomb,
 While I survive the fatal doom.
 Should you, alas! be snatch'd away,
 Wherefore, ah! wherefore should I stay,
 My value lost, no longer whole,
 And but possessing half my soul?
 One day—believe the sacred oath—
 Shall lead the funeral pomp of both;
 Cheerful, to Pluto's dark abode,
 With thee I'll tread the dreary road.

Francis Horace.

ANALYSIS.*

ANALYSIS (from the Greek *analysis*, a separation or division,) means the *separation* of a compound sentence into the several parts of which it consists, so that we may be enabled to understand the nature of those parts, and the mode of their connection with each other.

A SENTENCE may either be *simple* or *compound*.

A SIMPLE SENTENCE (*logically* termed a *proposition*,) consists of two parts—the *subject* and the *predicate*.

* The above chapter on *analysis* did not appear in the first edition. The author has been induced to insert it by many engaged as teachers. In the preparation of it, he has consulted and received much useful information from the grammars of Andrews and Stoddard, Crosby & Wells; also from an article in the "*Encyclopædia Metropolitana*," by Archbishop Whately.

THE SUBJECT is that of which something is affirmed or declared; as, "George bought a book." Here *George* is the *subject* because it is declared, or affirmed, that he "bought a book."

THE PREDICATE (from the Latin *prædico*, to say or affirm,) is that which is *said* or *affirmed* of the subject; as, "William reads." Here *reads* is the predicate, because it affirms what William does.

THE GRAMMATICAL SUBJECT is a *noun*, or pronoun, or some word, phrase, or sentence, used as a noun.

THE GRAMMATICAL PREDICATE is the *verb*.

THE LOGICAL SUBJECT includes all the words used to express the *whole idea* of the *subject*.

THE LOGICAL PREDICATE includes all the words which are required to express the *whole idea* of the *predicate*; as, "the love of becoming wealthy is general." Here *the love of becoming wealthy* is the *logical subject*, *is general* is the *logical predicate*, *love* is the *grammatical subject*, *is* is the *grammatical predicate*.

EXERCISE.

Point out the *grammatical subject* and *predicate*, and afterwards the *logical subject* and *predicate*, in the following examples:

Honour is the reward of virtue. The Danube is a noble river. Abraham was the father of the faithful. Man inherits the curse of Adam. Virtue adorns a woman. The lion is a very ferocious animal.

The *subject* and the *predicate* may be either *simple* or *compound*.

A SIMPLE SUBJECT is one subject of thought, and may be a single noun, or a word or phrase used as a noun, either standing alone, or accompanied by modifying adjuncts.

(*Adjunct*, from the Latin *adjunctus*, joined to, means a something added to another, but not essentially a part of it.)

A COMPOUND SUBJECT is formed of *two simple subjects*.

A SIMPLE PREDICATE is a single verb, either standing alone, or accompanied by modifying adjuncts.

A COMPOUND PREDICATE is formed of two or more simple predicates; as, "The sovereign and parliament can make laws." Here the *subject* is *compound*, including *sovereign and parliament*. But in the sentence, "The sovereign reigns and governs," the *predicate* is *compound*, consisting of *reigns and governs*.

EXERCISE.

Point out the *logical* and *grammatical subjects*, and *predicates*, in the following sentences, and state which are *simple* and which are *compound*:

A fool uttereth all his mind; but a wise man keepeth it in till afterwards. The rod and reproof give wisdom. Favour is deceitful, and beauty is vain. The fruits of industry and honesty, are happiness and comfort.

NECESSARY DIRECTIONS.

1. In order to analyze a simple sentence, it should be divided into its *logical subject* and

logical predicate. When the *logical subject* is pointed out, then the *grammatical subject* should be stated, and afterwards its modifying adjuncts; thus, "man is fallible." The *logical subject* here is *man*, because the quality is affirmed or declared of *man*; *is fallible* is the *logical predicate*, because it affirms a quality of *man*, the subject. The *grammatical subject* is *man*. The *grammatical predicate* is *is*; *fallible* is a *modifying adjunct*.

2. In analyzing a compound sentence, it should be first separated into its component members or clauses; and the nature and duty of the "connectives" should be explained. The directions already given, may then be observed, in analyzing the different members, or simple sentences, thus—

ILLUSTRATIONS.

THE DESIRE OF REVENGE IS AN EVIDENCE OF WICKEDNESS.

The *logical subject* is *the desire of revenge*; and the *logical predicate* is *is an evidence of wickedness*. The *grammatical subject* is *desire*, modified or limited by *of revenge*, which is its adjunct. The *grammatical predicate* is *is*; *an* defines *evidence*; *wickedness* is the object of *of*, which relates it to *evidence*. The *grammatical predicate* is *is*, modified by *of wickedness*, which is its adjunct.

TO LIBERATE THE PRISONERS PLACES THE JURY IN A POSITION OF RESPONSIBILITY.

The *logical subject* here is *to liberate them*

prison
respon
gram
the l
noun.
and p
gram
place
objec
place
and
of of
On
ject,
logic
T
voler
cally

G
T
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tur

prisoners; and *places the jury in a position of responsibility*, is the logical predicate. The grammatical subject is *to liberate*, (which means *the liberation of*, and therefore is used as a noun.) The object of *to liberate* is *prisoners*; and *prisoners* is modified or limited by *the*. The grammatical predicate is *places*; the adjuncts of *places* are *the jury*, and *in a position*; *jury* is the object of *places*; *in* expresses the relation between *places* and *position*; *position* is the object of *in*; and *a* defines *position*; *responsibility* is the object of *of*, which relates it to *position*.

OBSERVATION.—Words which modify the subject, and are thus parsed *grammatically*, often *logically* belong to the predicate.

Thus, "The man was benevolent." Here *benevolent* belongs *grammatically* to *man*, but *logically* to the predicate *was*.

EXERCISE.

Give an *analysis* of the following examples:—

The contest was dubious until the enemy broke into the town. Alexander stabbed his dearest friend Clitus with a sword. Cæsar was esteemed great for his favours and generosity; Cato, for the integrity of his life. Clay hardens and wax softens before one and the same fire. Claudius was a modest man, tenacious of what was just, and fit for managing the commonwealth. Men use care in purchasing a horse; but are negligent in choosing a friend. The Roman people, after the death of Cæsar and Pompey, seemed to have returned to their former state of liberty. Hannibal

being called home to defend his country, was desirous to make an end of the war by treaty.

CLASSIFICATION OF CLAUSES.

1. *An independent clause.*—When each of the clauses, or members, of compound sentences, is *complete* or *independent of itself*, it is called an *independent* or *co-ordinate* clause; as, The Phœnicians fly to arms, but there was no time for preparation for war. Mœcenas went to diversion; Virgil and I went to bed. Drunkenness impairs wealth and reputation; time consumes iron and stones.

2. *A dependent clause.*—When a member of a compound sentence is *dependent* on another, it is called a *dependent* or *subordinate* clause, and the clause on which it depends is the *principal* clause; as, "Hiero, *who was born of a maid-servant*, was exposed by his father." Here *who was born of a maid-servant* is the dependent clause; and *Hiero was exposed by his father* is the *principal* clause. "The Carthaginians, *when they heard the answer*, sent for Hannibal home." The words in *Italics* are the *dependent* clause; the rest of the sentence, the *principal* clause.

EXERCISE.

Analyze the following examples; distinguish the *simple* from the *compound* sentences, and the *dependent* from the *independent* clauses.

The swallows, birds that are seen in summer; take pleasure in flying through the air. The moon drives her chariot beneath the sun; the heaven is stretched out above the clouds. Showers are poured down into the valleys, whilst snow falls upon the hills. Whilst Peter was sitting in the parlour, the boys were playing in the porch. Whether I am silent or speak, he goes on to provoke. Avoid idleness as a plague. Glory attends virtue as a shadow. Honour, like the rainbow, flies the pursuer and pursues the flier.

DEPENDENT CLAUSES CONNECTED.

In compound sentences, *relative pronouns*, *adverbs*, and *conjunctions* are employed to join together the different *dependent clauses*; as, He has become indolent, **BECAUSE** *he had nothing to do*. The people **THAT** *came yesterday*, will leave tomorrow. He remained here **TILL** *his father sent for him*. They **THAT** *rise early*, must go to bed in good season. He will be happy, **IF** *he is virtuous*.

WORDS CONNECTED.

[The connection of *words* in the different parts of a sentence should be pointed out in the manner shown in the following exercise. This will be found a most interesting, practical, and instructive study, and will tend to do away with that purely *mechanical* system by which little or no exercise of the mind is performed. The teacher might introduce such exercises in connection with every parsing lesson, in classes that have already studied the grammar thoroughly, and which are

therefore prepared to receive instruction on such advanced subjects.]

EXAMPLE.

“There is one being to whom we can look with a perfect conviction of finding that security, which nothing about us can give, and which nothing about us can take away.”

1. The pupil should be asked to trace the connection between the words *away* and *is*:—*Away* modifies *can take*; *can take* is connected with *can give* by *and*; *which* relates to *security*; *security* is the object of *finding*, which is related by *of* to *conviction*; *conviction* is the object of *with*; *which* relates it to *can look*; *to* expresses the relation between *whom* and *can look*, and *whom* relates to *being*, which is the subject of *is*.

2. Again let it be required to show the connection between *that* and *we*:—*That* defines *security*, which is the object of *finding*; *finding* is related by *of* to *conviction*; *conviction* is related by *with* to *can look*, which agrees with *we*.

PROSODY.

PROSODY instructs in the *art of making verse, speaking, reading, &c.*

PRONUNCIATION comprises ACCENT, EMPHASIS, INTONATION, and PAUSES.

ACCENT is the placing of a peculiar stress of the voice on some particular syllable or word,—upon a syllable to create *clearness* of sound—upon a word to show the *perspicuity* of its meaning.

EMPHASIS is the placing of a particular stress of the voice on some *word* in a sentence, which is calculated to be of special importance, as for example—

Will you ride to town *to-day*? No, I'll go *to-morrow*.

Will you *ride* to town to-day? No, I'll *walk*.

Will you ride to *town* to-day? No, I'll go to *the country*.

Will *you* ride to town to-day? No, I'll send *my brother*.

INTONATION is the change or modulation of the voice in speaking or reading.

PAUSES mean a *total cessation* of the voice at certain periods, and for a certain time.

There are two kinds of pauses, called GRAMMATICAL and RHETORICAL.

The GRAMMATICAL PAUSES are *four*, viz. the COMMA, marked thus (,) the SEMICOLON (;) the COLON (:) the PERIOD, or full stop (.)

COMMA.

The COMMA, (from the Greek word *komma*, a segment,) is the *shortest pause* or *rest* in reading or composition.

The following rules will be found useful in marking the comma :

1. Between the nominative and the verb, if the nominative is long, or consists of several members ; as, "Fire, air, earth, and water, are the four elements." "To act consistently with the laws of nature, is sometimes found troublesome."

2. When a verb or any other important word is omitted, its place is sometimes supplied by a comma ; as, "To err is human ; to forgive, divine." (*i. e.*, to forgive *is* divine.)

3. A word or phrase emphatically repeated is separated by a comma ; "To you, *you* only, will I confess my crime."

4. When several words of a similar class follow each other without conjunctions ; as, "She was an industrious, a kind, good woman."

5. Between adverbial phrases and the rest of the sentence ; as "Death was, *indeed*, rapidly approaching." "I shall not, *however*, enter upon such a theme."

6. In a simple sentence, when one of its members is placed out of its natural order ; as, "*Grief*, by slow degrees, brought him to the grave," instead of "*Grief* brought him to the grave, by slow degrees."

7. To distinguish the speaker of a sentence from the sentence used by him ; as, "My name, *she* said, is happiness."

8. An expression supposed to be spoken, or taken from another writer, but not formally cited, is preceded by a comma; as, "I say unto all, *watch.*"

9. When several words of a class follow each other with the conjunction expressed; as, "The *men, women, and children* suffered."

10. Between each pair of connected words, as, "*He frequented the voluptuous and the frugal, the idle and the busy, the merchants and the men of learning.*"

11. The members of a compound sentence are usually divided by commas; as, "*His riches, though enviable, gratify himself.*"

12. Words expressing either apposition or contrast are separated by commas; as, "*Virtue, the strength and beauty of the soul.*" "*Though handsome, yet not proud.*"

13. To mark an interjection, or an exclamatory phrase; as, "*Welcome, O friendly visitor, kind, good-hearted neighbour.*"

14. Between a series of short clauses, common to one nominative; as, "*He encouraged the arts, reformed the laws, asserted military discipline, and visited all his provinces in person.*"

SEMICOLON.

The SEMICOLON (from the Latin words *semis*, half, and *colon*, a member,) is used to separate the parts of a sentence somewhat *less closely connected* than those which are separated by a comma.

1. When a sentence consists of two clauses, connected by a conjunction, the one clause complete in itself, and the other added as an inference, (or to

give some explanation,) they are separated by a semicolon; as, "*Do not think yourself perfect; for imperfection is natural to humanity.*"

2. When a sentence can be divided into *two or more parts, either or all of which are again divisible* by a comma into smaller portions, the clauses are divided by a semicolon; as "*Though tedious, he was popular; though argumentative, he was modest; though inflexible, he was candid; and though metaphysical, yet practical.*"

3. When a sentence consists of two parts of opposite meaning to each other; as, "*Hatred stirreth up strife; but love covereth all sins.*"

When several short sentences follow each other, slightly connected in sense or construction, they may be separated by a semicolon; as, "*Everything grows old; everything passes away; everything disappears.*"

THE COLON.

The COLON (from the Latin word *colon*, a member,) is used to divide a sentence into parts which are less connected than those separated by the semicolon, but which are not so independent as separate, distinct sentences.

1. A colon is used after the member of a sentence which is complete in itself, but which is followed by some remark depending on it in *sense*, though not in construction: as, "Study to acquire the habit of thinking: no study is more important."

2. When the first member of a sentence is complete in sense, and the next begins with a conjunction *understood*, not expressed; as, "Towards die many

times : the valiant never taste of death but once," otherwise would be thus pointed, "Cowards die many times; *for* the valiant never taste of death but once."

3. When a sentence separated by semicolons is depending on the last clause for its meaning, a colon generally separates that concluding clause or member; as "Princes have courtiers; merchants have partners; the voluptuous have companions; the wicked accomplices : none but the virtuous have friends."

THE PERIOD.

THE PERIOD (derived from the Greek word *periodos*, a round or circuit,) is used at the termination of every sentence, unless when an interrogation or exclamation is expressed; as, Fear God. Honour the king.

The PERIOD is used after abbreviations : as Mr. St. Knt. Bart. Esq. &c.

RHETORICAL PAUSES.

The RHETORICAL PAUSES are the INTERROGATION point, the EXCLAMATION point, the DASH, and the PARENTHESIS.

The INTERROGATION point (?) is used after questions; as, Whence camest thou?

The EXCLAMATION (!) is used to express a sudden or violent emotion of the mind; as, Ah, me! how sweet is love.

"The foe! they come! they come!"

The DASH (—) is used to mark an abrupt turn in a sentence; as, "Shall I go on?—no." "He died—no one knew how." "But I—but I."

—It may be a sound—

A tone of music—summer's eve—or spring—

A flower—the wind—the ocean—which shall
wound. *Childe Harold.*

4th. The PARENTHESIS () is used to enclose an explanatory clause or member of a sentence not perfectly essential to the sense, but put in as an illustration or remark ; as, "*I gave the parcel to Jane (the servant) for her mistress.*" "*Call to my friend Thomas, (that is my cousin) : he wishes to see you.*"

MINOR POINTS.

QUOTATION POINTS (" ") are used at the commencement of passages taken from another author, or to point out words used by a person spoken of in the sentence ; as, "*Thomas called out 'Stop,' but in vain.*"

OBS. A quotation within a quotation is marked by single commas, as the word *stop* in the above example.

The APOSTROPHE denotes the possessive case, or the omission of one or more letters ; as, *ne'er lov'd*, for *never loved*. *Man's*, to mark the possessive case of *man*.

A HYPHEN (-) connects the syllables of a word ; as, *pre-pare*, *pre-pa-rations*.

The DIÆRESIS (¨) shows that each vowel must be separately sounded ; as, *aërial*, instead of *aerial*.

The ELLIPSIS denotes the omission of some words, or of some letters in a word ; as, *k—g*, or *k**g*, for *king*.

The PARAGRAPH (¶) denotes the commencement of a new subject. Used only in the Bible.

The ASTERISK (*), the *obelisk* or *dagger* (†), the *double dagger* (‡), and the *parallel* (||) refer to notes in the margin or at the bottom of the page.

VERSIFICATION.

VERSIFICATION (derived from the Latin words *versus*, *verse*, and *fito*, to make,) is the art of making verse.

Poetry is either in *rhyme* or *blank verse*. In *rhyme* the last syllable of every line has the *same sound* as that in one of the succeeding lines; in *blank verse* the closing syllables of the lines have *no correspondence of sound*.

OBs.—When the concluding syllables of two successive lines correspond in sound, the verse is called a *couplet*; as,

“Scarce has the warrior time his sword to wield,
Or breathe awhile, or lift the fencing shield.”

When the final syllables of three successive lines agree in sound, it is called a *triplet*; as,

“Freedom’s battle once begun,
Bequeathed by bleeding sire to son,
Though baffled off, is ever won.”

When a verse contains several lines, not arranged in successive couplets or triplets, it is called a *stanza*; as,—

“Ye proud, ye selfish, ye severe,
How vain your mask of state!
The good alone have joys sincere,
The good alone are great.”

BLANK VERSE.

Procrastination is the thief of time :
 Year after year it steals, till all are fled,
 And to the mercies of a moment leaves
 The vast concerns of an eternal scene.

Every line of verse contains a certain number of accented and unaccented syllables.

The number of accented syllables in a line determine the number of poetic feet.

The principal poetic feet are the *Trochee*, the *Iambus*, and the *Anapæst*.

A **TROCHEE** consists of an accented and an unaccented syllable; as, lovely, &c.

An **IAMBUS** of an unaccented and an accented syllable; as, become, &c.

An **ANAPÆST** of two unaccented syllables and an accented syllable; as, overtake.

Verse is named, according to the feet that prevail in it, *Trochaic*, *Iambic*, or *Anapæstic*.

Trochaic verse consists of an accented and an unaccented syllable in alternate succession: it may contain any number of feet from one to seven.

1. *One foot.*

Sighing,
 Dying.

2. *One foot, and an accented syllable.*

Purple | scènes,
 Winding | gréens.

3. *Two feet.*

Pleas' | ure | ruin,
 Others | vesing.

4. *Two feet, and an accented syllable.*

Here the | flow'rets | spring,
 Here the | linnets | sing.

5. *Three feet.*

Now they | stood con | founded,
 While the | battle | sounded.

6. *Three feet, and a long syllable.*

Vital | spark of | heav'nly | flame,
 Quit, oh! | quit this | mortal | frame.

7. *Four feet.*

Go, and | may the | spirits | near us,
 Gracious, | kind pro | tectors, | hear us.

8. *Five feet.*

All that | walk on | foot or | ride in | chariots,
 All that | dwell in | pala | ces or | garrets.

9. *Six feet.*

On a | mountain, | stretch'd be | neath a | hoary
 | willow,
 Laya | shepherd | swain, and | view'd the | rolling
 | billow.

10. *Seven feet.*

Scorn and | shame and | foul dis | grace, ac | cumu
 | lated | sorrow,
 Wait on | him who | wastes to | day re | gardless
 | of to | morrow.

IAMBIC VERSE consists of an unaccented and accented syllable in alternate succession: it may contain any number of feet from one to six.

1. *One foot.*

Elate
In state.

2. *Two feet.*

With rav | ish'd ears
The mon | arch hears.

3. *Two feet, with an additional syllable.*

In woods | a ran | ger,
To joy | a stran | ger.

4. *Three feet.*

In pla | ces far | or near,
Or fa | mous or | obscure.

5. *Three feet and an additional syllable.*

Immor | tal pow'rs, | protect | me;
Assist, | support, | direct | me.

6. *Four feet.*

Fresh as | if Day | again | were born.
Again | upon | the lap | of morn.

7. *Five feet.*

This is the heroic measure of English poetry.
The cur | few tolls | the knell | of part | ing day,
The low | ing herd | winds slow | ly o'er | the lea.

8. *Six feet.*

Not so | when swift | as light | Camil | la scours
 | the plain,
 Flies o'er | th' unbend | ing corn | and skims |
 along | the main.*

ANAPÆSTIC MEASURE.

Anapæstic verse consists of two unaccented syllables and an accented one in alternate succession: it may contain any number of feet from one to four.

1. *One foot.*

For in vain
 We complain.

2. *Two feet.*

In my rage | shall be seen
 The revenge | of a queen.

3. *Three feet.*

For he ne'er | can be true, | she averr'd,
 Who could rob | a poor bird | of its young.

4. *Four feet.*

The Assy | rian came down | like the wolf | on the
 fold,
 And his co | horts were gleam | ing in pur | ple
 and gold.

5. *Four feet and an additional syllable.*

Thanks, my lord, | for your ven' | son, for fi | ner
 or fat | ter
 Never rang'd | in a for | est, or smok'd | on a
 plat | ter.

*This is called the Alexandrine measure. It is seldom used except to complete the stanzas of an ode, or occasionally to vary heroic verse.

POETICAL LICENSE.

A *violation* of the laws of Orthography, Etymology, and Syntax is *allowed in poetry*, in consequence of the *difficulty* of arranging words in *regular measure*; this is called POETICAL LICENSE:

1. Some words are lengthened, others abridged; as,

Presumptuous Xerxes next with efforts vain,
To curb the billows, and the sea *enchain*.

For here neither dress nor adornment's allow'd,
But the long winding-sheet and the fringe of the shroud.

2. Two words are sometimes contracted into one, as,

To riches? Alas! 'tis in vain,
Who hid, in their turn have been hid.

3. Adjectives are frequently used as adverbs; as,
They fall *successive*, and *successive* rise.

4. Intransitive verbs are made transitive; as,
The lightnings *flash* a wider course.

5. The past tense and past participle are used for each other; as,

The mother seats her by her pensive son,
She *prest* his hand, and tender thus *begun*.

6. *Nor* is frequently put for *neither*, and *or* for *either*; as,

Nor love, *nor* joy, *nor* hope, *nor* fear
Has left one trace or record here.

While the long strife e'en tired the lookers-on,
Thus to Ulysses spoke great Telamon;
Or let me lift thee, chief, or lift thou me.

7. A noun and its pronoun are used as nominatives to the same verb; as,

“My *banks they* are furnished with trees.”

COMPOSITION.

COMPOSITION (derived from the Latin words *con*, together, and *pono*, to place,) is the art of expressing our ideas either in prose or verse.

STYLE is the peculiar manner in which ideas are expressed. Its most important qualities are **PERSPICUITY** and **ACCURACY**.

PERSPICUITY depends on the choice of words and phrases, and the combining of these words and phrases into sentences.

ACCURACY is best learned by having a clear and perfect knowledge of the subject on which we purpose to write or speak; for without a *thorough* acquaintance with the subject we cannot be accurate in speaking or writing on that subject.

The requisites indispensable to a good sentence are **CLEARNESS**, **STRENGTH**, **UNITY**, **PRECISION**, and **PROPRIETY**.

CLEARNESS of style consists in a perspicuous arrangement of the words and members of sentences, in opposition to obscurity and confusion, which are frequently occasioned by *improperly placing* adverbs, pronouns, and explanatory phrases, and by the improper repetition of pronouns when reference is to be made to different antecedents.

STRENGTH is the disposition or arrangement of sentences so as to give to them their due weight and influence. It is requisite that all redundant

words be cleared away; the stronger clauses must follow the weaker; a sentence ought never to be concluded with an inconsiderable word; and the opposition of contrasted thoughts should be strongly marked.

UNITY consists in limiting a sentence to one leading sentiment with its adjuncts. Therefore, objects that have no immediate connexion should not be crowded together in the same sentence; parenthesis should not be introduced into the middle of a sentence, and sentences ought never to be extended beyond what seems to be their natural close.

PRECISION consists in the use of such expressions as convey *simply* the *idea* which we have in view, and in the rejection of all superfluous words and phrases, in opposition to a *loose* and *diffuse mode of expression*.

PROPRIETY is the use of such words as *have been adopted in the best society*, and by the *most approved authors*; avoiding *low* and *vulgar* expressions, and such as do not convey a *clear idea* of our meaning.

Such is a brief sketch of the main requisites of style in composition.

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