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T'S ENGLISH GRAMMAR.
PART FIRST.

AN INTRODUCTION

TO THE

G R A M M A R

OF THE

ENGLISH LANGUAGE.

BY JOHN S. HAAT, LL.D.,

LATE PRINCIPAL OF THE COLLEGE OF THE CITY OF NEW YORK, A MEMBER OF THE AMERICAN
PHILOLOGICAL SOCIETY, AUTHOR OF AN ENGLISH GRAMMAR, FIRST BOOK,
OF SECOND, THIRD BOOK OF ENGLISH, AN INTRODUCTION TO THE
CONSTITUTION OF THE ENGLISH LANGUAGE, &c. &c.

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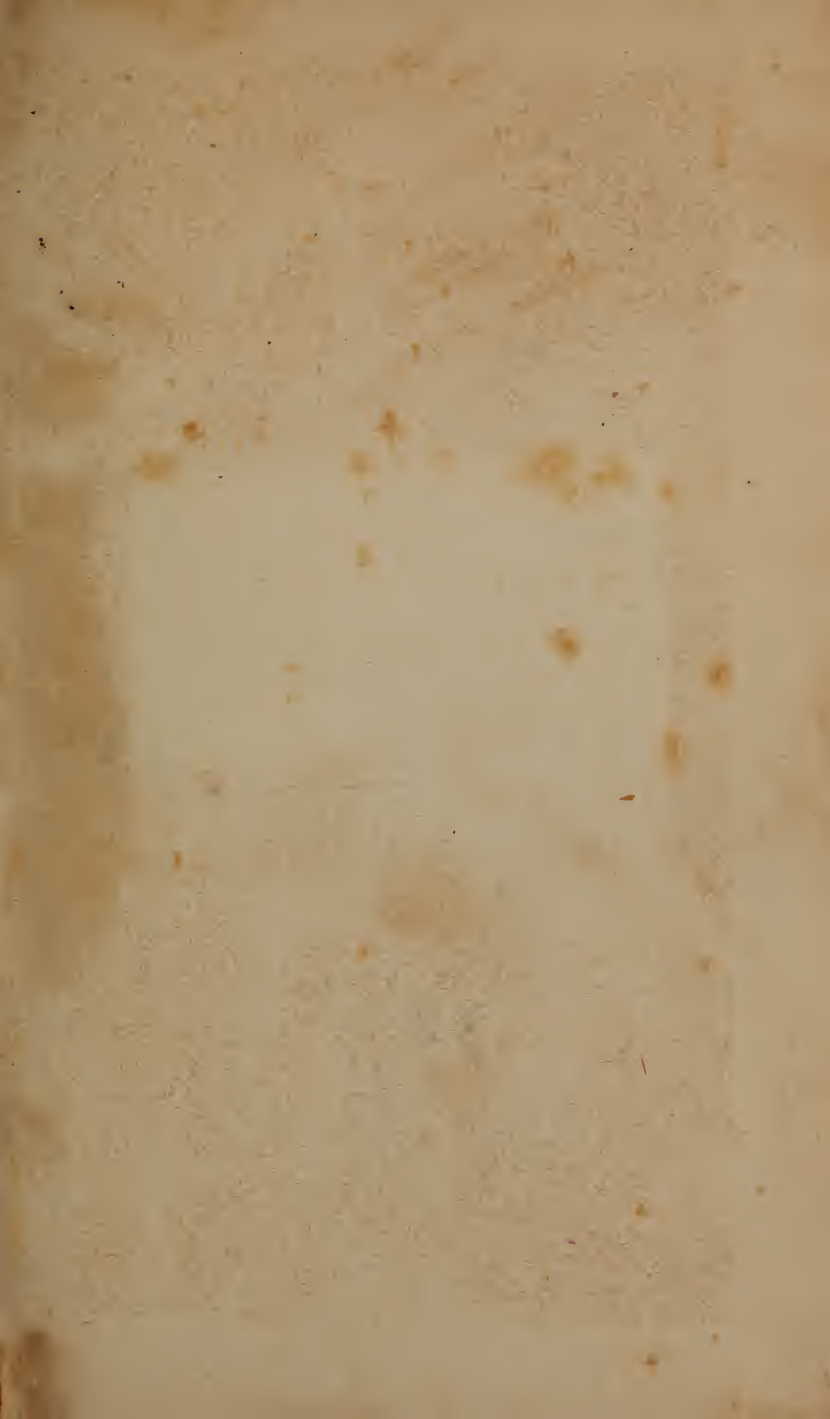
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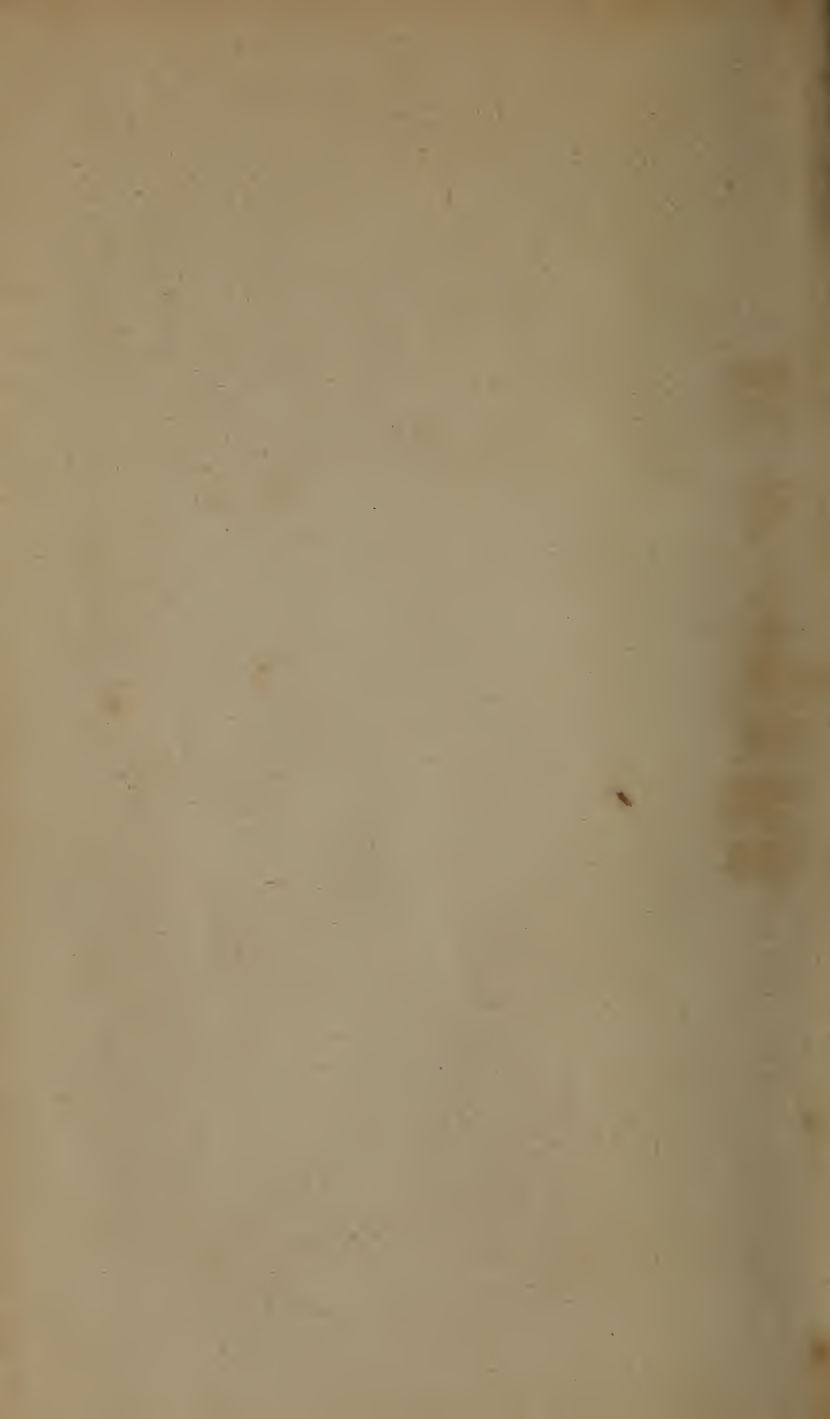
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BY THE AUTHOR

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PREFACE.

IN this volume the Author has selected from his larger Grammar those portions which are purely of an elementary character, and which are studied by beginners in first going over the subject. The whole of Prosody, all of the chapter on the Derivation of Words, and all the fine print matter of the other portions, are omitted. On the other hand, copious explanations, and a complete series of practical exercises, are appended to the several definitions and rules. The knowledge of each rule and definition is thus thoroughly tested and impressed on the memory before the pupil is allowed to proceed to more advanced knowledge. Some slight verbal changes in the definitions have been introduced, to make the work conform to the revised edition of the Grammar. The distinction of Possessive Adjective Pronouns is discarded, as being of no practical utility. The definitions of the Parts of Speech, with very full exercises, are all given together, at the beginning of the Etymology, before proceeding to the details under each, so that the pupil may learn at the outset to know at once to what Part of Speech every word belongs. This preliminary knowledge being once acquired and made thoroughly familiar, the remaining steps are comparatively easy. Parsing Exercises begin at once, in the first part of Etymology, and follow regularly all the rules and definitions, accompanied with frequent reviews.

It is believed that a pupil who studies carefully the elementary principles contained in this volume, and who goes faithfully through the exercises, will be prepared to enter with advantage upon the more minute details in the larger Grammar.

ENGLISH GRAMMAR.

1. GRAMMAR is the science which treats of Language.

EXPLANATIONS.—Knowledge on any subject, arranged in some regular order, is called a SCIENCE.

The words which people use in speaking or writing are called a LANGUAGE.

The object of studying Grammar is to be able to understand, speak, and write a language correctly.

We say that Arithmetic is the science which treats of numbers, Botany is the science which treats of plants, Astronomy is the science which treats of the stars. So, Grammar is the science which treats of language.

NOTE 1.—Most of the terms used in Grammar are derived from Greek and Latin words. The meaning and derivation of these terms will be given in the notes. The teacher will observe, however, that in many instances the terms are now used in a sense considerably different from the original meaning. Still, the connection between the present use of the word and its original meaning can generally be traced, and the teacher should always do so, where practicable.

NOTE 2.—Grammar takes its name from the Greek word *gramma* (γράμμα) a letter, or a writing, because it treats particularly of written language.

2. Grammar is divided into four parts; namely, ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

NOTE.—In this little work Prosody is left out.

FIRST PART.

ORTHOGRAPHY.

3. *The first part of Grammar is called ORTHOGRAPHY.*

4. *Orthography treats of LETTERS.*

NOTE 1.—Orthography takes its name from the Greek words *orthos* (ὀρθός) correct, and *graphie* (γραφῆ) writing, because it teaches the correct mode of writing.

NOTE 2.—We shall treat first of letters taken separately, and then of the mode of forming them into syllables and words, which is called spelling.

5. *Letters are written characters or signs used to represent certain sounds of the human voice.*

6 *The Letters of any Language are called its ALPHABET.*

NOTE.—Alphabet takes its name from *alpha* (ἄλφα) and *beta* (βῆτα), the names of the first two letters in the Greek alphabet, corresponding to our *a* and *b*. Thus we often call our alphabet the *a b c*.

7. *The English Alphabet contains twenty-six letters.*

8. *Letters are divided into VOWELS and CONSONANTS.*

NOTE.—Vowel takes its name from the Latin *vocalis*, vocal, because it may be sounded freely and fully by itself, without the aid of any other letters. Consonant takes its name from the Latin words *con*, with, and *sonans*, sounding, because sounding with another letter, that is, not capable of being sounded perfectly by itself.

9. A Vowel may be fully sounded by itself.

10. A Consonant cannot be fully sounded unless in connexion with a vowel.

11. The vowels are a, e, i, o, u, and sometimes w and y. All the other letters are consonants.

12. W and y are consonants when they begin a word or syllable.

13. A DIPHTHONG is the union of two vowels in one sound; as, oi, in voice.

14. A TRIPHTHONG is the union of three vowels in one sound; as, ieu in adieu.

NOTE.—Diphthong and triphthong take their names from the Greek words *phthongos* (φθoγγός) sound, and *dis* (δύς) and *tris* (τρίς), two and three.

EXERCISE.—Which of the letters in the word Philadelphia are vowels? Which are consonants? Tell the vowels, consonants, diphthongs, and triphthongs in the following words: sounding, abundant, lieutenant, loitering, separately, boisterous.

NOTE.—The teacher will add other examples until the scholar becomes quite familiar with the classification.

SOUNDS OF THE LETTERS.

15. A has five sounds of its own, as in fate, fare, far, fall, fat.

16. E has two sounds of its own, as in mete, met; also the sound of a, as in deign; of i, as in England; and of o, as in sew.

17. I has two sounds of its own, as in pine, pin; also the sound of e, as in machine; of u, as in flirt; and of y, as in filial.

18. O has four sounds of its own, as in no, not, nor, move; also the sound of u, as in son.

19. U has three sounds of its own, as in tube, tub, full; also the sound of e, as in bury; of i, as in busy; and of w, as in languid.

20. OI and OU are always sounded as in loin, loud.

21. OY and OW are sounded like oi and ou.

22. C is sounded hard like k before a, o, u, as in cake, colt, cup; soft like s before e, i, y, as in cent, cider, cypress.

23. G is sounded hard before a, o, u, as in gave, go, gun; but before e, i, y, it is sometimes hard and sometimes soft, as in beget, begin, boggy; gem, giant, gypsum.

24. Sc is sounded hard like sk before a, o, u, as in skate, scold, scuttle; and soft like s before e, i, y, as in sceptre, science, scythe.

WORDS AND SYLLABLES.

25. A WORD is a number of letters used together to represent some idea.

26. A SYLLABLE is so much of a word as can be pronounced by one impulse of the voice; as, con in contain.

NOTE 1.—Syllable takes its name from the Greek words *syl* (συλ) together, and *labein* (λαβεῖν) to take, because it denotes that the letters which form a syllable are taken together, in one impulse of the voice.

NOTE 2.—What is meant by syllable and by impulse of the voice can be best explained orally, that is, by the teacher actually sounding syllables successively in the scholar's hearing, and calling his attention to the manner in which the sound comes

from the mouth. When one syllable is ended and another is about to begin, the parts of the mouth and throat used for making the sound, take a new position, and a sort of jerk or additional force is given to the voice. This additional force is what is meant by impulse.

NOTE 3.—There are as many syllables in a word as there are vowels and diphthongs, not counting those which are silent or unsounded.

27. *A word of one syllable is called a MONOSYLLABLE; of two, a DISSYLLABLE; of three, a TRISYLLABLE; of more than three, a POLYSYLLABLE.*

EXAMPLES.—*Truth is a monosyllable; truth-ful, a dissyllable; truth-ful-ness, a trisyllable; un-truth-ful-ness, a polysyllable.*

NOTE.—Monosyllable, dissyllable, trisyllable, and polysyllable, take their names from the Greek words *monos* (μόνος) one, *dis* (δύς) two, *tris* (τρῖς) three, and *poly* (πολυ) many, combined with syllable.

EXERCISE.—Tell to which class each of the following words belongs: begin, grammatical, boy, duty, silent, termination, compound.

NOTE.—The teacher may add other examples at will.

RULES FOR SPELLING.

Words ending in y.

28. RULE.—*Words ending in y preceded by a consonant, change y into i on taking an additional syllable; as, fancy, fanciful (not fancyful).*

EXCEPTION.—*The y is not changed into i when the additional syllable begins with i; as tarry, tarrying (not tarring).*

NOTE.—Words ending in *y* preceded by a vowel, retain the *y* on taking an additional syllable; as, *joy, joyful*. Except *daily* (from *day*); *laid, lain* (from *lay*); *paid* (from *pay*); *saieth, said* (from *say*); and their compounds, *misaid, unpaid, prepaid*, &c.

EXERCISE.—Spell the words formed by adding *ful* to *beauty, duty, bounty*; by adding *es* and *ing* to *fly, glory, spy, deny*; by adding *er, est*, and *ness* to *lazy, ugly, holy*.

Words ending in silent e.

29. RULE.—*Words ending in silent e, drop e on taking an additional syllable beginning with a vowel; as, care, caring (not care-ing).*

EXCEPTION 1.—*Words ending in ce and ge, retain the e before terminations beginning with a, o, u; as change, changeable.*

NOTE.—The object of this is to preserve the soft sound of *c* and *g*.

EXCEPTION 2.—*Die (to suffer death) makes dying, to prevent the doubling of the i (dying); and dye (to colour) retains its e (dye-ing) for the sake of distinction.*

NOTE.—Words ending in silent *e* retain the *e* on taking an additional syllable beginning with a consonant; as, *care, careful*. Except *duly, truly, awful, wisdom, nursling, judgment, abridgment, acknowledgment, lodgment, argument*.

EXERCISE.—Spell the words formed by adding *ing* to *strive, drive, clothe*; by adding *able* to *desire, excuse, manage*; by adding *ible* to *sense, force*.

Correct the spelling of the following words, giving a rule for each correction: *sillyness, paceing, peaceable, merryly, thriveing, busyness*.

Words ending in ll.

30. RULE.—*Words ending in ll drop one l on taking an additional syllable beginning with a consonant, or on being compounded with another word; as, full, fulness, handful.*

NOTE.—Words ending in any other double letter are spelt in composition in the same manner as when alone; as, *stiff, stiffly.*

EXERCISE.—Spell the words formed by adding to *all* the words *so, most, though, ways, mighty; by* combining with *and all; hurt and full.*

Doubling the final Consonant.

31. RULE.—*Monosyllables, and words accented on the last syllable, ending with a single consonant, preceded by a single vowel, double that consonant on taking an additional syllable beginning with a vowel; as, wit, witty; begin, beginning.*

EXPLANATION OF ACCENT.—In pronouncing any long word, one of the syllables is always sounded in a louder and sharper tone of voice than the others. This loud, sharp tone of voice is called the accent.

NOTE 1.—The teacher must train the pupil to distinguish by the ear which syllable is the accented one. Thus: How many syllables in the word “character?” Which of these syllables is pronounced in the loudest and sharpest tone? Pronounce the word, placing the accent on the second syllable. Pronounce it with the accent on the last syllable. Which is the correct way of pronouncing it?

NOTE 2.—If the accent is not on the last syllable, or if a diphthong precedes, the final consonant is not doubled on taking an additional syllable; as, *offer, offering; toil, toiling.*

EXERCISE.—Spell the words formed by adding *ing* to *admit, permit, scan, split; by* adding *ed* to *abhor, rebel, propel.*

GENERAL EXERCISE.—Correct the spelling of the following words, and give the rule for each correction: flyes, comelyer, impliing, bloting, shineing, chargable, valueable, wellcome, mercyfull, smothering, boilling, dispeled, laborring, rebellion, relieving, stifness, shaveing.

SECOND PART.

ETYMOLOGY.

32. *The Second Part of Grammar is called ETYMOLOGY.*

33. *Etymology treats of WORDS.*

NOTE 1.—Etymology takes its name from the Greek words *etymos* (ἔτυμος) true [root], and *logos* (λόγος) discourse or treatise, because it treats of the true roots and meanings of words.

NOTE 2.—We shall treat of the classes into which words are divided, of their grammatical properties, and of the changes which they undergo.

PARTS OF SPEECH.

34. *The different classes of words are called PARTS of SPEECH.*

NOTE.—Before treating each Part of Speech separately and fully, they will all be defined, and some exercises given by which

the pupil can learn to distinguish the Parts of Speech in a sentence. This point should be well secured by repeated revisions, before going farther.

35. *The Parts of Speech in English are nine; namely, the ARTICLE, NOUN, ADJECTIVE, PRONOUN, VERB, ADVERB, CONJUNCTION, PREPOSITION, and INTERJECTION.*

ARTICLES.

36. *The words a or an and the are called ARTICLES.*

NOTE 1.—Article takes its name from the Latin word *articulus*, a joint.

NOTE 2.—It has not been thought necessary to oblige the beginner, at this stage of his progress, to burden his memory with a formal definition of a class of words consisting of only two. The chief object of defining the classes of words is to enable the learner to find out by the definition or description what words belong to each class, instead of committing the whole list to memory. Farther on in the book, on page 26, a formal definition is given, which the scholar may learn or not, at the discretion of the teacher.

NOUNS.

37. *A Noun is the name of any person, place, or thing.*

NOTE 1.—Noun comes from the Latin *nomen*, a name, because it is the name of a person, place, or thing.

NOTE 2.—The word *thing* in the foregoing definition is used in its widest sense, to signify not merely external objects, which may be seen or handled, but whatever may be a subject of thought or discourse.

NOTE 3.—The Noun is generally taken as the starting point in teaching a child to analyze a sentence. The teacher therefore must pause here until, by repeated explanations, and by going over the exercises again and again, the scholar has become quite familiar with the nature of nouns and can distinguish them promptly in going through a sentence.

EXERCISES.—What is your own name? What part of speech is this name of yours? Ans. It is a noun. What is a noun?

Give the names of any three persons that you know. What are these three names? Ans. They are nouns. What is a noun?

What is the name of the place you live in? Name three other places. What are all these names of places? What is a noun?

What is the name of that part of your body with which you hear? Name three other parts of your body. What are all these names of things? What is a noun?

What is the name of that part of the house which is made to let in light? Name any three other things that you see. Name anything that you can think of, which is not in sight. What are all these names of things? What is a noun?

Pick out all the nouns in the following sentence: In coming from Trenton to Philadelphia, I saw John on the boat with a satchel of books in his hands.

You have been told that *a* or *an* and *the* are articles. Presently you will learn also that such words as *good*, *bad*, *great*, *small*, &c., are adjectives. Any word which makes sense with an article or an adjective before it, is a noun. Pick out the words which are nouns in the following sentences:

The book had good covers, but bad print.

The boy had a knife with a small blade.

The air of the room is of a bad quality.

The horse in the stable has a good disposition.

Temperance and industry promote health

Religion exalts a nation.

Beauty is a fading flower.

NOTE.—The teacher must repeat the foregoing exercises, and form others like them, until the learner becomes very familiar with the subject, and can go through any sentence and pick out the nouns with facility.

ADJECTIVES.

38. *An Adjective is a word used to qualify a noun; as, good man.*

EXPLANATION.—To qualify means here to limit the meaning of a thing, to express some of its qualities. An adjective generally denotes some quality belonging to an object. It describes the object. It serves to show the difference between things having the same name, as *good boy, bad boy, sweet apple, sour apple, &c.*

NOTE.—Adjective takes its name from the Latin *adjectus*, added to, because it is a word added to a noun.

EXERCISES.—You have a pretty book. What part of speech is *book*? Ans. It is a noun. What word is used here to qualify or describe your book? What part of speech is *pretty*? What is an adjective?

Name three other words that you can put before the word *book*, telling what kind of a book it is. What are these three words, qualifying *book*? What is an adjective?

Put a qualifying word in the blank space before each of the nouns in the following sentence: I saw a — boy with a — knife cutting a — stick. What are these three qualifying words? What is an adjective?

NOTE.—The adjective does not always stand immediately before the noun which it qualifies or describes. Thus I may say, The studious girl, or, The girl is studious. In either case, the word “studious” qualifies girl.

What adjective is there in each of the following sentences :

The lesson is not difficult.

They went home by the wrong road.

The bird was thought to be beautiful.

How hot you have made the fire.

NOTE.—In each case, after the scholar has picked out the adjective, ask which word it qualifies, and then ask for the definition of an adjective.

Pick out the adjectives and the nouns in the following sentences :

This new slate is broken into many pieces.

I had a beautiful dream last night. -

Wicked men do not have good thoughts.

A merry heart maketh a glad countenance.

The old window is so dirty that you cannot see the new houses on the other side of the street.

PRONOUNS.

39. *A Pronoun is a word used instead of a noun; as, the man is happy; he is benevolent; he is useful.*

NOTE 1.—Pronoun takes its name from the Latin *pro*, for, and noun, because it stands for a noun.

NOTE 2.—The Pronoun will be explained more fully hereafter. All that is necessary here is to teach the scholar the following :

The principal Pronouns are *I, thou, he, she, it; we, you, they; who, which, and what.*

SENTENCES AND PHRASES.

NOTE.—Before defining Verbs, it will be necessary to explain briefly what is meant by a Sentence. The subject will come up again under the head of Syntax, to which it properly belongs.

EXPLANATION.—A man in the street says, "Fire." He means, "There is fire." Another man says, "Rags." He does not mean, "There are rags," but, "I want to buy rags." Another says, "Fresh fish." He means, "I have fresh fish to sell." What these men say does not give fully their meaning. Other words are needed to complete the meaning. When it is not necessary in this way to add words to what has been said, in order to make the sense complete, we say that the words form a Sentence.

40. A SENTENCE is a number of words making a complete sense.

41. Two or more words rightly put together, and not making a complete sense, are called a PHRASE.

VERBS.

42. A Verb is a word used to assert or affirm; as, the boy sleeps.

EXPLANATION.—To assert or affirm means to speak or say something of a person or thing. The verb declares that something is, or something is done.

NOTE 1.—Verb takes its name from the Latin *verbum*, word, because it *the* word, that is, the most important or necessary word, in a sentence.

NOTE 2.—The teacher must pause here, and use every variety of expedient that he can invent to teach the scholar to distinguish the Verb from the other words in a sentence, particularly from the Noun and the Adjective. When the scholar has learned to distinguish these three parts of speech, the Noun, the Adjective, and the Verb, he has really laid the foundation of Grammar. The rest of the superstructure is comparatively easy.

EXERCISES.—Suppose I say, "John walks;" what do I assert or affirm of John? Ans. That he *walks*.

What part of speech is *walks*? What is a verb?

In each of the following sentences, pick out the word which asserts or affirms something:

The man rode on a horse.

The girl spoke to me.

Clouds move over the earth.

That which the verb asserts or affirms is generally some *action*. Some one does a thing, and the word used to express this fact is a *verb*. What word in the following sentence expresses action: "I wrote a letter?" What part of speech is ———? What is a verb?

In each of the following sentences, pick out the word which asserts or affirms that some action takes place:

The man eats his dinner.

The boy went to school early.

The slate fell and broke.

Water runs down hill.

I heard a loud noise.

Sometimes that which the verb asserts or affirms is not exactly action, but rather a state of being. In the following sentence, what word is used to assert something about man? "The man resembles his father." What part of speech is ———? What is a verb?

In each of the following sentences, pick out the word which asserts or affirms:

Thomas is here.

William looks sick.

A bad blot was in my book.

A verb is necessary to make a finished sentence, that is, a sentence in which something is asserted or affirmed. In the following sentence, supply some word which will complete the sentence and make it affirm something: Susan —— into the house. What part of speech is the word ——? What is a verb?

Supply a verb in each of the following sentences:

The rain —— upon the earth.

Summer —— hotter than winter.

The boy —— idle.

I —— you there.

They —— him in the field.

You may often know a verb by using with it the pronouns *I*, *thou*, and *he*. Thus, "I write, thou writest, he writes." You could not use these pronouns in this way with a noun; as, "I river, thou riverst, he rivers." Nor could you use the pronouns thus with an adjective; as, "I good, thou goodst, he goods." In the following sentences, pick out the words which you can thus use with the pronouns *I*, *thou*, and *he*:

The cows feed in the meadows.

They turn down the leaves.

They wish to see which holds on best.

NOTE.—The teacher will observe that he can use this test only sparingly at present, as it applies only to regular verbs, and in the present tense. But farther on, after the pupil has learned the conjugation, it will often assist him in picking out a verb, to attempt to conjugate it. The personal pronouns, if thus used with any other part of speech than a verb, show the absurdity of the thing at once.

ADVERBS.

43. *An Adverb is a word used to qualify a verb, adjective, or other adverb; as, he writes rapidly.*

EXPLANATION.—An adverb, when used to qualify a verb, generally shows how, when, or where some action takes place.

NOTE 1.—The adverb takes its name from *ad*, to, and *verbum*, word or verb, because the adverb is regarded mainly as a word added to the verb.

NOTE 2.—After the scholar has learned to distinguish nouns, adjectives, and verbs, he will not have much difficulty in distinguishing adverbs. A few exercises will be given here.

EXERCISES.—In the sentence, “the industrious boy recites rapidly,” which word is a noun? Which is a verb? Which word qualifies “boy,” or tells what kind of boy he is? What part of speech is ——? What is an adjective? Which word qualifies “recites,” or tells how he recites? What is ——? What is an adverb? Which does —— qualify here, a verb, an adjective, or another adverb?

In the phrase, “very industrious boy,” what part of speech is industrious? What word qualifies industrious, or tells how industrious he is? What is ——? What is an adverb? Which does —— qualify here, a verb, an adjective, or another adverb?

In the phrase, “recites too rapidly,” what part of speech is rapidly? What word qualifies rapidly, or tells how rapidly he recites? What part of speech is ——? What is an adverb? Which does —— qualify here, a verb, an adjective, or another adverb?

CONJUNCTIONS.

44. *A Conjunction is a word used to connect words and sentences; as, John and James study; John writes and James reads.*

NOTE.—The conjunction takes its name from *con*, together, and *junctus*, joined, because it joins together.

EXERCISES.—The phrases, “A short lesson,” “a difficult lesson,” may be united into one by connecting the words “short” and “difficult” by the word “but;” thus, “A short *but* difficult lesson.” What part of speech is “but”? What is a conjunction?

Pick out the conjunction in this phrase: A cold and blustry day. What two words does —— connect?

In the following example, “The task is hard, *but* the scholar is not discouraged,” does “but” connect two words, or two sentences? Which is the first of these sentences? Which is the second? What is a conjunction?

In the following example, “I will stand, if you will sit,” what three words make the first sentence? What three words make the second sentence? What word connects these two sentences? What part of speech is ——? What is a conjunction?

Pick out the conjunctions in the following sentences:

All men, good or bad, must die.

He ran away, because he was afraid.

You will remain, if you are wise.

He is merciful, though strict.

NOTE.—In each instance, require the scholar to tell whether the conjunction connects words only, or sentences; if it connects words, tell what; if sentences, tell what; and after each example, repeat the definition.

PREPOSITIONS.

45. *A Preposition is a word placed before a noun to show its relation to some other word; as, I write with a pen.*

NOTE 1.—The preposition takes its name from *præ*, before, and *positus*, placed, because it is placed before a noun.

NOTE 2.—Prepositions and conjunctions are intimately related, both being connecting words. But conjunctions connect things of the same kind together, and connect them as equals, an adjective with an adjective, a noun with a noun, a verb with a verb, a sentence with a sentence, &c. A preposition connects differently. It ties on, as it were, one word to another, as a sort of addition. Moreover, the word thus tied on by the preposition is always a *noun*, while almost any part of speech may follow a conjunction. The preposition also connects the noun following it, not only to another noun, but to other parts of speech, as a verb, an adjective, &c. Examples:

“I write *with* a pen.” “With” connects “pen” (a noun) with “write” (a verb). It connects the act with the instrument, and shows the relation between them.

“The man *in* the next room.” “In” connects “room” with “man,” shows a relation between the two.

“Taller *by* an inch.” “By” connects its dependent noun “inch” with “taller” (an adjective).

“Dying *of* fever.” The dependent noun is connected by its preposition “of” to “dying,” a participle.

EXERCISES.—“He walked on the ground.” What part of speech is “walked?” It is a verb. [It expresses an action; it tells what took place.] What part of speech is “ground?” It is a noun. [It tells where the act took place.] What word is

placed before "ground" to show its relation to "walked," or to show where he walked? What part of speech is ———? What is a preposition?

NOTE.—The teacher will explain that other words besides prepositions may be placed before the noun; as "*the cold ground.*" But these other words do not show the relation of the noun to another word; they do not show the connexion or dependence of the noun before which they are placed. Thus, "He walked the cold ground." The noun "ground" has the word "cold" placed before it, also the word "the." Still, the relation between "ground" and "walked" is not shown. This is done by placing a preposition, "on," before the noun.

Pick out the prepositions in the following sentences:

The girls stand in a row before the desk.

Revolving in a circle.

They ran round the room in a rude manner.

He was captain of the company.

NOTE.—In each instance, after the preposition is picked out, ask what noun it is placed before, and what word that noun is related to, or connected with, by means of the preposition.

INTERJECTIONS.

46. *An Interjection is a word used in making a sudden exclamation; as, oh! ah!*

NOTE.—The interjection takes its name from *inter*, between, and *jectus*, thrown, because it is thrown in between other words in a sentence.

GENERAL EXERCISES.—Tell what part of speech each word is in the following sentences:

The bashful boy covered his face with his hands.

Thomas hurt the dog severely.

Look at the very beautiful scenery on the river.

Weeds cause great trouble and labor to the gardener.

Good scholars study diligently and cheerfully.

Nathan said unto David, Thou art the man.

Active exercise in the pure air rapidly improves the health.

The rich merchant lived extravagantly, but he suddenly became poor, and he died in a damp and gloomy cellar, in an exceedingly filthy condition.

N. B.—Having given these general explanations of the Parts of Speech, we shall now take up each again separately, and give more particulars in regard to it.

ARTICLES.

47. An ARTICLE is a word placed before a noun to show whether the noun is used in a definite, or in an indefinite sense.

48. The Articles are *a* and *the*.

49. *A* is the INDEFINITE Article, *the* is the DEFINITE Article.

EXPLANATION.—If I say, “Bring me *the* book,” the meaning is *definite*. I ask for some particular book. But if I say, “Bring me *a* book,” the meaning is *indefinite*, as if I had said, “Bring me any book.”

50. The Article *a* becomes *an* before a word beginning with a vowel sound; as, *a* man, *an* old man, *an* honest man.

NOTE.—In determining whether to use *a*, or to use *an*, we should notice not the letter, but the real *sound* with which the

next word begins. Sometimes a vowel at the beginning of a word has the sound of a consonant. Thus *o* in *one* has the sound of *w*; *u* in *unit* has the sound of *y*, &c. In such cases the article should be *a*. On the other hand, the consonant *h* at the beginning of a word is sometimes not sounded, as in *honest*, pronounced *onest*. In that case, the article should be *an*. The following words, and words derived from them, are some of those which begin with silent *h*; honor, honest, hour, heir, herb, humor.

51. *A* or *an* means *one*, and is used only before the singular number; as, *a man*, *an apple*.

52. The *is* is used before both numbers; as, *the man*, *the men*.

EXERCISE.—Use the indefinite article with the following words: inkstand, history, humble, arch, bird, army, unit, eulogy, onion, unicorn, heir, wonder, union, honor, herb, engine, yew, ewer, hunter.

PARSING.

NOTE 1.—Parsing takes its name from the Latin word *pars*, part, because it shows the several parts of speech into which a sentence is divided.

NOTE 2.—Parsing consists in stating the grammatical properties and relations of words, and the rules of syntax which properly belong to them. The parsing of a word cannot be complete until the rules of syntax relating to it are understood and applied. But a considerable part of parsing consists in stating the grammatical properties of a word by itself, as shown by etymology, and without reference to the other words in the sentence. The stating of these properties in regular order is called Etymological Parsing. Examples of etymological parsing will be given at the end of each Part of Speech.

NOTE 3.—In the etymological parsing of an article, all that is necessary is to say that it is an article, and whether it is the definite, or the indefinite. It is hardly necessary to give examples.

NOUNS.

53. A NOUN is the name of any person, place, or thing; as, boy, school, book.

CLASSIFICATION OF NOUNS.

54. A PROPER noun is a name given to only one of a class of objects; as, John, London, Delaware.

NOTE.—A Proper noun should always begin with a capital letter.

55. A COMMON noun is a name given to any one of a class of objects; as, boy, city, river.

EXPLANATION.—A certain class of objects are called “boys.” The name “boy” is given to any one of that class. It is *common* to them all. One particular boy is called “John.” That name is given to him only. It is peculiar or *proper* to him. So “city” is a name given *in common* to any one of another class of objects. But “London” is the name given to one particular city. It belongs peculiarly and *properly* to that city. Any one of a certain other class of objects is called a “river.” The name is *common* to all such objects. But one particular object of this kind is called “Delaware.” It belongs *properly* to that particular river.

56. A COLLECTIVE noun is the name of a collection of objects considered as one; as, army, crowd.

NOTE.—A Collective noun is also called a noun of multitude.

EXERCISES.—Which of the following nouns are proper, and which common: james, isaiah, prophet, australia, island, plymouth, town, washington, england, county, elizabeth, woman, table, chair, book, hudson.

Which of the foregoing nouns should begin with a capital letter?

What is your own *proper* name? What is your *common* name?

Which of the following are collective nouns: hill, congregation, trees, birds, flock, regiment.

Name four proper nouns; four common nouns; four collective nouns.

GENDER.

57. *Gender is the distinction of nouns in regard to* SEX.

NOTE.—Pronouns also have gender.

58. *Nouns have three genders, MASCULINE FEMININE, and NEUTER.*

59. *The Masculine denotes objects of THE MALE SEX; as, boy, man.*

60. *The Feminine denotes objects of THE FEMALE SEX; as, girl, woman.*

NOTE.—Many nouns in the feminine end in *ess*; as, poetess. Some end in *ine*; as, heroine.

61. *The Neuter denotes ANY THING WITHOUT SEX; as, book, river.*

62. *Some nouns are either masculine or feminine; as, parent. These are said to be of the COMMON GENDER; as, bird, friend.*

NOTE.—In speaking of small animals, or of those whose sex is not known or not regarded, they are often considered as without sex: thus, we say of a *cat* “it is treacherous,” of an *infant* “it is beautiful,” of a *deer* “it was killed.”

EXERCISES.—Pick out all the nouns in the following sentences, and tell what is the gender of each, and whether it is a proper noun or a common noun:

The teacher explained the lesson to the boys and the girls.

Mary made a fan of the feathers of a peacock.

The hunter killed a she-bear and her cubs.

The shepherdess had a ewe and two lambs.

The queen and the princess were in the same carriage.

The landlord turned the man and his wife and the children out of the house.

Mr. Dale bought a cow for twenty dollars.

The proprietor of the house has gone to Trenton.

NUMBER.

63. *Number is the distinction of nouns in regard to UNITY and PLURALITY.*

NOTE.—Pronouns also and verbs have Number.

64. *Nouns have two numbers; the SINGULAR and the PLURAL.*

65. *The Singular denotes ONE, the Plural MORE THAN ONE.*

Mode of forming the Plural.

66. *The Plural of nouns is generally formed by adding s to the Singular; as, book, books.*

EXCEPTION 1.—*The Plural of Nouns ending in s, sh, ch soft, x, and z, is formed by adding es; as, miss, misses; lash, lashes; church, churches; box, boxes; topaz, topazes.*

NOTE.—Nouns ending in *o* differ as to the mode of forming the plural. Some form the plural by adding *es*; as, cargo, cargoes. Others form the plural by adding simply *s*; as, canto, cantos.

EXCEPTION 2.—*The Plural of Nouns ending in*

single f or fe is formed by changing f or fe into ves; as, loaf, loaves; life, lives.

EXCEPTION 3.—*The Plural of Nouns ending in y after a consonant, is formed by changing y into ies; as, lady, ladies.*

NOTE.—Nouns ending in *y* after a vowel do not change *y* into *ies*; as, *day, days.*

67. *Nouns irregular in the Plural.*

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

EXERCISES.—Change the following nouns into the plural, and give the rule for each change:

Sky, church, army, wolf, knife, leaf, wish, crucifix, fish, crutch, monarch, peach, patriarch, kiss, sex, pony, ox, calf, muff, leaf, radish, valley, turkey, half, money, thief.

GENERAL EXERCISES.—Pick out all the nouns in the following sentences, and state in regard to each (1.) whether it is proper or common, (2.) what is its gender, and (3.) what is its number:

James and his sister study their lesson in the same book.

I learned the facts from Mary while going home.

A great many pigeons were seen on the top of the house.

Mice are great thieves; they exercise their nimble feet when they hear the cat coming.

PERSON.

68. PERSON is the distinction of nouns in their relation to the speaker.

NOTE.—Every noun or pronoun must represent either the *speaker*, who is supposed to utter the sentence, the person *spoken to*, or some person or thing *spoken of*. These three relations of a noun are called Persons.

69. Nouns have three persons, FIRST, SECOND, and THIRD.

NOTE.—Pronouns and verbs also have the distinction of Person.

70. *The First person is THE SPEAKER, the Second is THE ONE SPOKEN TO, the Third is THE ONE SPOKEN OF.*

EXAMPLES.—First person, “*I, Paul, beseech you;*” second person, “*Children, obey your parents;*” third person, “*The children obey their parents.*”

NOTE.—The distinction of person pertains chiefly to pronouns. Nouns are very rarely in the first person. In the great majority of instances, the noun is in the third person.

EXERCISES.—Pick out all the nouns in the following sentences, and tell in regard to each (1.) whether it is proper or common, (2.) what is its gender, (3.) its number, and (4.) its person:

I, the captain of this company, gave the order.

John, take the slate into the next room.

Parents are kind to their children.

Parents, be kind to your children.

CASE.

71. CASE distinguishes the relation of a noun to some verb, preposition, or other noun.

72. *Nouns have three cases, NOMINATIVE, POSSESSIVE, and OBJECTIVE.*

73. *The Nominative Case is that in which a noun IS THE SUBJECT OF A VERB.*

74. *The Possessive Case is that which DENOTES OWNERSHIP OR POSSESSION.*

75. *The Objective Case is that in which THE NOUN IS THE OBJECT OF SOME VERB OR PREPOSITION.*

NOTE 1.—Pronouns have cases, in the same manner as nouns.

NOTE 2.—A noun coming after a preposition is in the objective case.

EXERCISES.—*How to find the Nominative.*—The subject of the verb may be found by putting “who” or “what” before the verb and asking the question.

Example: “A man bought a hat.” Who bought?
Ans. *Man.* Therefore, “man” is the subject of the verb “bought,” and is in the nominative case.

Find the subject of the verb in each of the following sentences:

A butcher killed a calf.

John hurt William.

William hurt John.

A horse kicked a man.

A man kicked a horse.

Idleness produces poverty.

Poverty produces idleness.

How to find the Objective.—The object of a verb or preposition may be found by putting “whom” or “what” after the verb or preposition and asking the question.

Examples: “William hurt his sister.” Hurt

whom? Ans. *Sister*. Therefore, "sister" is the object of the verb "hurt."

"William went into the street." Into what? Ans. *Street*. Therefore, "street" is the object of the preposition "into."

Find the object of each of the verbs in the foregoing sentences.

Find the object of each of the prepositions in the following sentence:

William put a hat on a table in the dining-room at the time of recess when the family were at dinner.

ADDITIONAL EXERCISES.—"John writes." In what case is *John*? Why?

In what case is *horse* in the sentence, "The horse runs"? Why?

In what case is *James* in the sentence, "James strikes the table"? Why? In what case is *table*? Why?

"John writes a letter." In what case is *letter*? Why? In what case is *John*? Why?

"Charles reads a book." In what case is *Charles*? Why? In what case is *book*? Why?

"Thomas brings books to school." What case is *Thomas*? Why? What case is *books*? Why? What case is *school*? Why?

"William sees a spot on the wall." In what case is *William*? Why? *Spot*? Why? *Wall*? Why?

REVIEW EXERCISE.—Pick out all the nouns in the following sentences, and tell in regard to each (1.) whether it is common or proper, (2.) its gender, (3.) its number, (4.) its person, (5.) its case:

Samuel has a pencil in the bottom of his pocket.
Elizabeth sees a man through the window.

FORM OF THE CASES.

76. *The Nominative and Objective cases are alike.*

77. *The Possessive singular is formed from the nominative singular, by adding an apostrophe and s.*

78. *The Possessive plural is formed from the nominative plural, by adding an apostrophe only when the plural ends in s, and by adding both the apostrophe and s when the plural does not end in s.*

EXERCISE.—Write the following nouns in the possessive case, singular: dog, class, baby, boy, James, Thomas, Jane.

Write the following nouns in the possessive case, plural: attorney, lawyer, mother, beauty, ox, monarch, dandy, dray.

NOTE.—To decline a word is to give its various cases and numbers.

79. DECLENSION OF NOUNS.

<i>Singular.</i>			<i>Plural.</i>		
Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
<i>Friend</i>	<i>friend's</i>	<i>friend</i>	<i>friends</i>	<i>friends'</i>	<i>friends</i>
<i>Man</i>	<i>man's</i>	<i>man</i>	<i>men</i>	<i>men's</i>	<i>men</i>
<i>Church</i>	<i>church's</i>	<i>church</i>	<i>churches</i>	<i>churches'</i>	<i>churches</i>
<i>Lady</i>	<i>lady's</i>	<i>lady</i>	<i>ladies</i>	<i>ladies'</i>	<i>ladies.</i>

PARSING EXERCISES.

Sentence.—“John went home.”

MODEL.—“John” (1.) is a noun, it is the name of

a person; (2.) a proper noun, it is the name of an individual; (3.) of the masculine gender, it denotes a male; (4.) in the singular number, it denotes but one; (5.) in the third person, it is spoken of; (6.) in the nominative case, it is the subject of the verb "went."

NOTE.—The figures inserted in this model are not to be recited. They are put in to show the order in which the several properties of the word are to be given. These six items must be given, and given in this order, in parsing every noun. The scholar in learning, and the teacher in hearing the recitation, by following the order of the figures may know that nothing is omitted.

Parse all the Nouns in the following sentences:
William rode upon the horse.

In the beginning God created the heavens and the earth.

They placed the coal upon the fire.

ADJECTIVES.

80. An ADJECTIVE is a word used to qualify a noun; as, good man.

81. Nouns become adjectives when they are used to express some quality of another noun; as, gold ring, sea water.

82. Adjectives are sometimes used as nouns, and admit of number and case; as, our superiors, his betters, by fifties, for twenty's sake, &c.

83. Adjectives preceded by the definite article are often used as nouns; as, "The little that was known of him." When the expression refers to persons, the adjective is always considered plural; as, "The good," meaning good men.

NUMERAL ADJECTIVES.

84. *Adjectives which express number are called NUMERALS.*

85. *Numeral Adjectives are of three kinds,—the CARDINAL, ORDINAL, and MULTIPLICATIVE.*

86. *The Cardinal Adjectives are, one, two, three, four, &c.*

87. *The Ordinal Adjectives are, first, second, third, fourth, &c.*

88. *The Multiplicative are, single, double, triple, quadruple, &c.*

COMPARISON OF ADJECTIVES.

89. *Adjectives are varied by COMPARISON.*

90. *The Degrees of Comparison are three, the POSITIVE, COMPARATIVE, and SUPERLATIVE.*

91. *The Comparative and Superlative are formed by adding er and est to the Positive; as, great, greater, greatest.*

92. *Adjectives are also compared by prefixing to the Positive the words more and most, less and least; as, numerous; more numerous, most numerous; less numerous, least numerous.*

93. *Adjectives of one syllable are generally compared by the first mode, namely, by er and est.*

94. *Adjectives of more than one syllable are generally compared by the second mode, namely, by more and most, less and least.*

95. *Dissyllables ending in y and e generally take er and est; as, happy, happier, happiest; able, abler, ablest.*

96. *Numeral adjectives are incapable of comparison.*

97. ADJECTIVES COMPARED IRREGULARLY.

Positive.	Comparative.	Superlative.
<i>Good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther</i>	<i>farthest</i>

PARSING EXERCISES.

Parse "wise" in the sentence, "Solomon was a wise king."

MODEL: "Wise (1.) is an adjective, it is used to qualify the name "king;" (2.) it is in the positive degree, compared "wise, wiser, wisest."

Parse all the nouns and adjectives in the following sentences:

A wise son maketh a glad father.

Twenty large vessels came into New York in one day.

Prompt obedience in a soldier often secures a brilliant victory.

William wanted a sweeter orange.

He gave a double eagle for a silk dress for his third daughter.

NOTE.—In parsing a numeral adjective, you state (1.) that it is an adjective, with the reason, and (2.) that it is a numeral adjective and not compared.

PRONOUNS.

98. A PRONOUN is a word used in the place of a noun; as, "*The man is happy because he is benevolent.*"

EXPLANATION.—If we had no such words as pronouns, the nouns for which they stand would have to be repeated. Thus, in the example given, if there were no such word as "he," we would have to say, "*The man is happy, because the man is useful.*" In long sentences, containing a good many particulars, the repetition of the noun would become so frequent as to be very disagreeable. Thus, the sentence, "*William gave his penknife to Henry, and he lent it to Mary to peel her apple with it,*" would become, "*William gave William's penknife to Henry, and Henry lent the penknife to Mary to peel Mary's apple with the penknife.*"

99. *Pronouns are divided into three kinds or classes; PERSONAL, RELATIVE, and ADJECTIVE.*

PERSONAL PRONOUNS.

100. *The Personal Pronouns are five; I, thou, he, she, it; with their plurals, we, you, they.*

101. *They are called Personal Pronouns because they denote the person by themselves, and without reference to any other word.*

NOTE.—In the sentence, "*I wrote it,*" we know at once what person the pronoun "I" is. This word by itself denotes the first person. It never denotes any other person. In the phrase, "*Who wrote it,*" the pronoun "who" may, or may not, be first person. If the complete sentence be, "*It was I who wrote it.*" "who" would be first person, because it refers to "I," the person speaking. If the complete sentence be, "*It was he who wrote it,*" or "*the man who wrote it,*" "who" would be third person, because it refers to "he" or "man." The pronoun "who" does not by itself denote the person.

102. *Personal Pronouns have Gender, Number, Person, and Case.*

103. *Declension of the Personal Pronouns.*

FIRST PERSON—Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>I</i>	Nom.	<i>we</i>
Poss.	<i>my, or mine</i>	Poss.	<i>our, or ours</i>
Obj.	<i>me</i>	Obj.	<i>us.</i>

SECOND PERSON—Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>thou</i>	Nom.	<i>you</i>
Poss.	<i>thy, or thine</i>	Poss.	<i>your, or yours</i>
Obj.	<i>thee</i>	Obj.	<i>you.</i>

THIRD PERSON—Masculine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>he</i>	Nom.	<i>they</i>
Poss.	<i>his</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>him</i>	Obj.	<i>them.</i>

THIRD PERSON—Feminine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>she</i>	Nom.	<i>they</i>
Poss.	<i>her, or hers</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>her</i>	Obj.	<i>them.</i>

THIRD PERSON—Neuter.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>it</i>	Nom.	<i>they</i>
Poss.	<i>its</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>it</i>	Obj.	<i>them.</i>

NOTE.—The first and second persons being always present to the view, their sex is supposed to be known. A separate form, therefore, is not needed to distinguish the sex, as it is in the third person, where that which is spoken of is, or may be, absent.

104. *The adjective own is frequently found connected with the possessive case of the personal pronoun, in order to make the possessive emphatic; thus, "It is your own fault."*

105. *The Possessives hers, its, ours, yours, theirs, should never be written with an apostrophe; thus, her's, it's, our's, your's, their's.*

106. *In the second person, the plural is generally used for the singular. Thus, you is used for thou, your or yours for thy or thine, and you for thee.*

EXPLANATION.—If I say, "Mary, do *you* hear me?" "you" refers to Mary, and is singular in meaning, though its form is plural.

107. *In prayers to God, and on other solemn occasions, we use thou, thy or thine, and thee for the singular.*

Compound Personal Pronouns.

108. *Myself, thyself, herself, and itself, are called*
COMPOUND PERSONAL PRONOUNS.

109. *In the Compound Personal Pronouns, the nominative and objective cases are alike, and the possessive is wanting.*

110. *Declension of the Compound Personal Pronouns.*

FIRST PERSON—Masc. or Fem.			
<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>myself</i>		Nom. <i>ourselves</i>
Poss.	(wanting)		Poss. (wanting)
Obj.	<i>myself</i>		Obj. <i>ourselves.</i>

SECOND PERSON—Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>thyself</i>	Nom.	<i>yourselves</i>
Poss.	(wanting)	Poss.	(wanting)
Obj.	<i>thyself</i>	Obj.	<i>yourselves.</i>

THIRD PERSON—Masculine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>himself</i>	Nom.	<i>themselves</i>
Poss.	(wanting)	Poss.	(wanting)
Obj.	<i>himself</i>	Obj.	<i>themselves.</i>

THIRD PERSON—Feminine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>herself</i>	Nom.	<i>themselves</i>
Poss.	(wanting)	Poss.	(wanting)
Obj.	<i>herself</i>	Obj.	<i>themselves.</i>

THIRD PERSON—Neuter.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>itself</i>	Nom.	<i>themselves</i>
Poss.	(wanting)	Poss.	(wanting)
Obj.	<i>itself</i>	Obj.	<i>themselves.</i>

PARSING EXERCISES.

EXPLANATION.—The person, gender, number, and case of a personal pronoun are generally known by its form.

Exception 1. In the first and second persons, however, the gender cannot be known by the form of the word. The pronoun will be whatever gender the noun is, to which it refers. Thus, in the sentence, "Mary, will *you* bring me the book?" "*you*" is feminine, because it refers to Mary. If the noun referred to is not given, as, "Will *you* bring me the book?" you say that the pronoun is masculine or feminine.

Exception 2. So in the third person plural, "*they*, *theirs*, *them*," the gender cannot be known by the form of the pronoun,

but must be found by referring to the noun for which it stands. Thus, in the sentences, "The boys were here when you saw *them*," "The girls were here when you saw *them*," "The books were here when you saw *them*," the pronoun "them" is masculine in the first sentence, feminine in the second, and neuter in the third.

Exception 3. In the second person plural, "you," and in the third person singular neuter, "it," the nominative and objective cases have the same form. To find, therefore, in any particular instance, whether "you" and "it" are nominative or objective, you have to refer to the general meaning of the sentence, as you do in finding the case of a noun. (See Exercises under Article 75.)

Exception 4. "You" and "yours" are always plural in form. But to know whether the meaning is singular, you must refer to the noun for which they stand. Thus, in the sentence, "William, I heard *you* talking," "you" is singular. But, in the sentence, "Boys, I heard *you* talking," "you" is plural.

Parse "he" in the sentence, "When John was at school, *he* wrote a letter to his father."

MODEL.—"He" is (1.) a personal pronoun, (2.) third person, (3.) masculine gender, (4.) singular number, (5.) nominative case.

Parse all the Personal Pronouns in the following examples:

The teacher said to the boys of her class, "I want you to take your slates and raise them quietly."

The teacher said to the head boy, "I want you to take your slate and raise it quietly."

Mary, before going to sleep, said, "Our Father, who art in heaven, I know that thou art merciful and kind to thy children, who put their trust in thee. Teach me to do thy will, forgive my sins, guard and protect me, and make me thine forever."

John took his toys to his cousin's house, and showed them to her. She said, Your parents are

kind to spend their money in presents for you. Mine cannot afford to give toys to me, but my play-mates will lend theirs to me.

RELATIVE PRONOUNS.

111. *The Relative Pronouns are, who, which, and that.*

112. *These are called Relative Pronouns because they relate to some word going before, called the antecedent; as, "He who wishes to be learned, must be studious."*

EXAMPLE.—"John, *who* received the gold medal, *which* was given for good behaviour, was the best boy *that* was in the school." "Who" relates to John, "which" to medal, and "that" to scholar. What is the antecedent of *who*?—of *which*?—of *what*?

NOTE.—Every pronoun, indeed, necessarily relates to the word which it represents. But this relation is not the leading and prominent idea in any except the Relative pronouns. In each of the three classes of pronouns, it is the leading and prominent idea which gives name to the class. Thus, the leading idea in the Personal pronouns is the distinction of Person; in the Relative pronouns, it is the relation to the antecedent; in the Adjective pronouns, it is the dependence of the word upon some noun in the manner of an adjective.

113. *In speaking of persons, we use the Relative who; as, "The lady who called at the house." In speaking of inferior animals, or things without life, we use which; as, "The horse which my father bought," "The pencil which the teacher gave me."*

114. *That is often used in speaking either of persons*

or things; as, the best boy that lives; the same book that was lost.

115. Who and which are alike in both numbers.

116. Declension of WHO.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>who</i>	Nom.	<i>who</i>
Poss.	<i>whose</i>	Poss.	<i>whose</i>
Obj.	<i>whom</i>	Obj.	<i>whom.</i>

117. Declension of WHICH.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>which</i>	Nom.	<i>which</i>
Poss.	<i>whose</i>	Poss.	<i>whose</i>
Obj.	<i>which</i>	Obj.	<i>which.</i>

118. That is indeclinable.

Compound Relatives.

119. What is a COMPOUND RELATIVE, including both the relative and the antecedent.

120. What is equivalent in the singular to that which, and in the plural to those which.

EXAMPLES.—In the singular, “Give me *what* I want,” means “*that* (thing) *which* I want;” in the plural, “*What* appear to be faults,” means “*Those* (things) *which* appear to be faults.”

121. Who, which, and what, when joined with ever or soever, are also Compound Relatives; thus, *whoever* means any one who; *whatsoever* means anything which, &c.

122. *The Compound Relatives thus formed are six, namely, whoever, whosoever, whichever, whichever, whatever, and whatsoever.*

123. *Whosoever is regularly declined like who; thus,*

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>whosoever</i>	Nom.	<i>whosoever</i>
Poss.	<i>whosoesoever</i>	Poss.	<i>whosoesoever</i>
Obj.	<i>whomsoever</i>	Obj.	<i>whomsoever.</i>

124. *All the other Compound relatives are indeclinable.*

NOTE.—Who, which, what, and their compounds, have also various other uses as Interrogatives and Responsives, and as Adjective Pronouns. See larger Grammar.

RULE.—*Relative Pronouns are of the same gender, number, and person as their antecedents.*

PARSING EXERCISES.

Parse “who,” in the sentence, “John, *who* was at school, wrote a letter to his father.”

MODEL.—“Who” is (1.) a relative pronoun, relating to “John” for its antecedent; (2.) it is third person, (3.) singular number, (4.) and masculine gender, to agree with “John;” and (5.) is in the nominative case.

NOTE.—When the case of the pronoun is not determined by its form, as in the nominative and objective of *which*, *that*, and *what*, it must be determined as the nominative or objective of a noun is, by inquiring whether it is the subject or the object of the verb, &c. See Exercises under Article 75.

Parse the Relative Pronouns in the following sentences :

A thief, who stole a cow which belonged to a poor man, was caught in the same trap that had been laid for him.

Children, who fear the Lord, obey their parents.

The man of whom I bought the knife, which I lost, gave a better knife to me in its place.

The bird whose nest John robbed, uttered pitiful cries.

Parse the personal pronouns in the foregoing sentences.

Parse the adjectives, nouns, and articles.

ADJECTIVE PRONOUNS.

125. *The ADJECTIVE PRONOUNS are so called because they depend upon a noun, as an adjective does.*

126. *The Adjective Pronouns are subdivided into three kinds or classes; viz. DISTRIBUTIVE, DEMONSTRATIVE, and INDEFINITE.*

NOTE.—My, thy, his, her, its, our, your, and their (which have been given as personal pronouns in the possessive case) are sometimes called Possessive Adjective Pronouns.

Distributives.

127. *The DISTRIBUTIVE Adjective Pronouns are, each, every, either, neither.*

128. *These are called DISTRIBUTIVES, because they refer separately and singly to each person or thing of a number of persons or things. The Distributive Adjective Pronouns, therefore, are all in the singular number.*

129. **EACH** is used when speaking of two or more. *Example: "Each of you will go directly home." This will be correct whether it is addressed to two persons, or to more than two.*

130. **EVERY** is never used except when speaking of more than two. *Example: "Every one of you will go directly home." This would not be correct if addressed to only two persons.*

131. **Each** and **every** mean all that make up the number, although taken separately.

132. **EITHER** means one or the other, but not both. *It is used, therefore when speaking of but two persons or things.*

133. **NEITHER** means not either.

Demonstratives.

134. *The DEMONSTRATIVE Adjective Pronouns are, this and that, with their plurals, these and those.*

135. *These are called DEMONSTRATIVES, because they point out the objects to which they relate in a definite manner; thus, This boy, not that boy; These men. not those men.*

Indefinites.

136. *The INDEFINITE Adjective Pronouns are, any, all, such, whole, some, both, one, none, other, another.*

137. *These are called INDEFINITES, because they point out the objects to which they relate in an indefinite manner.*

138. ONE, OTHER, ANOTHER, are sometimes used as nouns. When thus used, they are declined. Thus:

<i>Sing.</i>	{	Nom.	One		<i>Sing.</i>	{	Nom.	Other
		Poss.	One's				Poss.	Other's
		Obj.	One				Obj.	Other
<i>Plur.</i>	{	Nom.	Ones		<i>Plur.</i>	{	Nom.	Others
		Poss.	Ones'				Poss.	Others'
		Obj.	Ones.				Obj.	Others.

139. ANOTHER is merely the article an and other, and is used only in the singular number.

<i>Singular.</i>	{	Nom.	Another
		Poss.	Another's
		Obj.	Another.

PARSING EXERCISES.

Parse "this" in the sentence, "John wrote *this* letter."

MODEL.—"This" (1.) is a demonstrative adjective pronoun, (2.) singular number, (3.) and belongs to "letter."

Parse the Adjective Pronouns in the following sentences:

Every person who receives these favors, should be thankful for them.

William, where is that book which I gave to you on Monday, and that other book which you received on Tuesday? Ans. I have both books; each is in its right place.

The father said to his son, Do you remember any of those stories which you heard in either of the

lectures of last week? The son replied, I do, and I will tell them and some others to you.

Parse all the other Pronouns in the foregoing sentences.

Parse all the Adjectives, Nouns, and Articles.

VERBS.

140. A VERB is a word used to assert or affirm; as, "John strikes the table."

Attributes of Verbs.

141. Verbs have VOICE, MOOD, TENSE, NUMBER, and PERSON.

Certain parts of the verb also are called PARTICIPLES.

VOICE.

142. VOICE is that attribute of the verb which denotes whether the subject or nominative of the verb ACTS, or IS ACTED UPON.

EXPLANATION.—Take the sentence, "John strikes the table." The subject or nominative of the verb is John, who performs the action. It is of him that the assertion is made. But suppose the same action to be expressed, thus: "The table is struck by John." Here, the subject or nominative of the verb is changed. It is of the *table* that the assertion is made. In the first form of the sentence, the subject of the verb *acts*; in the second form, the subject *is acted upon*. That attribute of a verb by which it denotes whether the subject of the affirmation acts, or is acted upon, is called VOICE.

In forming the Passive Voice of a verb, and in forming some of the Moods and Tenses, certain other words are used in connexion with the verb, and make a part of it. Thus in the

sentence, "The lesson is learned," "is" must be taken with "learned." The verb is not "learned" by itself, nor "is" by itself, but "is learned" taken together.

143. *Verbs have two voices, the ACTIVE, and the PASSIVE.*

144. *The ACTIVE VOICE is that which denotes that the subject or nominative of the verb acts, or does the thing mentioned; as, "John strikes the table."*

145. *The PASSIVE VOICE is that which denotes that the subject or nominative of the verb is acted upon; as, "The table is struck by John."*

MOOD.

146. *MOOD is that attribute of a verb by which it denotes the manner or way in which the assertion is expressed.*

NOTE.—Mood is only another form of the word "mode," and signifies manner, or way.

147. The assertion may be expressed in five different ways; thus, I study, If I study, I may study, Study, To study.

148. *Verbs therefore have five Moods; the INDICATIVE, the SUBJUNCTIVE, the POTENTIAL, the IMPERATIVE, and the INFINITIVE.*

149. *The INDICATIVE Mood is that form of the verb in which the assertion is expressed directly and without limitation.*

EXPLANATION.—When we affirm or assert a thing, as if we were certain of it, then the verb will be in the Indicative mood; as, The sun *shines*. My mother *loves* me.

NOTE.—The Indicative mood is also used in asking direct questions; as, Does the sun shine? Does my mother love me? This is sometimes called the Interrogative form.

150. *The SUBJUNCTIVE Mood is that form of the verb in which the assertion is expressed as an uncertainty.*

EXPLANATION.—When we affirm or assert a thing in a way that shows that it is not a certainty, as, If I live the thing will be accomplished; Though he slay me yet will I trust him; Unless he comes he will lose his place: the verb will be in the Subjunctive mood.

151. The Subjunctive mood is generally preceded by a conjunction, such as *if, though, although, unless, except, whether, or lest.*

152. The Subjunctive mood is always accompanied with another verb in some other mood. Without this it cannot make complete sense. Thus, Though he studies diligently, he may not succeed.

153. *The POTENTIAL Mood is that form of the verb which expresses possibility, liberty, power, willingness, or obligation.*

EXPLANATION.—To say, A thing *may be, or might be,* expresses possibility. To say, You *may do it, or You might do it,* is giving liberty to do it. To say, You *can do it, or You could do it,* shows that you have the power to do it. To say, You *would do it,* expresses a willingness to do it. To say, You *must do it,* expresses an obligation to do it.

NOTE.—The Potential mood is also used in asking questions; as, *May I write? Must I write? &c.*

154. A verb in the Potential mood is always accompanied by some one of the words *may, can, must, might, could, would, or should;* and this accompanying word is considered a part of the verb.

155. *The IMPERATIVE Mood is that form of the verb which is used to command, exhort, entreat, or permit.*

EXAMPLES.—“Soldiers, *march*.” “March” is used to *command*.

“*Pity* the sorrows of a poor old man.” “Pity” is used to entreat or beg.

“*Fear* God and *keep* his commandments, for this is the whole duty of man.” “Fear” and “keep” are used to exhort, or persuade, with a reason.

“*Sit* near me, if you wish.” “Sit” is used to permit or allow.

156. The nominative case of a verb in the Imperative mood will always be *thou* or *you*, but it will seldom be expressed. Example: “Sit still,” means “*Thou* or *you* sit still.”

157. *The* INFINITIVE Mood is that form of the verb which is not limited to a subject, or which has no subject.

158. The Infinitive mood usually has the preposition *to* before it, and the preposition in this case is considered a part of the verb.

EXAMPLE.—“He told me *to sit* still, if I wished *to hear*.” “To sit” and “to hear” are in the Infinitive mood.

EXERCISE.—Tell the mood of each verb in the following sentences :

God said, “Children, obey your parents.” You should keep this commandment, if you wish to obtain the reward, which he promises, which is that your days may be long in the land.

The shepherd takes care of his sheep. If they wander near a precipice, he uses a crook to draw them away, for they are timid animals. If he ran towards them, they might fall over into the gulf.

Listen to the merry bells. I listen to them with delight. You may listen to them without growing weary, if you delight to listen to sweet music.

TENSE.

159. TENSE is that attribute of a verb by which it expresses distinctions of TIME.

160. There are six tenses, the PRESENT, the PAST, the PERFECT, the PLUPERFECT, the FIRST FUTURE, and the SECOND FUTURE.

EXPLANATIONS.—The present time is that which is now, as “to-day,” “this minute,” &c. The past time is that which is gone by, as “yesterday,” “last year,” &c. Future time is that which is to come, as “to-morrow,” “next year,” &c.

The words here used to denote time are nouns, or a noun and an adjective. But a verb may be likewise used to denote the time of an event. Example: “He *is* sick.” The form of the verb “is” denotes that he is sick *now*. “He *was* sick.” The form of the verb “was” denotes that he was sick at some time which is *past*. “He *will be* sick.” The form of the verb “will be” denotes that he will be sick in some *future* time.

This changing the form of the verb to denote distinctions of time is called Tense.

Tense is a corruption of the Latin word *tempus*, time.

There are three principal distinctions of time, namely, present, past, and future. So there are three principal tenses, namely, the present, the past, and the future.

161. The PRESENT TENSE is that form of the verb which denotes present time; as, I write.

162. The PAST TENSE is that form of the verb which denotes simply past time; as, “I wrote.”

NOTE.—This is sometimes called the *Imperfect Tense*.

163. The PERFECT TENSE is that form of the verb

which denotes what is past and finished, but connected also with the present time; as, I have written.

EXPLANATION.—An event may be past and finished, when the period of time referred to is not all past, but comes down to the present moment. Example: “I have recited my lesson this morning.” Here, “this morning” is the period of time referred to, and this period is not all past yet. But the reciting of the lesson is finished. The thing then was done in a period of time of which the present time is a part. It is therefore a past and finished act, but connected also with the present time.

That form of the verb which enables it to express this peculiar distinction of past time, is called the Perfect tense.

164. A verb in the Perfect tense is always accompanied by one of the words *have, hast, or has*, and this accompanying word is considered a part of the verb.

165. *The PLUPERFECT TENSE is that form of the verb which denotes what is past and finished, before some other event which is also past; as, I had written the letter, before it was called for.*

EXPLANATION.—An event may have happened some time ago, and before another event which also happened some time ago. Example: “I had washed my hands when they called me to breakfast.” Here the washing and the calling both occurred in past time, but the washing occurred before the calling.

That form of the verb which enables it to express this additional distinction of past time is called the Pluperfect tense.

166. A verb in the Pluperfect tense, in the Indicative mood, is always accompanied by one of the words *had, or hadst*, and this accompanying word is considered a part of the verb

167. *The FIRST FUTURE TENSE is that form of the verb which denotes simply future time; as, I shall write.*

168. A verb in the First Future tense is always accompanied by some one of the words *shall*, *shalt*, *will*, or *wilt*, and this accompanying word is considered a part of the verb.

169. *The SECOND FUTURE TENSE is that form of the verb which denotes a future time, prior to some other time which is itself future; as, I shall have written the letter before it will be called for.*

EXPLANATION.—Here, the writing of the letter and the calling for it are both future. They are both to take place hereafter. But the writing will be done and finished before the calling for it.

That form of the verb which enables it to express this peculiar distinction of future time is called the Second Future tense. It is also sometimes called the Future Perfect. It has the same relation to the Future that the Perfect has to the Past.

Prior means before.

170. A verb in the Second Future tense is always accompanied by two other words, namely, either *shall have*, *shalt have*, *will have*, or *wilt have*, and these accompanying words are considered a part of the verb.

PARTICIPLES.

171. *A PARTICIPLE is that form of the verb which partakes of the nature both of a verb and of an adjective.*

EXPLANATION.—“A man *deserving* blame, should be censured accordingly.” Here “*deserving*” is a form of the verb “*deserve*.” It expresses the same fact as the verb, only the assertion is under a sort of limitation, or in a state of suspense, as if we were to say, “If he *deserves* blame,” or “Since he *deserves* blame.” This form of the verb is capable also of denoting time, as verbs do. “*Deserving* blame” means doing it *now*. “*Having* deserved blame” means having done it in some *past* time. It expresses

action also, as verbs generally do. It partakes therefore of the nature of a verb.

But suppose we say, "A man not *meritorious* in his conduct, should be censured." "Meritorious" is an adjective, belonging to "man," or qualifying "man." In the same way, "deserving" belongs to or qualifies man. It partakes therefore of the nature of an adjective.

172. *The PARTICIPLES are three, the PRESENT, the PERFECT, and the COMPOUND PERFECT.*

173. *The PRESENT Participle denotes that which is now in progress; as, going, being, living, working, &c. The Present participles all end in ing.*

174. *The PERFECT Participle denotes that which is complete or finished; as, written, stolen, learned.*

175. *The COMPOUND PERFECT Participle denotes that which is finished before something else mentioned; as, having written, having stolen, having learned.*

176. *The Compound Perfect Participle is formed by placing having before the Perfect participle.*

NUMBER AND PERSON.

177. *Verbs have Number and Person, as nouns and pronouns have.*

178. *Verbs have two numbers, SINGULAR and PLURAL; and three persons, FIRST, SECOND, and THIRD.*

Classes of Verbs.

179. *Verbs are divided into the following classes: TRANSITIVE and INTRANSITIVE; REGULAR and IRREGULAR; IMPERSONAL, DEFECTIVE, and AUXILIARY.*

TRANSITIVE AND INTRANSITIVE VERBS.

180. A TRANSITIVE VERB is one which requires an objective case after it; as, James writes a letter.

181. An INTRANSITIVE VERB is one which does not require an objective case after it; as, John sleeps.

EXPLANATION.—When we put “what” after a verb and ask a question, if we can answer it by using some noun, it shows that the verb is transitive. Example: “Mary broke a tumbler and cried bitterly.” Broke *what?* Ans. A tumbler. The verb “broke” is transitive. But, if we put “what” after the other verb, and ask: Cried *what?* we could not answer such a question. The verb “cried” therefore is intransitive.

EXERCISE.—Which of the following verbs are transitive, and which are intransitive? Hurt, lift, walk, sit, believe, forget, say, rise, raise, fly, go, depart.

REGULAR AND IRREGULAR VERBS.

182. A REGULAR VERB is one that forms its Past Tense and Perfect Participle by the addition of *d* or *ed* to its present tense; as, Present, love; Past, loved; Perfect Participle, loved.

183. An IRREGULAR VERB is one that does not form its Past Tense and Perfect Participle by the addition of *d* or *ed* to its present tense; as, Present, teach; Past, taught; Perfect Participle, taught.

EXAMPLES OF REGULAR VERBS.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Perfect Participle.</i>
live	lived	lived
instruct	instructed	instructed
portray	portrayed	portrayed.

LIST OF IRREGULAR VERBS.

1. *Verbs having both a regular and an irregular form.*

Present Tense.	Past Tense.	Perfect Participle.
Awake	awaked <i>or</i> awoke	awaked
Bereave	bereaved <i>or</i> bereft	bereaved <i>or</i> bereft
Catch	catched <i>or</i> caught	catched <i>or</i> caught
Clothe	clothed	clothed <i>or</i> clad
Crow	crowed <i>or</i> crew	crowed
Deal	dealed <i>or</i> dealt	dealed <i>or</i> dealt
Dig	digged <i>or</i> dug	digged <i>or</i> dug
Dwell	dwelled <i>or</i> dwelt	dwelled <i>or</i> dwelt
Gild	gilded <i>or</i> gilt	gilded <i>or</i> gilt
Gird	girded <i>or</i> girt	girded <i>or</i> girt
Grave	graved	graved <i>or</i> graven
Hang	hanged <i>or</i> hung	hanged <i>or</i> hung
Hew	hewed	hewed <i>or</i> hewn
Knit	knitted <i>or</i> knit	knitted <i>or</i> knit
Load	loaded	loaded <i>or</i> laden
Mow	mowed	mowed <i>or</i> mown
Saw	sawed	sawed <i>or</i> sawn
Shape	shaped	shaped <i>or</i> shapen
Shave	shaved	shaved <i>or</i> shaven
Shin	shined <i>or</i> shone	shined <i>or</i> shone
Slit	slitted <i>or</i> slit	slitted <i>or</i> slit
Sow	sowed	sowed <i>or</i> sown
Spill	spilled <i>or</i> spilt	spilled <i>or</i> spilt
{ Strew	strewed	strewed
{ Strow	strowed	strowed <i>or</i> strown
Sweat	sweated <i>or</i> sweat	sweated <i>or</i> sweat
Swell	swelled	swelled <i>or</i> swollen
Wax	waxed	waxed <i>or</i> waxen
Work	worked <i>or</i> wrought	worked <i>or</i> wrought

2. *Verbs having all three parts alike.*

Burst	burst	burst
Cast	cast	cast
Cost	cost	cost
Cut	cut	cut

Present Tense.	Past Tense.	Perfect Participle.
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Read	read	read
Rid	rid	rid
Shed	shed	shed
Shred	shred	shred
Shut	shut	shut
Split	split	split
Spread	spread	spread
Thrust	thrust	thrust.

3. *Verbs having the Past tense and the Perfect Participle alike.*

Abide	abode	abode
Bend	bent	bent
Beseech	besought	besought
Bind	bound	bound
Bleed	bled	bled
Breed	bred	bred
Bring	brought	brought
Build	built	built
Buy	bought	bought
Cling	clung	clung
Creep	crept	crept
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Fling	flung	flung
Grind	ground	ground
Have	had	had
Hear	heard	heard
Hold	held	held
Keep	kept	kept
Lead	led	led
Leave	left	left
Lend	lent	lent

Present Tense.	Past Tense.	Perfect Participle.
Lose	lost	lost
Make	made	made
Meet	met	met
Pay	paid	paid
Rend	rent	rent
Say	said	said
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrunk	shrunk
Sleep	slept	slept
Sling	slung	slung
Slink	slunk	slunk
Speed	sped	sped
Spend	spent	spent
Spin	spun	spun
Stand	stood	stood
Stick	stuck	stuck
Sting	stung	stung
String	strung	strung
Swing	swung	swung
Teach	taught	taught
Tell	told	told
Think	thought	thought
Weep	wept	wept
Win	won	won
Wind	wound	wound
Wring	wrung	wrung.

4. *Verbs having all three parts unlike.*

Am	was	been
Arise	arose	arisen
Begin	began	begun
Blow	blew	blown
Break	broke	broken
Choose	chose	chosen

Present Tense.	Past Tense.	Perfect Participle.
Come	came	come
Do	did	done
Draw	drew	drawn
Drink	drank	drunk
Drive	drove	driven
Fall	fell	fallen
Forsake	forsook	forsaken
Freeze	froze	frozen
Give	gave	given
Go	went	gone
Grow	grew	grown
Know	knew	known
Lade	laded	laden
Rise	rose	risen
Rive	rived	riven
Run	ran	run
See	saw	seen
Shake	shook	shaken
Shear	sheared	shorn
Show	showed	shown
Slay	slew	slain
Slide	slid	slidden
Smite	smote	smitten
Speak	spoke	spoken
Steal	stole	stolen
Strive	strove	striven
Swear	swore	sworn
Take	took	taken
Tear	tore	torn
Throw	threw	thrown
Tread	trod	trodden
Wear	wore	worn
Weave	wove	woven
Write	wrote	written.

5. *Verbs having two forms of the Past tense.*

Eat	eat or ate	eaten
Ring	rung or rang	rung

Present Tense.	Past Tense.	Perfect Participle.
Sing	sung <i>or</i> sang	sung
Sink	sunk <i>or</i> sank	sunk
Spit	spit <i>or</i> spat	spit
Spring	sprung <i>or</i> sprang	sprung
Stink	stunk <i>or</i> stank	stunk
Swim	swum <i>or</i> swam	swum
Thrive	thrived <i>or</i> throve	thriven.

6. *Verbs having two forms of the Perfect Participle.*

Beat	beat	beat <i>or</i> beaten
Bite	bit	bit <i>or</i> bitten
Chide	chid	chid <i>or</i> chidden
Forget	forgot	forgot <i>or</i> forgotten
Get	got	got <i>or</i> gotten
Hide	hid	hid <i>or</i> hidden
Ride	rode	rode <i>or</i> ridden
Strike	struck	struck <i>or</i> stricken.

7. *Verbs having two forms both of the Past tense and Perfect Participle.*

Bid	bid <i>or</i> bade	bid <i>or</i> bidden
Stride	strode <i>or</i> strid	stridden <i>or</i> strid.

8. *Verbs having different meanings.*

{ Bear (<i>to bring forth</i>)	bare	born
{ Bear (<i>to carry</i>)	bore	borne
{ Cleave (<i>to split</i>)	cleft <i>or</i> clove	cleft <i>or</i> cloven
{ Cleave (<i>to stick to</i>)	cleaved	cleaved
{ Dare (<i>to venture</i>)	durst	dared
{ Dare (<i>to challenge</i>)	dared	dared
{ Flee (<i>to hasten away</i>)	fled	fled
{ Fly (<i>to move as a bird</i>)	flew	flown
{ Lay (<i>to place</i>)	laid	laid
{ Lie (<i>to lie down</i>)	lay	lain
{ Set (<i>to place</i>)	set	set
{ Sit (<i>to occupy a seat</i>)	sat	sat.

IMPERSONAL VERBS.

184. An IMPERSONAL VERB is one which is never used except with the pronoun *it* for its subject; as, "It snows."

NOTE.—We never say, "I snow," "Thou snowest," "He snows," &c.

DEFECTIVE VERBS.

185. A DEFECTIVE VERB is one that is not used in all the Moods and Tenses; as, *must*, *ought*, &c.

AUXILIARY VERBS.

186. An AUXILIARY VERB is one which helps to form the Moods and Tenses of other verbs.

187. The auxiliary verbs are, *SHALL*, *MAY*, *CAN*, and *MUST*, and sometimes *BE*, *DO*, *HAVE*, and *WILL*.

NOTE.—These are called Auxiliary, or *helping* verbs, because by their help the other verbs form most of their moods and tenses.

CONJUGATION.

188. The CONJUGATION of a verb is the regular arrangement of its voices, moods, tenses, numbers, and persons.

189. Conjugation of the verb *TO BE*.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been.	1. We had been.
2. Thou hadst been.	2. You had been.
3. He had been.	3. They had been.

First Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will be.	1. We will be.
2. Thou wilt be.	2. You will be.
3. He will be.	3. They will be.

Second Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will have been.	1. We will have been.
2. Thou wilt have been.	2. You will have been.
3. He will have been.	3. They will have been.

NOTE.—In the third person, the word before the verb may be any of the personal pronouns, *he*, *she*, or *it*, any of the relative pronouns, *who*, *which*, *what*, *that*, &c., or any noun. For convenience of learning, only one word is inserted.

In the Perfect tense, third person singular, the verb has two forms, *has* or *hath*.

In the Future tenses, the verb has two forms, *shall* or *will*. *Shall* has *shalt* in the second person singular, but is elsewhere unchanged. In the first person, *shall* expresses simple futurity; *will* expresses a promise, or a determination. In the second and third persons, *wilt* and *will* express simple futurity; *shalt* and *shall* express an obligation, or a command.

EXERCISE.—Conjugate the verb “to be” through the Indicative mood, using “she” instead of “he.”

Conjugate it, using "it."

Conjugate it, using "the man" for "he," and "the men" for "they."

Conjugate it in the First and Second Future tenses, using "shall" instead of "will."

SUBJUNCTIVE MOOD.

NOTE.—The Subjunctive Mood of the verb *To be* has two forms, both in the Present and Past tenses. The first is called the Regular form, and the other the Subjunctive form.

Present Tense—Regular form.

<i>Singular.</i>	<i>Plural.</i>
1. If I am.	1. If we are.
2. If thou art.	2. If you are.
3. If he is	3. If they are.

Present Tense—Subjunctive form.

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

Past Tense—Regular form.

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

Past Tense—Subjunctive form.

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

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I have been.	1. If we have been.
2. If thou hast been.	2. If you have been.
3. If he has been.	3. If they have been.

Pluperfect Tense.

- | <i>Singular.</i> | <i>Plural.</i> |
|------------------------|----------------------|
| 1. If I had been. | 1. If we had been. |
| 2. If thou hadst been. | 2. If you had been. |
| 3. If he had been. | 3. If they had been. |

First Future Tense.

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

Second Future Tense.

- | <i>Singular.</i> | <i>Plural.</i> |
|----------------------------|----------------------------|
| 1. If I will have been. | 1. If we will have been. |
| 2. If thou wilt have been. | 2. If you will have been. |
| 3. If he will have been. | 3. If they will have been. |

NOTE.—In conjugating the Subjunctive mood, the conjunction before the verb may be *if, though, although, unless, except, whether, or lest.* (See Art. 151.) For convenience in learning, only one conjunction is used.

EXERCISE.—Conjugate the verb “to be” through the Subjunctive mood, using “though” instead of “if.”

Conjugate it in like manner, using each of the other conjunctions named.

POTENTIAL MOOD.

Present Tense.

- | <i>Singular.</i> | <i>Plural.</i> |
|-------------------|-----------------|
| 1. I may be. | 1. We may be. |
| 2. Thou mayst be. | 2. You may be. |
| 3. He may be. | 3. They may be. |

Past Tense.

- | <i>Singular.</i> | <i>Plural.</i> |
|---------------------|-------------------|
| 1. I might be. | 1. We might be. |
| 2. Thou mightst be. | 2. You might be. |
| 3. He might be. | 3. They might be. |

*Perfect Tense.**Singular.*

1. I may have been.
2. Thou mayst have been.
3. He may have been.

Plural.

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

*Pluperfect Tense.**Singular.*

1. I might have been.
2. Thou mightst have been.
3. He might have been.

Plural.

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

NOTE.—In the Potential mood the auxiliary may be,
 In the Present tense, *may*, *can*, or *must*.
 In the Past tense, *might*, *could*, *would*, or *should*.
 In the Perfect tense, *may have*, *can have*, or *must have*.
 In the Pluperfect tense, *might have*, *could have*, *would have*, or
should have.

Must is unchanged in conjugation. The other auxiliaries, *can*,
could, *would*, *should*, form the second person singular by adding
st, thus, *canst*, *couldst*, *wouldst*, *shouldst*; but elsewhere they are
 unchanged.

EXERCISE.—Conjugate the verb in the Present
 tense, using “can” instead of “may.”

Conjugate it, using “must.”

Conjugate it in the Past tense, using “could;”
 using “would;” using “should.”

Conjugate it in the Perfect tense, using “can
 have;” using “must have.”

Conjugate it in the Pluperfect tense, using “could
 have;” using “would have;” using “should have.”

IMPERATIVE MOOD.

*Present Tense.**Singular.*

1. Be, or be thou.

Plural.

1. Be, or be you.

PARTICIPLES.

Present. Being. *Past.* Been.
Perfect. Having been.

190. *Conjugation of the verb* TO LOVE.

ACTIVE VOICE.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I love.	1. We love.
2. Thou lovest.	2. You love.
3. He loves.	3. They love.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I loved	1. We loved.
2. Thou lovedst.	2. You loved.
3. He loved.	3. They loved.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have loved.	1. We have loved.
2. Thou hast loved.	2. You have loved.
3. He has loved.	3. They have loved.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had loved.	1. We had loved.
2. Thou hadst loved.	2. You had loved.
3. He had loved.	3. They had loved.

First Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will love.	1. We will love.
2. Thou wilt love	2. You will love.
3. He will love.	3. They will love.

Second Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will have loved.	1. We will have loved.
2. Thou wilt have loved.	2. You will have loved.
3. He will have loved.	3. They will have loved.

SUBJUNCTIVE MOOD.

NOTE.—In the Active voice, the Subjunctive Mood has two forms in the Present tense only, namely, the Regular form, and the Subjunctive form.

Present Tense—Regular form.

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

Present Tense—Subjunctive form.

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

Past Tense.

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

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I have loved.	1. If we have loved.
2. If thou hast loved.	2. If you have loved
3. If he has loved.	3. If they have loved.

Pluperfect Tense.

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

First Future Tense.

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

Second Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I will have loved.	1. If we will have loved.
2. If thou wilt have loved.	2. If you will have loved.
3. If he will have loved.	3. If they will have loved.

POTENTIAL MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I may love.	1. We may love.
2. Thou mayst love.	2. You may love.
3. He may love.	3. They may love.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I might love.	1. We might love.
2. Thou mightst love.	2. You might love.
3. He might love.	3. They might love.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I may have loved.	1. We may have loved.
2. Thou mayst have loved.	2. You may have loved.
3. He may have loved.	3. They may have loved.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I might have loved.	1. We might have loved.
2. Thou mightst have loved.	2. You might have loved.
3. He might have loved.	3. They might have loved.

IMPERATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
Love, or love thou.	Love, or love you.

INFINITIVE MOOD.

<i>Present.</i> To love.	<i>Perfect.</i> To have loved.
--------------------------	--------------------------------

PARTICIPLES.

<i>Present.</i> Loving.	<i>Perfect.</i> Loved.
<i>Compound Perfect.</i> Having loved.	

PASSIVE VOICE.

NOTE.—The PASSIVE VOICE of a verb is formed by placing before its Perfect Participle the various moods, tenses, numbers, and persons of the verb *To be*.

Intransitive Verbs have no Passive Voice.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am loved.	1. We are loved.
2. Thou art loved.	2. You are loved.
3. He is loved.	3. They are loved.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was loved.	1. We were loved.
2. Thou wast loved.	2. You were loved.
3. He was loved.	3. They were loved.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been loved.	1. We have been loved.
2. Thou hast been loved.	2. You have been loved.
3. He has been loved.	3. They have been loved.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been loved.	1. We had been loved.
2. Thou hadst been loved.	2. You had been loved.
3. He had been loved.	3. They had been loved.

First Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will be loved.	1. We will be loved.
2. Thou wilt be loved.	2. You will be loved.
3. He will be loved.	3. They will be loved.

Second Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I will have been loved.	1. We will have been loved.
2. Thou wilt have been loved.	2. You will have been loved.
3. He will have been loved.	3. They will have been loved.

SUBJUNCTIVE MOOD.

NOTE.—In the Passive voice, the Subjunctive Mood has two forms, both for the Present tense and the Past.

Present Tense—Regular form.

<i>Singular.</i>	<i>Plural.</i>
1. If I am loved.	1. If we are loved.
2. If thou art loved.	2. If you are loved.
3. If he is loved.	3. If they are loved.

Present Tense—Subjunctive form.

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

Past Tense—Regular form.

<i>Singular.</i>	<i>Plural.</i>
1. If I was loved.	1. If we were loved.
2. If thou wast loved.	2. If you were loved.
3. If he was loved.	3. If they were loved.

Past Tense—Subjunctive form.

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

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I have been loved.	1. If we have been loved.
2. If thou hast been loved.	2. If you have been loved.
3. If he has been loved.	3. If they have been loved.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I had been loved.	1. If we had been loved.
2. If thou hadst been loved.	2. If you had been loved.
3. If he had been loved.	3. If they had been loved.

First Future Tense.

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

*Second Future Tense.**Singular.**Plural.*

- | | |
|----------------------------------|----------------------------------|
| 1. If I will have been loved. | 1. If we will have been loved. |
| 2. If thou wilt have been loved. | 2. If you will have been loved. |
| 3. If he will have been loved. | 3. If they will have been loved. |

POTENTIAL MOOD.

*Present Tense.**Singular.**Plural.*

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

*Past Tense.**Singular.**Plural.*

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

*Perfect Tense.**Singular.**Plural.*

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

*Pluperfect Tense.**Singular.**Plural.*

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

IMPERATIVE MOOD.

Present Tense.

- | | |
|---------------------------------------|--------------------------------------|
| 2. Be loved, <i>or</i> be thou loved. | 2. Be loved, <i>or</i> be you loved. |
|---------------------------------------|--------------------------------------|

INFINITIVE MOOD.

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

PARTICIPLES.

- | | |
|---|------------------------|
| <i>Present.</i> Being loved. | <i>Perfect.</i> Loved. |
| <i>Compound Perfect.</i> Having been loved. | |

EXERCISES IN CONJUGATION.

Conjugate the verb

<i>Come</i> ,	in the	Active	voice,	Indicative	mood,	Present	tense.
<i>Leave</i> ,	"	Passive	"	Subjunctive	"	Past	"
<i>Do</i> ,	"	Active	"	Potential	"	Perfect	"
<i>Burst</i> ,	"	Passive	"	Infinitive	"	Perfect	"
<i>Go</i> ,	"	Active	"	Imperative	"		
<i>Sell</i> ,	"	Passive	"	Indicative	"	Pluperfect	"
<i>Blow</i> ,	"	Active	"	Subjunctive	"	First Future	"
<i>Rain</i> ,	"	Active	"	Indicative	"	" "	"
<i>Dye</i> ,	"	Passive	"	Subjunctive	"	Second Future	"
<i>Die</i> ,	"	Active	"	Indicative	"	" "	"
<i>Set</i> ,	"	Passive	"	Infinitive	"	Present	"
<i>Sit</i> ,	"	Active	"	"	"	Perfect	"
<i>Lie</i> ,	"	Active	"	Indicative	"	Perfect	"
<i>Lay</i> ,	"	Passive	"	Subjunctive	"	Past	"
<i>Be</i> ,	"			Potential	"	Pluperfect	"
<i>Eat</i> ,	"	Passive	"	"	"	"	"
<i>Fly</i> ,	"	Active	"	Indicative	"	Past	"
<i>Flee</i> ,	"	Active	"	Subjunctive	"	Perfect	"
<i>Know</i> ,	"	Passive	"	Indicative	"	First Future	"
<i>Shoe</i> ,	"	Active	"	Subjunctive	"	Second Future	"
<i>Slay</i> ,	"	Passive	"	Imperative	"		

Name all the Participles of the verb *come*.

Name in like manner all the Participles of each of the other verbs in the foregoing list.

NOTE.—If the verb is Transitive, remember to name the Participles in the Passive Voice, as well as in the Active.

THE PROGRESSIVE FORM.

191. *The PROGRESSIVE FORM of a verb is that which represents the action as in progress, or as incomplete.*

192. *The Progressive form of any verb is made by placing before its Present Participle the various moods, tenses, numbers, and persons of the verb to be.*

EXAMPLE.—The Past tense of the Indicative Mood of the verb *to be* is—

I was.

We were.

Thou wast.

You were.

He was.

They were.

By placing the above before the Present Participle of the verb *to sing*, which is *singing*, we have,

I was singing,

Thou wast singing, &c.

This is the Past tense, Indicative mood, Progressive form, of the verb *to sing*.

Exercises in the Progressive form.

Conjugate the verb “sing” through all the tenses of the Indicative mood, in the Progressive form.

Conjugate “know” through the Subjunctive mood, Progressive form.

Conjugate “write” through the Potential mood, Progressive form.

Conjugate “stand” through the Imperative and Infinitive moods, Progressive form.

REMARK.—A verb in the Progressive form is always in the Active voice.

EMPHATIC FORM.

93. *The EMPHATIC FORM of a verb is that in which the assertion is expressed with emphasis.*

194. *The Emphatic Form is used only in the Present and Past tenses of the Indicative and the Subjunctive moods, Active voice, and in the Imperative mood, both Active and Passive.*

195. *The Emphatic Form of a verb is made by placing before it the verb do as an auxiliary.*

196. *Conjugation of the verb TO LOVE, in the Emphatic Form.*

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I do love.	1. We do love.
2. Thou dost love.	2. You do love.
3. He does love.	3. They do love.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I did love.	1. We did love.
2. Thou didst love.	2. You did love.
3. He did love.	3. They did love.

SUBJUNCTIVE MOOD.

Present Tense—Regular form.

<i>Singular.</i>	<i>Plural.</i>
1. If I do love.	1. If we do love.
2. If thou dost love.	2. If you do love.
3. If he does love.	3. If they do love.

Present Tense—Subjunctive form.

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

Past Tense.

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

IMPERATIVE MOOD.

Active—Present Tense.

Singular. Do (thou) love. *Plural.* Do (you) love.

Passive—Present Tense.

Singular. Do (thou) be loved. *Plural.* Do (you) be loved.

PARSING EXERCISES.

Sentence.—“James *writes* a letter.” Parse “writes.”

MODEL.—“Writes” (1.) is a verb, it contains an assertion; (2.) transitive, it requires an objective case after it; (3.) irregular, it does not form its past tense and perfect participle by the addition of *d* or *ed* (Pres. write, Past, wrote, Perf. P. written); (4.) active voice, it denotes that the nominative “James” acts or does the thing mentioned; (5.) indicative mood, the assertion is expressed directly and without limitation; (6.) present tense, it denotes present time; (7.) third person, singular number (I write, thou writest, he writes, or James writes).

ABBREVIATED MODEL.—“Writes” is (1.) a verb, (2.) transitive, (3.) irregular (write, wrote, written), (4.) active, (5.) indicative, (6.) present, (7.) third person, singular.

Parse all the Verbs in the Exercise, pages 53, 54.

Parse all the Verbs in the following sentences:

I have not seen my Dictionary, mother; do tell me where it is, if you know. I did not use it at home. I cannot learn my lesson without it. Somebody must have hid it to vex me. Ask the maid, perhaps she put it away. I will take care to-morrow to put it in the closet, before I go out to play.

When the mail shall have arrived, I will send immediately for my letters; and having read them, I will send replies to them by the next mail.

If he had been more attentive, he might have escaped the punishment, which, he thought, was so grievous to be borne.

He had had sufficient time to study his lesson when he was called to breakfast. William appears to have studied his lesson, and to have had also time for exercise.

Twinkle, twinkle, little star,
How I wonder what you are!

Swear not! Has God not forbidden you to take his name in vain? How do you expect him to hold you guiltless if you take his name in vain?

Thou, O Lord, canst save me, if thou wilt deign to do so.

Dost thou do thy duty in school, when thou goest there to amuse thyself? Thou shouldst remember that the school is a place for learning lessons of usefulness. Mayst thou not have to repent of this neglect of opportunity?

If it was raining while you were walking to the city, you should have carried your umbrella, or you should have waited under some shelter until the rain had ceased. Be more prudent, or you may impair your health, for it must be a strong constitution, that will stand such exposure.

Having been informed that the enemy was approaching, and being without arms, the general ordered his men to prepare to retreat to a place

concealed from the enemy's view, lest the enemy, seeing their defenceless condition, should make an easy conquest.

REVIEW EXERCISE.—Parse all the Nouns in the foregoing sentences.

Parse all the Adjectives.

Parse all the Pronouns.

ADVERBS.

197. *An ADVERB is a word used to qualify a Verb, Adjective, or other Adverb; as, he writes rapidly.*

EXAMPLE.—Come *here instantly* and answer me *more respectfully*, or you will receive a *very severe* correction.

“Here” qualifies the verb “come,” it tells *where* you are to come.

“Instantly” also qualifies “come,” it tells *when* you are to come.

“Respectfully” qualifies the verb “answer,” it tells *in what manner* you are to answer.

“Very” qualifies the adverb “respectfully,” it tells *how* respectfully you are to answer

“Very” qualifies the adjective “severe,” it tells *how* severe the punishment will be.

Comparison of Adverbs.

198. *Many Adverbs are compared, as Adjectives are.*

199. *Some Adverbs are compared by adding er and est to the Positive; as, soon, sooner, soonest.*

200. *Adverbs ending in ly are compared by prefix-*

ing more and most, less and least; as, *happily*, more *happily*, most *happily*; less *happily*, least *happily*.

201. *The following are compared irregularly:*

Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well	better	best
Ill	worse	worst
Badly	worse	worst
Much	more	most
Far	farther	farthest.

202. *The following words are used sometimes as adverbs, and sometimes as adjectives; viz., little, less, least, better, best, much, more, most, no, only, ill. If any of these words qualifies a noun, it is an adjective; but, if it qualifies a verb, adjective, or other adverb, then it is an adverb.*

EXAMPLES.—“It troubles him *much* to have so *much* money.” The first “*much*” is an adverb, qualifying the verb “troubles.” The second “*much*” is an adjective, qualifying the noun “money.”

“I have *no* money, and I can support you *no* longer.” The first “*no*” is an adjective, qualifying “money.” The second “*no*” is an adverb, qualifying the adverb “longer.”

“He could not behave *worse*, nor deserve a *worse* punishment.” The first “*worse*” is an adverb, qualifying the verb “behave.” The second “*worse*” is an adjective, qualifying the noun “punishment.”

Classes of Adverbs.

203. Adverbs are divided into classes, according to their signification.

204. The most important of these classes are

1. ADVERBS OF MANNER OR QUALITY; as, well, ill, swiftly, smoothly, truly, with a great many others formed from adjectives by adding the termination *ly*. This is by far the most numerous class of adverbs.

2. ADVERBS OF PLACE; as, here, there, where, hither, thither, whither. hence, thence, whence, somewhere, nowhere, &c.

3. ADVERBS OF TIME; as, now, then, when, ever, never, soon, often, seldom, yesterday, to-day, to-morrow, lately, &c.

4. ADVERBS OF QUANTITY; as, much, little, sufficiently, enough, scarcely, &c.

5. ADVERBS OF DIRECTION; as, downward, upward, forward, backward, homeward, heavenward, hitherward, thitherward, &c.

6. ADVERBS OF NUMBER, ORDER, &c. (including all those formed from the Numeral Adjectives); as, first, secondly, thirdly, &c.; once, twice, thrice, &c.; singly, doubly, triply, &c.

7. ADVERBS OF AFFIRMATION and NEGATION; as, yes, no, verily, indeed, nay, nowise, doubtless, &c.

8. ADVERBS OF INTERROGATION; as, how, why, when, where, whither, whence, &c.

9. ADVERBS OF COMPARISON; as, more, most, less, least. better, best, very, exceedingly, nearly, almost, &c.

10. ADVERBS OF UNCERTAINTY; as, perchance, perhaps, peradventure.

NOTE.—The above is not intended as a complete list of Adverbs, nor even a complete classification of them. It will be found serviceable, however, for the learner in this way. When in doubt about the true character of a word, whether to call it an Adverb or not, the doubt is often immediately resolved by attempting to refer the word to one of these classes. Does the word express *place*? Does it signify *time*? &c.

PARSING EXERCISES.

Sentence.—“John wrote the letter *hastily*.”

MODEL.—“Hastily” (1.) is an adverb, it qualifies the verb “wrote;” (2.) it is an adverb of *manner*, it tells the manner in which he wrote; (3.) it is compared, *hastily*, *more hastily*, *most hastily*.

NOTE.—When the adverb does not admit of comparison, the third thing to say of it will be, “not compared.”

Parse all the Adverbs in the following sentences:

Cherish me kindly, cheer my young heart,

I will follow thee ever and never depart.

Thus the farmer sows his seed.

The lady sang so very sweetly that she was greatly applauded.

Remember now thy Creator in the days of thy youth.

Two equally intelligent children may not equally improve.

An exceedingly troublesome child will trouble his parents exceedingly.

Great men are greatly admired.

He staid long with me, and promised a still longer visit.

Write more carefully, John; you are the least careful writer in the class.

The children will recite first the first paragraph on the first page.

The farmer homeward turned his weary steps, and cast his eyes upward to gaze upon the sky, while he thought cheerfully of those at home.

How can you behave so badly?

Why do you neglect your duty?

REVIEW EXERCISE.—Parse all the Nouns in the foregoing sentences.

Parse all the Pronouns.

Parse all the Adjectives.

Parse all the Verbs.

CONJUNCTIONS.

205. A CONJUNCTION is a word used to connect words and sentences; as, *John and James study; John writes and James reads.*

206. The following are the principal Conjunctions: and, as, also, because, both, for, if, since, that, then, therefore, wherefore, or, nor, either, neither, but, yet, than, lest, though, although, unless, whether, &c.

PARSING EXERCISES.

FIRST MODEL.—“*John and James are brothers.*” “And” is a conjunction, it connects the noun “John” with the noun “James.”

NOTE.—When conjunctions connect words, those words will be the same parts of speech, that is a verb and a verb, an adjective and an adjective, &c., except that nouns and pronouns may be connected by a conjunction.

SECOND MODEL.—“John studies his lesson carefully, *but* James is very negligent of his lesson.” “But” is a conjunction, it connects the sentence “John studies his lesson carefully,” with the sentence “James is very negligent of his lesson.”

Parse each of the Conjunctions in the following sentences:

If a stubborn or disobedient child is corrected, he may be taught to obey willingly and cheerfully.

William, take your sister to school, and do not let me hear that either she or you have loitered on the way.

The teacher was a strict, though kind man. Although he would not allow neglect or disorder, yet he had a kind or gentle word for all who deserved it.

EXERCISE.—Connect the following sentences by such conjunctions as will make the two sentences one.

I will not go to school, — the weather is so bad.

Mother gave me a handsome present, — I was promoted to the Grammar School.

The boy wrote well, — his hands were badly injured.

We will be punished hereafter, — we disobey God’s will here.

He was but a child, — he supported his mother.

NOTE.—Such sentences are called compound sentences.

PREPOSITIONS.

207. A PREPOSITION is a word placed before a noun to show its relation to some other word; as, I write with a pen.

208. Simple Prepositions are those which are not compounded with any other word

209. The Simple Prepositions generally assist in determining the *place* or *position* of a person or thing.

EXAMPLE.—“John went *on* the roof, and found his ball *in* the gutter.” “On” shows the place of “John,” and “in” the place where the ball was found.

210. The Simple Prepositions are nineteen; viz., at, after, by, down, for, from, in, of, on, over, past, round, since, through, till, to, under, up, with.

211. Compound Prepositions are those which are formed by uniting two words or parts of words.

212. The Compound Prepositions are

Above, about, across, against, along, amid *or* amidst, among *or* amongst, around, athwart.

Before, behind, below, beneath, beside *or* besides, between *or* betwixt, beyond;

Upon, toward, towards, unto, into, within, without, throughout, underneath.

213. The following words are sometimes used like Prepositions: bating, concerning, during, except, excepting, regarding, respecting, touching.

PARSING EXERCISES.

MODEL.—“John walks *on* the roof.” “On” is a preposition, it is placed before the noun “roof;”

and it shows a relation between "roof" and "walks," it tells on what he walks.

Parse each of the Prepositions in the following sentences:

He went in a carriage, with two horses, on a fine day in the morning into the city after his sister. As he rode over the roads and through the streets, he saw objects before him with which he was greatly pleased.

When the widow stood beside the grave of her husband, she thought over his many acts of kindness towards her. Now he was to rest beneath the clods of the valley, and she was to be left without a partner. The good minister told her to look for comfort in her affliction unto her heavenly Father, and to think of that blissful abode above the weary world, and of that better life beyond the grave.

REVIEW EXERCISE.—Parse each of the Nouns in the foregoing sentences.

Parse each of the Pronouns.

Parse each of the Adjectives.

Parse each of the Verbs.

Parse each of the Adverbs.

Parse each of the Conjunctions.

INTERJECTIONS.

214. An INTERJECTION is a word used in making sudden exclamations; as, oh! ah!

NOTE.—An Interjection is always followed by this mark (!) called a note of exclamation.

215. The principal Interjections are, adieu, ah, alas, alack, aha, begone, hark, ho, ha, hail, halloo, hum, hush, hist, huzza, lo, O, oh, pshaw, see, &c.

PARSING EXERCISES.

In parsing an Interjection, simply state that it is an Interjection.

GENERAL EXERCISES IN PARSING.

Parse all the words in the following sentences:

“Can you lend me a thousand dollars, I wish to establish myself in a small retail business?” inquired a young man, who was not yet twenty years of age, of a middle-aged gentleman who was writing in a large book before him, in one of the largest establishments in Boston. The person addressed turned towards the speaker, and regarding him for a moment with a look of surprise, asked, “What security can you give?”

“Oh!” exclaimed the child, when he was struck. “Ha! ha!” replied his sister, it serves you right. “Fie!” said their mother, this is not the proper spirit.

The talents of children may often be discovered by the way in which they amuse themselves.

Jesus, while suffering excruciating torture, exclaimed, “Father, forgive them, for they know not what they do.”

Washington was elected the first President. He has been styled, “First in war, first in peace, first in the hearts of his countrymen.”

WORDS USED AS DIFFERENT PARTS OF SPEECH.

THAT is a Relative Pronoun, when *who*, *whom*, or *which* may be used in its place. Ex. He is the wisest man *that* lives in our village.

THAT is a Demonstrative Adjective Pronoun, when *the* may be used instead of it. Ex. "*That* house which I see," means "*the* house which I see."

THAT is a Conjunction in all other cases. Ex. He wears warm clothes *that* he may not catch cold. Here, *who*, *whom*, *which*, or *the*, could not be used for *that*.

BUT is a Preposition, when it means *except*. Ex. He lost all his books *but* (except) his dictionary.

BUT is an Adverb, when it means *only*. Ex. I *but* (only) touched him and he cried.

BUT is a Conjunction in all other instances.

EITHER is a Distributive Adjective Pronoun, when it means *one of the two*. Ex. *Either* of the boys may do it.

EITHER is a Conjunction in all other cases.

NEITHER is a Distributive Adjective Pronoun, when it means *not one of the two*.

NEITHER is a Conjunction in all other cases.

BOTH is an Adjective, when it means *the two*. Ex. *Both* shoes need mending.

BOTH is a Conjunction in all other cases. Ex. I *both* love and respect him.

FOR is a Conjunction, when it means *because*, and is used in giving a reason. Ex. I obey him, *for* he is my father. The reason for the obedience is, He is my father.

FOR is a Preposition in all other cases.

As, meaning *because*, or *since*, is a Conjunction. Ex. *As* the wind was favorable, we set sail.

As, in all other cases, is an Adverb.

WHILE, meaning *to pass* or *spend* (time), is a Verb. Ex. They managed to *while* away the hour very pleasantly.

WHILE, meaning *a portion of time*, is a Noun. Ex. Let us sing a *while*.

WHILE, meaning *during the time that*, is an Adverb. Ex. The act was done *while* I was absent.

BEFORE, AFTER, TILL, and UNTIL, when followed by a noun or pronoun in the objective case, are Prepositions. Ex. :

Come *before* dinner.

Come *after* dinner.

Wait *till* midnight.

Wait *until* your turn.

BEFORE, AFTER, TILL, and UNTIL, when not followed by a noun or pronoun in the objective case, are Adverbs. Ex. :

Come *before* I have dined.

Come *after* I have dined.

Wait *till* I have dined.

Wait *until* I have dined.

WHAT is a Compound Relative, when *that which* or *those which* can be used in its stead. Ex. Eat *what* is set before you. That is, Eat *that which* is set before you.

WHAT is an Interrogative Pronoun, when used to ask a question. Ex. *What* do you see?

WHAT is an Adjective Pronoun, when joined with a noun, and meaning *how great*. Ex. *What* wonders he performed.

WHAT is an Adjective Pronoun and a Relative at the same time, when joined to a noun, and equivalent to *that which* or *those which*. Ex. He gave *what* money he had to the poor. That is, he gave *that* money *which* he had.

WHAT, when uttered as a mere exclamation, and to denote surprise, is an Interjection. Ex. *What!* abuse your mother!

THEN, meaning *in that case*, or *therefore*, is a Conjunction. Ex. If all this be so, *then* I am right.

THEN, in all other instances, is an Adverb.

SINCE, meaning *for the reason that*, is a Conjunction. Ex. *Since* it is your wish, I will certainly do it.

SINCE, when placed before a noun denoting a period of time, is a Preposition. Ex. I have had no food *since* Monday.

SINCE, in other cases, is an Adverb.

YET, meaning *nevertheless*, *notwithstanding*, is a Conjunction. Ex. Though he slay me, *yet* will I trust in him.

YET, meaning *up to a certain time*, or *over and above*, is an Adverb. Ex. Has the boy come *yet*?

I will give you *yet* one more reason.

THIRD PART.

SYNTAX.

216. *The third part of Grammar is called SYNTAX.*

217. SYNTAX treats of SENTENCES.

218. A SENTENCE is a number of words making a complete sense; as, Man is mortal.

219. Two or more words rightly put together, and not making a complete sense, are called a PHRASE.

220. The principal parts of a sentence are the SUBJECT (or nominative), the ATTRIBUTE (or verb), and the OBJECT.

Thus, in the sentence, "John studies his lesson," "John" is the subject, or thing of which the affirmation is made, "studies" is the attribute, or thing affirmed, and "lessons" is the object.

221. A SIMPLE sentence is one which contains but one subject and one finite verb; as, Life is short.

NOTE.—A finite verb is a verb not in the Infinitive mood.

EXPLANATION.—In the sentence, "Horses and dogs are useful animals," although there is but one verb, there are two subjects or nominatives. The sentence therefore is not simple. It may be resolved into two sentences, "Horses are useful animals," "Dogs are useful animals."

In the sentence, "Horses can walk or run," although there is but one nominative, there are two finite verbs. The sentence therefore is not simple. It can be resolved into two sentences, "Horses can walk," "Horses can run."

The sentence, "The horse has been trained to run," has two verbs, but one of them is in the Infinitive mood. It is therefore simple. It cannot be resolved into two sentences.

222. A COMPOUND sentence contains two or more simple sentences, connected by one or more conjunctions; as, Life is short, but art is long.

RULE I.

THE SUBJECT OF THE VERB IS NOMINATIVE TO IT.

EXPLANATION.—The subject of the verb is that of which the assertion is made. "The book is in the desk." The subject of the assertion here is "book." It is that which is asserted to be in the desk. "John and I went home." Here there are two subjects, "John" and "I." It is they of whom we say that they "went home." Now, the subject of the verb, that of which anything is asserted, must be in the nominative case. It would be contrary to the Rule, therefore, to say, "John and *me* went home," because "me," one of the subjects, is not in the nominative case.

EXERCISE IN FINDING THE SUBJECT.—(See p. 33.) How may the subject of the verb be found? Find the subject in each of the sentences in the Exercises on p. 33.

NOTE.—In all the examples of Parsing which are hereafter to be given, to the end of the book, the models already given under the head of Etymological parsing will be followed, as far as they go, and then will be completed in each case by adding the rule of Syntax which properly belongs to it.

MODEL FOR PARSING.—"James writes a letter." "James" is a proper noun, of the masculine gender, in the singular number, third person, and nominative case, subject of the verb "writes," and nomina-

tive to it, according to RULE I., which says, "The subject of the verb is nominative to it."

NOTE 1.—This rule applies to Personal and Relative Pronouns, as well as to nouns. In parsing these pronouns, certain other things are to be said, which will be learned under Rule VII. The parsing in the following model is complete, as far as it can be given now.

MODEL FOR PARSING.—"*He* will write a letter." "He" is a personal pronoun, 3d p., masc. g., sing. n., and nom. case, subject of the verb "will write," and nominative to it, according to RULE I. (Quote.)

NOTE 2.—Complex names, such as George Washington, Charles Henry Grant, &c., are taken together in parsing, as if they were one word. Thus, we would say, "Charles Henry Grant" is a noun, &c.

EXERCISES.—Point out and parse the subject of the Verb in each of the following sentences :

God loves a cheerful giver.

Has he not said it, and will he not do it?

Close attention to your studies while in school, will accelerate your progress.

Christopher Columbus discovered North America.

North America was discovered by Christopher Columbus.

Napoleon, at the head of a large army, crossed the Alps.

That kind of stockings is very dear.

Observation 1.—Sometimes the subject of the verb is another verb in the infinitive mood taken as a noun.

EXPLANATION.—"To behave properly will gain for us a good name." Here, "To behave" is used in the sense of the noun

“behaviour.” It is the subject of the verb, just as “behaviour” would be, if the sentence were written, “Proper behaviour will gain for us a good name.”

MODEL FOR PARSING.—“To behave” is a verb in the infinitive mood, used as a noun, and is the subject of the verb “will gain,” according to Observation 1, RULE I. (Quote the Observation.)

NOTE.—In parsing an Infinitive used as a noun, it is not necessary to parse the verb in full. If any, however, desire to do so, they can take the full model under Rule II. for the first part of the exercise, until they come to the mood.

EXERCISES.—Point out and parse the subject of the Verb in each of the following sentences:

To steal will render us liable to punishment.

To make mistakes is quite common among boys.

To wash our hands before eating is required by the laws of decency.

To despair in adversity is madness.

Observation 2.—A noun or pronoun addressed, and not the subject of any verb, is in the **NOMINATIVE CASE INDEPENDENT**.

EXPLANATION.—“Father, forgive me.” Here, “father” is not the subject of the verb “forgive.” The subject is “thou,” or “you,” understood. “Father” is addressed or spoken to, but is not the subject of the verb. It is in the *nominative case independent*.

MODEL FOR PARSING.—“Father” is a com. noun, masc. g., sing. n., 2d p., and in the nominative case independent, according to Obs. 2, R. I. (Quote Obs.)

EXERCISES.—Point out and parse the Noun addressed in each of the following sentences:

I am not mad, most noble Festus.

Arise, Peter, kill and eat.

Welcome, little stranger.

Sarah, be quiet.

Fellow-citizens, listen to my cause.

Teach me, O Lord, to serve thee aright.

Observation 3.—A noun or a pronoun put before a participle as its subject, and not being the subject of any verb, is in the **NOMINATIVE CASE ABSOLUTE**.

EXPLANATION.—“The *sash* falling suddenly, his finger was crushed.” Here, “sash” is not the subject of the verb. It was the “finger,” not the “sash,” that was crushed. At the same time, “sash” is put before the participle “falling” as its subject. It is that which is expressed as “falling.” The noun and the participle thus taken together, are equivalent to a nominative and a verb with a conjunction prefixed. It means “because the sash fell suddenly,” or “when the sash fell suddenly,” &c. A noun thus placed before a participle as its subject, and not being the subject of any verb, is in the **Nominative Absolute**.

But suppose the sentence had been, “The *sash*, falling suddenly, was broken.” Here, “sash” is placed before “falling,” as its subject, as in the former instance. But it is also the subject of the verb “was broken.” It is therefore not in the **Case Absolute**.

MODEL FOR PARSING.—“Sash” is a com. noun, n. g., sing. n., 3d p., and in the nominative case absolute before the participle “falling,” according to Obs. 3, R. I. (Quote Obs.)

EXERCISES.—Point out and parse the Noun that is in the **Nominative Case Absolute**, in each of the following sentences :

Supper being finished, they left the table.

My father being weary, I relieved him.

The teacher having been so long ill, his friends feared he would not recover.

The work done, every workman returned to his home, cheered by the prospect of rest.

The lieutenant led the men, the captain having been disabled.

Being engaged I shall be unable to attend to you, but nothing preventing, to-morrow being fair, I will be at your service.

RULE II.

A VERB AGREES WITH ITS NOMINATIVE IN NUMBER AND PERSON.

EXPLANATION.—“Thou lovest reading.” Here the verb “lovest” is second person, because its subject or nominative “thou” is second person. It would not be according to the Rule to say “Thou *loves*” (3d p.). “The days of man are but as grass.” Here the verb “are” is plural, because its subject or nominative “days” is plural. It would not be according to the Rule to say “The days of man *is* but as grass.” The verb must be in the same number and the same person as its nominative.

NOTE.—A verb in the Infinitive mood has no subject or nominative. In the Imperative mood, the subject or nominative is generally omitted, *thou*, or *you*, being understood.

MODEL FOR PARSING.—“James *writes* a letter.” “Writes” is a transitive verb irregular (Pres. write, Past, wrote, Perf. P. written), active voice, indicative mood, present tense, third person, singular number, to agree with its nominative “James,” according to RULE II., which says, “A verb agrees with its nominative in number and person.”

EXERCISES.—Parse the Verbs in the following sentences:

Perseverance overcomes difficulties.

Difficulties may be overcome by perseverance.

The beauty of his countenance was only excelled by the elegance of his manners.

God said, Thou shalt not kill.

Forgive your enemies.

Bless them that persecute you.

If the merchant's application to business had been greater, he would not have failed.

REVIEW EXERCISE.—Point out and parse all the Nouns and Pronouns in the foregoing sentences, that are in the nominative case.

Observation 1.—When the subject or nominative of the verb is not a noun, but an infinitive mood, or a part of a sentence, the verb should be singular. But if there are two or more infinitives, or clauses, making distinct subjects, then the verb should be plural.

MODEL FOR PARSING.—“To play in the mud soils the clothes.” “Soils” is a trans. verb, reg., act. v., ind. m., pres. t., 3d p., and in the sing. n., to agree with the verb “to play” in the infinitive mood used as a noun, according to Obs. 1, R. II. (Quote Obs.)

EXERCISES.—Point out and parse all the Verbs in the following sentences, which have for their subject an infinitive mood, or a part of a sentence:

To contradict persons older and wiser than ourselves, violates the rules of politeness.

To be carnally minded is death.

To live righteously, soberly, and godly, is required of all men.

To be temperate in diet, to use exercise in the open air, and to preserve the mind from tumultuous emotions, are the best preservatives of health.

REVIEW EXERCISE.—Parse the Infinitives in the foregoing sentences.

Observation 2.—A Collective noun requires the verb to be in the plural, whenever the idea is plural.

NOTE.—The idea is plural when reference is made to the several objects which compose a thing, rather than to the thing itself in the mass.

EXPLANATION.—“The *crowd* is large.” Here the idea is, not that the persons who compose the crowd are large, but that the mass or collection is large. “The *class* recite well.” Here, we mean that the scholars, those who compose the class, recite well. In the first example, the idea of “crowd” is singular. In the second example, the idea of “class” is plural. We can put another noun in the plural number for it, and express the same meaning.

MODEL FOR PARSING.—“The class *recite* well.” “Recite” is an intrans. verb, reg., act. v., ind. m., pres. t., 3d p., and in the pl. n., to agree with its nominative “class,” a collective noun, according to Obs. 1, R. II. (Quote Obs.)

EXERCISES.—Parse each of the Verbs in the following sentences:

The flock contained twenty sheep.

Our family is large.

The peasantry of some countries go without shoes even in winter.

The congregation were supplied with hymn books.

The multitude eagerly pursue pleasure as their chief good.

REVIEW EXERCISE.—Parse each of the Nominatives in the foregoing sentences.

Observation 3.—Two or more nominatives connected by *and*, expressed or understood, require a verb in the plural.

MODEL FOR PARSING.—“Socrates and Plato *were* wise.” “Were” is an intrans. verb, irr., ind. m., past t., 3d p., and in the pl. n., because it has two nominatives, “Socrates” and “Plato,” connected by “and,” according to Obs. 3, R. II. (Quote Obs.)

EXERCISES.—Parse each of the Verbs in the following sentences:

A gunner and his dog were seen near the tree.

The father and the daughter have been placed in the same grave.

Health and beauty soon pass away.

Famine, pestilence, and death in various forms follow in the warrior’s path.

The time and place for the conference were fixed.

REVIEW EXERCISE.—Parse each of the Nominatives in the foregoing sentences.

Observation 4.—Two or more nominatives connected by *and*, if used to express only one subject, require a verb in the singular.

MODEL FOR PARSING.—“If that skilful painter and glazier *comes* to town, be sure to employ him.” “Comes” is an intrans. verb, irr., act. v., ind. m., pres. t., 3d p., and in the sing. n., because its two nominatives, “painter” and “glazier,” express only one subject, according to Obs. 4, R. II. (Quote Obs.)

EXERCISES.—Parse each of the Verbs in the following sentences:

My friend and teacher has gone to England.

My Lord and Saviour bids me come.

That distinguished poet, orator, and scholar has fallen.

Why is dust and ashes proud?

REVIEW EXERCISE.—Parse each of the Nominatives in the foregoing sentences.

Observation 5.—Two or more nominatives in the singular, connected by *or* or *nor*, require a verb in the singular.

NOTE.—If any one of the nominatives thus connected by *or* or *nor* is plural, the verb must be plural.

MODEL FOR PARSING.—“Ignorance or prejudice *has caused* the mistake.” “Has caused” is a trans. verb, reg., act. v., ind. m., perf. t., 3d p., and in the sing. n., because its two nominatives, “ignorance” and “prejudice,” are connected by *or*, according to Obs. 5, R. II. (Quote Obs.)

EXERCISES.—Parse all the Verbs in the following sentences:

Some idiot or madman has done this act.

Neither gold nor silver is found in that county.

Neither time nor tide waits for man.

Neither the troops, nor their commander, were to be seen.

REVIEW EXERCISE.—Parse all the Nominatives in the foregoing sentences.

Observation 6.—When a verb has nominatives of different persons, connected by *and*, the verb

agrees with the first person rather than the second, and with the second rather than the third.

Observation 7.—When a verb has nominatives of different persons, connected by *or* or *nor*, the verb agrees in person with the nominative nearest to it.

MODEL FOR PARSING.—“He and I *shared* the peach between us.” “Shared” is a trans. verb, reg., act. v., ind. m., past t., in the 1st p., according to Obs. 6, R. II. (Quote Obs.), and in the pl. n., according to Obs. 3, R. II. (Quote Obs.)

EXERCISES.—Parse all the Verbs in the following sentences :

You and Susan have studied your lessons.

You and I have forgotten our books.

Either thou, or the teacher, or I am mistaken.

Either thou, or I, or the teacher is mistaken.

Either the teacher, or I, or thou art mistaken.

The teacher, I, and you are mistaken.

REVIEW EXERCISE.—Parse all the Nominatives in the foregoing sentences.

RULE III.

A TRANSITIVE VERB, IN THE ACTIVE VOICE, GOVERNS THE OBJECTIVE CASE.

EXPLANATION.—The object of the verb is that upon which the action terminates. “I have written my copy.” Here, “copy” is the object of the verb “have written.” It is that upon which the act of writing terminates, or in which it ends. “Him I know, but who art thou?” Here, “him” is the object of “know.” It would not be according to the Rule to say “*He* I know.” The object of the verb must be in the objective case. That is the

meaning of the Rule. A transitive verb, in the active voice, always has an object, and that object is in the objective case.

EXERCISE IN FINDING THE OBJECT.—How is the object of a verb found? (See p. 33.) Find the object of the verb in each of the sentences in the Ex. on p. 33.

MODEL FOR PARSING.—“James writes a *letter*.” “Letter” is a com. noun, n. g., sing. n., 3d p., and is in the obj. c., governed by the active transitive verb “writes,” according to RULE III. (Quote.)

EXERCISES.—Parse the objects of all the verbs in the following sentences :

If you love God, keep his commandments.

Temperance promotes health.

The dog might have bitten the boy on the hand, if he had not been watched by the driver.

The merchant sold a yard of cloth.

He saw a flock of wild pigeons and called his father’s attention to them.

REVIEW EXERCISE.—Parse all the Nominatives in the foregoing sentences.

Parse all the Verbs.

NOTE.—This RULE applies to Personal and Relative Pronouns in the objective case, as well as to Nouns. The Relative Pronoun, when in the objective case, generally precedes the verb by which it is governed; as, “The book *which* you see is mine.” Here, “which” is the object of the verb “see,” and is placed before it.

MODEL FOR PARSING.—“James called *him*.” “Him” is a pers. pronoun, 3d p., masc. g., sing. n., and in the obj. c., governed by the act. trans. verb “called,” according to RULE III. (Quote.)

NOTE.—The parsing of the Pronoun here is complete as far as it goes. But there are other things to be learned concerning it under Rule VII., before it can be entirely complete.

EXERCISE.—Parse the objects of all the Verbs in the following sentence:

The man whom I saw, informed me that he had a collection of wild beasts, which he would exhibit if you would let him.

REVIEW EXERCISE.—Parse all the Nominatives in the foregoing sentence.

Parse all the Verbs.

Observation.—A participle of a Transitive verb, in the Active voice, governs the objective case.

MODEL FOR PARSING.—“The boy having eaten unripe *fruit*, became sick.” “Fruit” is a com. noun, n. g., sing. n., 3d p., and in the obj. c., governed by the participle, “having eaten,” according to Obs., R. III. (Quote Obs.)

EXERCISES.—Parse the objects both of the Verbs and the Participles in the following sentences:

The family, having read a chapter, closed the Bible, and continued their devotions.

The teacher observed a boy breaking the rules.

After capturing the fort, the troops entered the city.

REVIEW EXERCISE.—Parse all the Nominatives and all the Verbs in the foregoing sentences.

Compose sentences, as follows:

Having “flower” for the subject of a verb;

Having “flower” for the object of a verb;

Having “flower” for the object of a participle;

Containing two nominatives connected by "and;"
 Containing two nominatives connected by "and,"
 but denoting the same subject;

Containing two nominatives connected by "or;"
 Containing nominatives of different persons.

Fill the blanks in the following sentences with verbs in the present tense, indicative mood.

The society ——— many members.

The audience ——— bright eyes.

The company ——— by a captain.

John and I ——— in the same class.

John or I ——— always at the head of the class.

The draper and tailor ——— cloth and ———
 clothes.

RULE IV.

A PREPOSITION GOVERNS THE OBJECTIVE CASE.

EXPLANATION.—This means that a preposition requires its object, or the word which follows it to complete the sense, to be in the objective case.

EXERCISE.—How may the object of a preposition be found? (See p. 33.) Find the object of each of the prepositions in the following sentence: William put his hat on a table in the dining room, at the time of recess, when the family were at dinner."

MODEL FOR PARSING.—"James" writes a letter to his *father*." "Father" is a com. noun, masc. g., sing. n., 3d p., and in the obj. c., governed by the preposition "to," according to RULE IV. (Quote.)

MODEL FOR PARSING THE PREPOSITION.—"To"

is a preposition, showing the relation between "writes," and "father," and governs "father" in the obj. c., according to RULE IV. (Quote.)

NOTE.—This RULE applies to Personal and Relative Pronouns in the objective case, as well as to Nouns. "That," when used as a relative pronoun, always precedes the preposition by which it is governed; as, "Every book *that* you have referred to, is mine." Here, "that" is governed by the preposition "to," and precedes it. If we were to use "which" here instead of "that," the arrangement would be different; thus, "Every book to *which* you have referred, is mine."

EXERCISES.—Parse all the Prepositions, and also the Nouns and Pronouns which are the objects of them, in the sentences on page 87.

Observation 1.—When a preposition is followed by an adjective without a noun, supply the noun, and parse the preposition accordingly. Thus, "God seeth *in secret*." "In" is a preposition, showing the relation between "seeth" and "places," or some such noun understood. The meaning is, "God seeth in secret places."

EXERCISES.—Supply and parse the Nouns understood in the following sentences:

She has gone to her home on high at last.

He tried in vain the remedy which you proposed.

William at first denied the fact.

He selected an apple from the best in his orchard.

REVIEW EXERCISE.—Parse all the Nominatives in the foregoing sentences.

Parse all the Objectives, except those already parsed.

Observation 2.—The preposition is frequently

omitted, particularly after verbs of *giving* and *procuring*; after adjectives of *likeness* or *nearness*; and before nouns denoting *time*, *place*, *price*, *measure*, &c.

EXERCISES.—Supply the prepositions in the following sentences:

The clouds seemed like piles of snow.

A bird can fly twenty miles an hour.

Children near the sea gather shells.

The merchant sold mother, for fifty cents, a yard of silk worth one dollar, and promised to get her some better silk at a less price the next week.

Parse all the objects of Prepositions (expressed or understood) in the foregoing sentences.

Parse all the objects of Verbs.

Parse all the Verbs (except those in the infinitive mood).

Parse all the Nominatives.

RULE V.

THE POSSESSIVE CASE IS GOVERNED BY THE NOUN SIGNIFYING THE THING POSSESSED.

EXPLANATION.—This means that the word in the possessive case is dependent upon some noun expressing the thing possessed. The sense would not be complete without such a noun. "I used Mary's book." Here, "book" is the thing which Mary possesses. If we leave out "book," and say "I used Mary's," the sense is not complete. Where there is a word in the possessive case, there must always be a noun (expressed or understood) signifying the thing possessed, and the word in the possessive case is dependent upon that noun.

NOTE 1.—This Rule applies equally to Personal and Relative Pronouns, when in the possessive case.

MODEL FOR PARSING.—“James writes a letter by his *father's* permission.” “Father's” is a com. noun, masc. g., sing. n., 3d p., and in the poss. c., governed by “permission,” according to RULE V. (Quote.)

EXERCISES.—Parse all the Nouns and Pronouns in the possessive case in the following sentences :

Cruel boys rob birds' nests.

The widow's friend will not defraud her children.

The boy's politeness made him a pattern for other boys' imitation.

The girl, whose book was lost, has found it.

He preferred a shepherd's life to a monarch's throne.

REVIEW EXERCISE.—Parse the subjects of all the Verbs in the foregoing sentences.

Parse the objects of all the Verbs and Prepositions.

Parse all the Prepositions.

Parse all the Verbs.

NOTE 2.—The governing word is often omitted. In that case, supply the omission, and parse as above.

EXERCISES.—Supply the word omitted in each of the following sentences, and parse the words in the possessive case :

My brother's behaviour is better than my sister's.

She went to the baker's and bought some bread.

He spent the morning at the lawyer's.

They stopped at the bookseller's and made their purchases.

The earth is the Lord's.

REVIEW EXERCISES.—Parse the subjects of all the Verbs in the foregoing sentences.

Parse the objects of all the Verbs and Prepositions.

Parse all the Verbs.

Parse all the Prepositions.

NOTE 3.—In complex names, the sign of the possessive is put only after the last, and the whole complex name is parsed as one word.

MODEL FOR PARSING.—“George Washington’s Farewell Address has just been read.” “George Washington’s,” a complex name, is a prop. noun, masc. g., sing. n., 3d p., poss. c., &c.

EXERCISES.—Parse the Nouns in the possessive case in the following sentences:

Repeat, if you can, the last sentence of Patrick Henry’s celebrated speech.

Did you ever hear of Sir Robert Walpole’s celebrated maxim?

I have just seen Don Antonio Sebastian’s likeness.

RULE VI.

A NOUN OR PRONOUN, PUT IN APPPOSITION WITH ANOTHER, AGREES WITH IT IN CASE.

NOTE.—The words in apposition may be in any case, nominative, possessive, or objective.

EXPLANATION.—A word is in apposition with another, when it is added as an explanatory term, or when a word is repeated for the sake of emphasis.

Examples: “I left my home, my happy *home*.” Here, the second “home” is in apposition with the one first mentioned. It is repeated for the sake of emphasis.

“Paul, the *apostle*, was present.” “Apostle” is in apposition with “Paul.” It is added to explain which Paul is referred to.

“Henry *Latimer* came in.” “Latimer” is in apposition with “Henry.” It is added to explain that we do not mean “Henry *Thompson*,” or some other “Henry.”

In all such cases, however, as this last, when several words form one complex proper name, they are parsed together as one word. (See Note 2, Rule I.)

MODEL FOR PARSING.—“James writes a letter to his brother *John*.” “John” is a prop. noun, masc. g., sing. n., 3d p., obj. c., in apposition with the noun “brother,” according to RULE VI. (Quote.)

EXERCISES.—Parse the Nouns and Pronouns in Apposition in the following sentences :

Kidd, the notorious pirate, suffered the felon’s reward, death upon the gallows.

William bought a book for his sister Mary.

Mr. Embury crossed the river Delaware in the ferry boat, Eagle.

Why do you assail me, your only brother?

Harrisburg, the capital of Pennsylvania, lies on the east bank of the river Susquehanna.

Preserve your health, the poor man’s riches, the rich man’s bliss.

REVIEW EXERCISE.—Parse all the Nouns, Pronouns, Verbs, and Prepositions in the foregoing sentences.

Observation 1.—When a word is in apposition with another in the possessive case, the sign of the possessive is sometimes omitted after one of them. Example :

“This is the wandering wood, this Error’s den,
A monster vile, whom God and man do hate.”

Here, the meaning is, "This is the den of Error, a monster, &c." "Monster" is added to explain who "Error" is, and is in apposition with it.

MODEL FOR PARSING.—"Monster" is a com. noun, masc. g., sing. n., 3d p., poss. c., in apposition with "Error's," the sign of the possessive being omitted, according to Obs. 1, R. VI. (Quote Obs.)

EXERCISES.—Parse the Nouns in Apposition in the following sentences:

We stood by Kidd, the pirate's, grave.

"Here lies his head upon the lap of earth,

A youth to fortune and to fame unknown."

We saw Napoleon, the first Emperor's, tomb.

Observation 2.—Nouns and pronouns coming after the verb *to be*, and after many other intransitive verbs, and likewise after some transitive verbs in the passive voice, such as *to be called*, *to be named*, &c., are in apposition with the noun or pronoun before the verb, and in the same case with it.

EXAMPLE.—"The father wished the *boy* to be called *William*." Here, "boy" before the verb "to be called," is in the objective case, and "William," coming after the verb, and in apposition with boy, is likewise in the objective case.

MODEL FOR PARSING.—"William" is a prop. noun, masc. g., sing. n., 3d p., obj. c., in apposition with "boy," according to R. VI. (Quote.)

EXERCISES.—Parse the Nouns in Apposition after verbs in the following sentences:

Benedict Arnold was a traitor to his country.

Ellen is the best scholar in the class.

John Jacob Astor came to New York a poor boy.

He died the richest man in the United States.

Godliness with contentment is great gain.

Sylla was proclaimed dictator by the Senate.

REVIEW EXERCISE.—Parse all the Nouns, Pronouns, Verbs, and Prepositions in the foregoing sentences.

RULE VII.

A PRONOUN AGREES WITH THE NOUN FOR WHICH IT STANDS IN GENDER, NUMBER AND PERSON.

MODEL FOR PARSING.—“John, *who* was at school, wrote a letter to his father.” “Who” is a rel. pron., 3d p., sing. n., masc. g., to agree with its antecedent “John,” according to Rule VII. (Quote), and is in the nom. c. to “was,” according to Rule I. (Quote.)

EXERCISES.—Parse the Pronouns in the following sentences:

He who is a stranger to industry, may possess wealth, but he cannot enjoy it.

He only who is active and industrious, can experience real pleasure.

Trust not him whose friendship is bought with gold, nor him whom you have not proved.

I received the letter which you wrote to me.

REVIEW EXERCISE.—Parse all the Nouns, Verbs, and Prepositions in the foregoing sentences.

Observation 1.—When a pronoun stands for a Collective noun, in the singular, the pronoun will be plural if the idea of the noun is plural. But if the idea expressed by the noun is singular, the pronoun will be singular, and will be in the neuter gender.

EXAMPLES.—“Send the *class* home that *they* may get their dinners.” We mean here the individual members who compose the class, and therefore we use “they.” But suppose we say, “The class contains thirty scholars. *It* is too large. *It* must be divided into sections.” Here, we do not refer to the individual scholars, but to the class as a whole, as a unit, or single mass. Therefore, we use the pronoun “it,” singular and neuter.

MODEL FOR PARSING.—“It” (in the last example) is a pers. pron., 3d p., and in the sing. n., n. g., to agree with the collective noun “class,” according to R. VII., Obs. 1 (Quote Obs.), and is in the nom. c. to “is,” according to R. I. (Quote.)

EXERCISES.—Parse the Pronouns in the following sentences :

Jesus sent the multitude away that they might buy themselves bread.

The crowd were shouting at the top of their voices, and the leader was unable to restrain them.

The brigade was too large; it was therefore subdivided into two brigades.

He saw a train which consisted of fifty cars.

The society had a disloyal object; it was therefore abolished by government.

The captain reproved the company because they came upon the ground without their muskets.

REVIEW EXERCISE.—Parse all the Nouns, Verbs, and Prepositions in the foregoing sentences.

EXERCISES.—Fill the blank spaces in the following sentences with the proper pronouns :

The shepherd marked his flock in order that he might know _____.

The ringleader of the mob led _____ to destruction.

He asked the advice of his Council, but ——— could not agree.

REVIEW EXERCISE.—Parse all the Nouns, Pronouns, Verbs, and Prepositions in the foregoing sentences.

Observation 2.—When a pronoun stands for two or more nouns or other pronouns, connected by *and*, the pronoun should be plural.

EXAMPLES.—“William and Mary were both there; I saw *them*.” “He and Mary were both there; I saw *them*.” “He and she were both there; I saw *them*.” “Them” in the first example stands for two nouns, in the second example for a noun and a pronoun, and in the third for two pronouns.

Observation 3.—When a pronoun stands for two or more nouns, or other pronouns, connected by *and*, but used to express only one subject, the pronoun should be singular.

EXAMPLE.—He knew his Lord and Saviour, and loved *him*.

Observation 4.—When a pronoun stands for two or more nouns, or other pronouns, in the singular, connected by *or* or *nor*, the pronoun should be singular.

EXAMPLE.—Either play or work is injurious, if *it* is carried to excess.

Observation 5.—When a pronoun stands for two or more nouns, or other pronouns, of different persons, connected by *and*, the pronoun agrees with the first person rather than the second, and with the second rather than the third.

EXAMPLE.—“William and I had *our* skates with *us*.” “Our” and “us” are plural, according to Obs. 2, because they stand for

two subjects, "William" and "I." But one of these subjects, "William," being in the third person, and the other, "I," being in the first person, the pronoun which stands for both must be in the first person. We would not express the meaning, if we were to say, "William and I had *their* skates with *them*."

MODEL FOR PARSING.—"Us" (in the last example) is a pers. pron., standing for "William" and "I," it is in the 1st p., according to Obs. 5, R. VII. (Quote Obs.), pl. n., according to Obs. 2, R. VII. (Quote Obs.), and obj. c., governed by the preposition "with," according to R. IV. (Quote.)

EXERCISES ON OBSERVATIONS 2, 3, 4, and 5.—Parse the Pronouns in the following sentences:

Buy tea and coffee and pay for them.

Susan and Mary had their lessons well prepared, before they came to school.

Neither Susan nor Mary had her lessons well prepared when she came to school.

A hornet, or a wasp, when it stings, causes great pain.

REVIEW EXERCISE.—Parse all the Nouns and Verbs in the foregoing sentences.

Parse all the Pronouns in the Exercises under Obs. 7, R. II.

Observation 6.—When a pronoun stands for an infinitive mood, or for a part of a sentence, used as a noun, the pronoun should be in the third person, neuter gender, and singular number. But if there are two or more infinitives, or clauses, making distinct subjects, then the pronoun should be plural.

EXAMPLES.—"To contradict an aged person, may be rude, but it is not criminal." "It" here stands for the infinitive mood,

“to contradict,” or the part of a sentence, “to contradict an aged person,” used as a noun. It means the same as the noun “contradiction.”

“To be temperate, and to use exercise in the open air, are good preservatives of health, but *they* are not infallible.” Here, “they” stands for the two infinitives, as two distinct subjects, and therefore it is plural.

NOTE.—In parsing a pronoun that stands for an infinitive, or a part of a sentence, quote this Observation for the person, gender, and number.

Observation 7.—The pronoun **IT** is sometimes used indefinitely, without standing for any particular noun.

EXAMPLES.—“Come and trip *it* as you go.” “*It* rains.” “*It* was he that did it.” &c.

Observation 8.—**WHO** is used in referring to persons; **WHICH** is used in referring to inferior animals, to things without life, to infants, to collective nouns where unity of idea is expressed, and to persons in asking questions where the particular individual is inquired for.

EXERCISES.—Supply the proper Relative in the following sentences:

The tiger is a beast of prey, —— destroys without pity.

This is the friend —— I love.

That is the vice —— I hate.

The infant —— you see in the cradle, is my brother.

He asked, —— of all those men came to his assistance.

REVIEW EXERCISE.—Parse the Pronouns thus

supplied, the other Pronouns, the Nouns and the Verbs, in the foregoing sentences.

Observation 9.—THAT is used instead of WHO or WHICH in the following cases :

1. After the SUPERLATIVE; as, "It is the *best that* can be got."

2. After SAME; as, "He is the *same* kind-hearted man *that* he used to be."

3. After ALL, or any similar antecedent expressing a general meaning, limited by the following verb; as, "*All that* heard me can testify."

4. After WHO; as, "*Who, that* has seen anything of human nature, can believe it?"

5. After IT, used indefinitely; as, "*It* was he *that* did it."

6. After two antecedents, one requiring *who*, and the other requiring *which*; as, "The *man* and the *house that* we saw yesterday."

MODEL FOR PARSING.—"That" (in the last example) is a rel. pron., relating to the two antecedents, "man" and "house," and used instead of "who" or "which," according to Obs. 9, R. VII. (Quote Obs.), pl. n., according to Obs. 2, R. VII. (Quote Obs.), and obj. c., governed by the verb "saw," according to R. III. (Quote.)

EXERCISES.—Parse all the Pronouns in the following sentences :

Solomon was the wisest man that the world ever saw. Who that reads the Bible, will not acknowledge the truth of this?

It is the same picture that you saw before.

The gunner and the dog that you saw yesterday were killed.

REVIEW EXERCISE.—Parse all the Nouns and Verbs in the foregoing sentences.

Observation 10.—Either the relative or the antecedent may be sometimes omitted.

EXAMPLES.—“The letter [*which*] you wrote on Saturday, came to hand.” “[*The person*] who lives to nature, rarely can be poor.”

EXERCISES.—Supply and parse the Relative, or the Antecedent, in the following sentences:

I thank you for the kindness you showed my nephew.

The largest tree I ever saw was in California.

Whom the Lord loveth, he chasteneth.

REVIEW EXERCISE.—Parse the Nouns, Pronouns, Verbs, and Prepositions in the foregoing sentences.

MODEL FOR THE COMPOUND RELATIVE.—“He reads *what* is written.” “What” is a comp. rel. pron., equivalent to “that which.” As “that,” it is in the obj. c., and governed by reads, according to R. III. (Quote.) As “which,” it is in the nom. c., and nom. to “is written,” according to R. I. (Quote.)

EXERCISES.—Parse the Compound Relatives in the following sentences:

Regard the quality, rather than the quantity, of what you read.

Choose *what* is right; custom will make it agreeable.

Whoever follows fashion, makes himself a slave to others.

REVIEW EXERCISE.—Parse the other Pronouns, the Nouns, and Verbs in the foregoing sentences.

RULE VIII.

AN ARTICLE BELONGS TO THE NOUN WHICH IT QUALIFIES OR POINTS OUT.

NOTE.—The noun to which the article belongs is often understood. In that case, supply the noun, and parse the article according to the Rule, as belonging to the noun thus supplied.

EXAMPLES.—“Turn neither to *the* right [hand], nor to *the* left [hand].” “Henry *the* Eighth [king of that name] was then reigning.”

MODEL FOR PARSING.—“James writes *a* letter.” “A” is the ind. art., and belongs to the noun “letter,” according to R. VIII. (Quote.)

EXERCISES.—Parse the Articles in the following sentences :

When crossing a bridge, you must always keep to the right.

James the Second was banished from the kingdom.

Give glory to God in the highest.

REVIEW EXERCISE.—Parse all the Nouns, Pronouns, Verbs, and Prepositions in the foregoing sentences.

RULE IX.

AN ADJECTIVE BELONGS TO THE NOUN OR PRONOUN WHICH IT QUALIFIES.

NOTE 1.—In the case of the Infinitive mood, or a part of a sentence, used as a noun, an adjective may qualify such Infinitive.

or clause, just as it would any other noun, and should be parsed accordingly, as belonging to it.

NOTE 2.—The noun to which the adjective belongs is sometimes omitted. In that case, supply the omission, and parse the adjective according to the Rule, as belonging to the noun thus supplied.

MODEL FOR PARSING.—“James writes a *long* letter.” “Long” is an adj., in the pos. deg. (“long, longer, longest,”), and belongs to “letter,” which it qualifies or describes, according to R. IX. (Quote.)

EXERCISES.—Parse the Adjectives in the following sentences :

A great reward has been offered for the early detection of the frightful crime.

The best men are liable to occasional infirmities of temper.

To eat unripe fruit is injurious.

To tell a lie is bad; to tell a second lie to hide the first, is worse.

The poor have claims on the rich.

REVIEW EXERCISE.—Parse the Articles, Nouns, Verbs, and Prepositions in the foregoing sentences.

RULE X.

AN ADJECTIVE PRONOUN BELONGS TO THE NOUN OR PRONOUN WHICH IT QUALIFIES OR POINTS OUT.

Observation.—The DISTRIBUTIVES and DEMONSTRATIVES agree in number with the nouns to which they belong.

NOTE.—The distributives, *each*, *every*, *either*, *neither*, are all singular. Of the demonstratives, *this* and *that* are singular, *these* and *those* plural.

MODEL FOR PARSING.—“James wrote *this* letter.” “This” is a dem. adj. pron., belonging to “letter,” according to R. X. (Quote), and is singular to agree with it, according to Obs., R. X. (Quote.)

NOTE 1.—In parsing any other adjective pronoun, except the distributives and indefinites, the last part of the Model must be omitted.

NOTE 2.—In case the noun is omitted, supply it, as you do in parsing adjectives and articles.

EXERCISES.—Parse the Adjective Pronouns in the following sentences :

That style of dress is more admired by some than this. Let each lady indulge her own taste.

Those who go to war must expect to suffer many privations ; some will die, and others lose their limbs.

Every station in life has its cares.

REVIEW EXERCISE.—Parse the other Pronouns, the Nouns, Adjectives, Articles, and Verbs in the foregoing sentences.

RULE XI.

A PARTICIPLE BELONGS TO THE NOUN OR PRONOUN WHICH IT QUALIFIES.

MODEL FOR PARSING.—“James, *having written* a letter, sent it to the Post-office.” “Having written” is a compound perfect participle, active voice, of the irr. trans. verb “to write” (write, wrote, written), and belongs to “James,” according to R. XI. (Quote.)

EXERCISES.—Parse the Participles in the following sentences :

Having been engaged all day, he felt fatigued.

The fire breaking out in the night, and the night being dark, the house was destroyed, the inmates barely escaping with their lives, with their clothing scorched, and some with limbs broken or bodies mutilated.

Thomas being employed at his studies, his attention could not be diverted by the sports of the younger members of the family ; but, having completed his lessons, he looked on their sports delighted, and he even joined in them with pleasure.

REVIEW EXERCISE.—Parse the Nouns, Pronouns, Articles, Adjectives, Verbs, and Prepositions in the foregoing sentences.

Observation 1.—The participle is sometimes used as a noun and a participle at the same time.

EXAMPLE.—“Reading bad books is injurious.” “Reading” is the subject of the verb “is,” and therefore is used as a noun. But “books” is in the objective case, and is governed by “reading,” and therefore “reading” is also a participle. In such cases, parse the participle as if it were a noun in the neuter gender, third person, singular.

EXERCISES.—Parse the Participles in the following sentences :

He earned a scanty support by picking rags.

The officer arrested him for having broken a window by throwing a stone.

William’s violating the rules caused his expulsion from school.

Having concealed his fault made it worse.

REVIEW EXERCISE.—Parse the Nouns, Pronouns, Articles, Adjectives, Verbs, and Prepositions in the foregoing sentences.

Observation 2.—The participle is sometimes used as a noun merely.

NOTE.—When so used, parse the word simply as a noun in the third person, singular, neuter gender.

EXERCISES.—Parse the Nouns with participial endings in the following sentences:

He taught reading, writing, and arithmetic.

Travelling in winter is not so pleasant as it is in other seasons.

Avoid foolish talking and jesting.

The painting of the house was done in the best manner.

Observation 3.—The participle is sometimes used simply as an adjective.

NOTE.—When a participle is so used, call it a participial adjective, and parse it as any other adjective. A participle becomes simply an adjective, when it no longer expresses any idea of time, or governs a noun in the objective case.

EXERCISES.—Parse the Participial Adjectives in the following sentences:

He attended the funeral of his deceased friend, and saw his broken-hearted mother's tears falling over the corpse of her dear departed son.

The fool's voice is compared to sounding brass or a tinkling cymbal.

The mocking bird excels all American singing birds in its power of mimicking the warbling of the feathered tribes.

RULE XII.

AN ADVERB BELONGS TO THE VERB, ADJECTIVE, OR OTHER ADVERB WHICH IT QUALIFIES.

MODEL FOR PARSING.—“James wrote a letter *hastily*.” “*Hastily*” is an adv. in the pos. deg. (*hastily*, *more hastily*, *most hastily*), and belongs to the verb: “wrote,” according to R. XII. (Quote.)

EXERCISES.—Parse the Adverbs in the following sentences :

Economy, prudently conducted, is the safeguard of many virtues.

Live temperately.

She is particularly beautiful.

The most cautious are often deceived.

REVIEW EXERCISE.—Parse all the other words in the foregoing sentences.

Observation.—The adverbs, *NAY*, *NO*, *YEA*, *YES*, expressing simply affirmation or negation, contain in themselves a complete sense, and do not belong to any verb.

RULE XIII.

THE INFINITIVE MOOD IS GOVERNED BY THE VERB, ADJECTIVE, OR NOUN ON WHICH IT DEPENDS.

EXAMPLES.—“He delights *to tease* his companions.” Here, “*to tease*” depends on the verb “*delights*.” That is the word with which it must be connected in order to make sense.

“His time *to die* had not yet come.” In this example, “*to die*” depends on time.

“He was too stupid *to learn*.” Here, “*to learn*” depends on an adjective.

MODEL FOR PARSING.—“James tried *to write* a letter.” “To write” is a trans. verb, irr., act. v., inf. m., pres. t., and governed by the verb “tried,” according to R. XIII. (Quote.)

EXERCISES.—Parse the Infinitives in the following sentences:

The Christian expects to go to heaven.

- The sinner was not ready to die.

He was too scurrilous to be tolerated in decent society.

The President was to have been inaugurated on last Friday.

She seemed to love her child, and yet she was seen to treat it badly.

REVIEW EXERCISE.—Parse all the other words in the foregoing sentences.

Observation.—“To,” the sign of the infinitive, is omitted after the verbs *bid, dare, need, make, see, hear, feel, let,* and some others.

NOTE.—When these verbs are in the passive voice, the infinitive after them usually retains the “to.”

EXERCISES.—Parse the Infinitives in the following sentences

They need not call her. She cannot hear them call.

I dare do anything that is right.

Do what I bid you do, and let me see it done quickly.

It is the difference of their conduct which makes us approve the one and reject the other.

REVIEW EXERCISE.—Parse all the other words in the foregoing sentences.

RULE XIV.

A CONJUNCTION CONNECTS THE WORDS OR SENTENCES BETWEEN WHICH IT STANDS.

MODEL FOR PARSING.—“James *and* John are brothers.” “And” is a conjunction, connecting “James” and “John,” according to R. XIV. (Quote.)

EXERCISES.—Parse all the Conjunctions in the following sentences :

Forget the faults of others, and remember your own.

Study universal rectitude, and cherish religious hope.

Practise humility, and reject everything in dress, carriage, or conversation, which has any appearance of pride.

If you do these things, you shall never fail.

REVIEW EXERCISE.—Parse all the other words in the foregoing sentences.

INTERJECTIONS.

NOTE.—In parsing an Interjection, all that is necessary is to tell what part of speech it is.

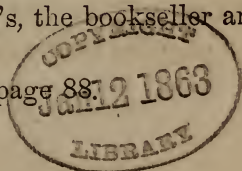
MISCELLANEOUS EXERCISES IN PARSING.

A sound mind and a sound body are the requisites for complete success.

His father refuses to see him since he refuses to make amends for his misconduct.

He bought a book at Butler’s, the bookseller and publisher.

Parse also the sentences on page 88.



THE HISTORY OF THE

ROYAL SOCIETY OF LONDON
AND THE
ROYAL SOCIETY OF EDINBURGH

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[The text on this page is extremely faint and illegible due to low contrast and blurring. It appears to be a continuous block of text, possibly a letter or a page from a book, but the specific words and sentences cannot be discerned.]

