THE

HIGH SCHOOL

PHILOTAXIAN GRAMMAR,

BEING A

CONCISE AND LUCID GUIDE TO A KNOWLEDGE

OF THE

ENGLISH LANGUAGE;

CONTAINING

A New and Comprehensive System of Parsing, and a Complete Order for Correcting False Syntax; and Exhibiting the Cases of Nouns and Pronouns, and the Moods and Tenses of Verbs on a New and Systematic Arrangement.

DESIGNED FOR

SCHOOLS AND PRIVATE LEARNERS.

BY SAM'L L. HOWE.

"True criticism is a liberal and humane art. It is the offspring of good sense and refined taste. It aims at acquiring a just discernment of the real merit of authors."

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PREFACE.

There is perhaps no science so badly presented to the minds of children, and in which teachers and pupils succeed so poorly as that of their own language. For this there must be some reason, and it becomes those who are interested in the education of children and youth to ascertain and apply the remedy. The difficulty will doubtless be found to exist, both in the *matter* presented, and the *manner* of presenting it.

Naturally, children like to learn almost every thing, but especially language. The learning of that indeed constitutes their chief business during the earlier periods of life. How eagerly they grasp a new idea and the word that denotes it, and a new thought, and the words and the arrangement of the words that express it. This eagerness to learn soon wanes under the common but very faulty manner of presenting the subject of grammar, and if this method is continued, as it usually is, all interest in the matter soon ceases. Under the imperfect, false, disjointed, and unnatural method usually adopted, students become dull, listless, and stupid, and teachers, discouraged; and, consequently, little advancement is made, and little real knowledge, acquired.

Neither authors, teachers, parents, nor pupils seem to understand the object to be attained. The study of grammar is really the study of language, and, when the subject is properly presented, it is pleasant and delightful, not only to children, but to all others.

We use language to express our thoughts, and to attempt to teach it without teaching what its different parts do express, seems to be the height of folly, and yet, this is what all grammars now extant attempt to do.

In order to show what is meant by an imperfect, unnatural, a false, and disjointed method, without teaching what the different parts express, a few words will be parsed according to one of the *latest* authors with whom most other authors agree, in their careless, absurd manner of parsing; and afterwards the same words will be parsed as the author of this work believes they should be parsed, and as he knows, so in accordance with truth, that both the matter and manner, are pleasantly learned and quickly understood, even by children.

"He attempted to ascend the mountain." (When?) **To ascend** is a verb; it is a word which expresses being, action, or state: (which?) (of what?) *regular;* it forms its past tense and perfect participle by adding *ed: principal parts* are pres. *recite*, past *recited*, perfect participle recited: *transitive;* it requires the addition of an object to complete its meaning: active voice; it represents the subject as acting: *common form*, it represents a customary act: *infinitive mode;* it expresses action, being or state, without affirming it: *present tense;* it denotes present time: object of "attempted:" Rule VI.

This is the latest style with which all authors essentially agree. The author of the following pages, deems this lengthy rigmarole, which requires so many colons and semicolons, imperfect, disjointed and absolutely false so far as the *kind* of verb, the *tense* of the verb, and the *cor-*

rect parsing of the verb is concerned. *To ascend* does not require an *object* to complete its meaning; that depends altogether on how it is used. "He desired *to ascend* to the top of the steeple," is good English, yet *to ascend* needs no object to complete its sense. *To ascend* is, therefore, not transitive, for that reason; but because it is so used as to have an object *mountain*. It certainly can not be present tense till the definition of *tense* and *present* tense is changed. *To ascend* is not correctly parsed either as a verb, noun or substantive, but as a kind of mongrel mixture of each. In this sentence it performs two offices, one of a verb, and the other of a noun; and, if parsed correctly, it must show in parsing, these two offices clearly and distinctly. Let the verb *to ascend* now be parsed as reason and common sense seem to teach. **To ascend** is a regular transitive verb, signifying *to go up;* and *infinitively* (in the manner of the infinitive mood,) expresses the *past* action of *he*, to which it refers, according to Rule 7th. "The infinitive mood refers to some noun or pronoun expressed or understood" (as its subject). *To ascend* is now completely parsed in its office as a verb. Let it now be parsed as a phrase, in its office as a noun. "*To ascend the mountain*" is an infinitive substantive phrase; and in the neuter gender, third person singular number, is the object of the transitive verb *attempted*, by which it is governed, according to Rule 3d. "Transitive verbs govern the objective case." The verb *to ascend* and the phrase *to ascend the mountain*, have now been fully and completely parsed, and there is nothing more to be said about them.

To parse this verb as here recommended, giving its definition, what it expresses and of what it expresses it, omitting the parenthesis which is not used in parsing, and the rule, requires but two lines; whilst the method condemned, requires seven lines, without giving the definition of the verb, the rule, whose act the verb expresses, or the correct time of expressing it. To parse both the verb and the phrase correctly requires but five lines, whilst to parse neither the one nor the other fully and correctly, requires nearly eight. The advantage then is greatly in favor of the correct, simple, natural method.

If students cannot distinguish the *kind* of verb, and its mood, tense, person and number, by the time they are required to parse the verb, the author would recommend that they review immediately.

Take another example: "Every diligent boy received merited praise." This author, and from him know *id omne genus*, says, that *every* represents objects taken separately, and belongs to *boy*. Let any one think for a moment, concerning the office of *every*, and he will see, that it does not represent any object whatever, and does not belong to *boy*. Its office is not representative, but distributive, not of *boys*, but of *diligent boys*. By distributively limiting, it causes the assertion to be made of each *diligent boy* separately, till all the *diligent boys* are taken, of each of whom the assertion is made; and if parsed correctly, it would be parsed in the following manner, by any student, who is qualified to parse it. *Each* is a definitive adjective, and distributively points out and limits the expression, *diligent boy*, to which it belongs, according to Rule 11th. "Adjectives belong to nouns, pronouns, substantives, or adjectives." In this sentence *diligent boy* is a substantive, being defined by an adjective.

These examples taken from one of our latest grammars are by no means extreme or exceptional. There are many, *very* many, equally absurd and incorrect, and to exhibit them all would require a book as

large as the grammar itself. Let any one that thinks critically, take the following statements, taken from the same grammar, and reconcile them if he can. "Tense denotes the *time* of an action or event." "The Present Tense denotes present time." "The *present subjunctive* implies future time." "The *present potential* implies either present or future time." The *present imperative* is future in regard to the act or state." "The *past subjunctive* . . . . . represents present time." If tense means time, which no linguist will deny, the most liberal construction that can possibly be given to the preceding extracts, is that the *present time* implies *future time*, and the *past time* represents *present time*. This is confounding time with a vengeance. The attempt to explain the first error committed, only makes confusion worse confounded. When a verb expresses future time, why not teach pupils to parse it in the future tense? Why attempt to make them believe, that *present* means *future*, and *past*, *present?* Why not stop such teaching at once?

If children and youth were taught "to seek for truth as for hidden treasure," they could never be persuaded to receive many of the erroneous statements published in our grammars. It is not, till their ideas are confused and their reason is impaired, that they are even now thoughtlessly brought to acquiesce in these absurdities. This practice of endeavoring to teach what is so manifestly contrary to common sense, will as certainly cause a pupil to lay aside his reason and judgment as any given cause will produce a certain effect.

In the sentence, "If I were ready I would go," and in thousands of others like it, if we parse as our grammars teach, we are obliged to parse *were* and *would go* in the *past* tense, although it is evident to the weakest capacity, that the former plainly expresses *present* time, and the latter as clearly denotes a *future* action.

Again, in the sentence, "Go and invite your teacher to come and dine with us to-morrow," and in others like it, we are taught by this author and generally by all other writers on grammar, that the four verbs all express an action, that is now (at the time of speaking) taking place, which involves the pleasant inconsistency of performing four distinct actions, at once, no two of which can be performed at the same time, and two of which, must be performed, if performed at all, to-morrow.

No wonder, that grammars which teach such falsities, and teach them in such a round about and contradictory way, are deemed unfit to be placed in the hands of children; but are they any better fitted for minds mature? Some, of course, become grammarians, though hampered and burdened by this system, because, such is their mental acumen, and perseverance under difficulties, that they would successfully accomplish their purpose, under any system, or in spite of any system. Few, however, after having studied the subject for years, become accomplished grammarians, or even fairly understand their own language, or know how to use it correctly; not on account of any fault in themselves, but purely on account of the false and discordant manner of presenting and unfolding the subject, by authors and teachers. Truth, and truth alone, should be taught in all sciences, and so taught that the learner may be led to discover it himself. This the author professes to teach in the following pages. This system professes to teach language in its true nature and principles, as well as in its arbitrary rules and constructions. So naturally and thoroughly does it do this, so gradually and almost imperceptibly is the mind led to deep and penetrating thought, that pupils,

during recitation, frequently suggest ideas, which, to those unacquainted with the system, would seem to be beyond their utmost stretch of intellect. So gently and easily is the learner led on in his investigations, that before he is aware, he has arrived at conclusions, which astonish his teacher, and at the same time afford much pleasure and gratification to himself.

As the most simple things are generally the most useful, the simple practice of giving during recitation the definitions of the two most importants parts of speech, throws around the grammar class a charm of usefulness, which is exceedingly pleasant both to pupils and teacher.

The method of parsing adopted in this work naturally leads the student to correct, by his own force of reason and power of judging, all errors, that have by mistake or a careless manner of thinking found a place in our grammars, and also leads him to speak carefully and truly, when he speaks at all, in recitation. No one can possibly parse as he is taught in grammars generally, so long as he adheres to the order of parsing used in this book. The order itself will lead him to reject the error taught.

No science can be successfully taught or learned without order and method, and, on this account it is believed, that the models or orders for correcting false syntax, which form a part of this system of grammar, will very materially lessen the labor of teachers, and greatly assist pupils in acquiring a correct and thorough knowledge of the proper construction of sentences.

After an experience of more than thirty years in teaching, illustrating and unfolding the principles laid down in this work, the author is satisfied, that there are few, if any, that are not entirely defensible, against any attacks that can be brought against them. In schools where this system has been taught, scholars have uniformly ranked very much higher than in other schools, and, in no case, has a teacher who has thoroughly mastered its principles, and taught them according to the method recommended and modeled in this work, been known to abandon the work and substitute another.

Such being the fact, the author feels it to be his duty, as well as his privilege to present the work to the public, having no doubt of its being generally adopted, wherever and whenever it shall be known, examined and thoroughly tested. This remark may be thought extravagant, but it should be remembered, that it is made after a very successful trial of the system, in the school room, by the author and others, during a period of more than thirty years. Whether it will ever be known, examined and tested, by few or by many, depends very much on the ability of wealthy publishing houses to force *their* books into the school room, to the exclusion of others, whose chance of admission, must rest solely on their merits.

In the order of parsing, the treatment of the adjective, the development of the verb in its moods and tenses, and in the manner of correcting errors in syntax, the author claims superiority over all other systems. Especially is this system, both in matter and manner, adapted to the use of private learners and foreigners.

In conclusion, the author deems it proper to say, that the materials for this work have been collected from all the sources within his reach; and he here acknowledges the labors of those authors, from whom he has derived assistance.

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NOTICES AND RECOMMENDATIONS.

From the many Notices and Recommendations received, we select the following, chiefly those from professional and eminently successful teachers.

From Prof. Augustus B. Patton, Henderson Co., Ills.

Experience in teaching has taught me the want, in our schools, of a system of instruction in the science of the English Language which will render the study of Grammar attractive as well as instructive. These qualities are happily combined in the present work, and practicability is so united with theory that beginners are led from first principles, by easy and gradual ascent to a clear understanding and application of the highest and most abstruse principles of our language. Past success in teaching, has demonstrated, beyond a doubt, that the Philotaxian Grammars (both Primary and High School) are superior to all others in conciseness, clearness, and comprehensiveness, and I most heartily recommend them, to the unprejudiced consideration of all laborers in the cause of education.

From Prof. Wm. N. McFarland, Mt. Pleasant, Iowa.

I have used your work on English Grammar both as a student and a teacher, and take pleasure in recommending it as one of more than ordinary merit. It contains all that is requisite to a thorough knowledge of the English Language, unencumbered by the unnecessary profuseness found in most grammars. Wherever the Philotaxian Grammar has been introduced and fairly tried, it has never to my knowledge, been superseded by any other. Its superiority is especially shown, in the author's method of illustrating the cases of nouns and pronouns, in his true and systematic arrangement of the Moods and Tenses of Verbs, and in the complete Models and Rules for Parsing and correcting False Syntax.

From the St. Louis Herald, September, 1870.

The author presents the grammatical construction of the English Language in a plain and lucid manner which at once captivates the learner, and renders the study of grammar easy, pleasant, and profitable. The leading features of this work, are its perfect system, its clear and concise Rules and Models for parsing and correcting False Syntax. In these respects, it is doubtless superior to any other grammar of the English Language. It is a notable fact that Prof. Howe's method of teaching grammar has always received the highest commendation of both teachers and scholars wherever the system has been introduced and that the limited editions of his work heretofore issued have not supplied the demand. In view of these facts, the friends of the system will wait with a degree of impatience for the completion of the plates, which will make it possible at all times, to supply the demand.

[CONTINUED ON 4TH PAGE OF COVER.]

INTRODUCTORY EXERCISES.

Language is any means of communicating *thoughts* and *feelings*. Deaf and dumb persons and inferior animals communicate their thoughts and feelings by means of signs and the expression of the countenance. Other persons use spoken, written or printed language to communicate their thoughts and feelings to one another.

The people of the United States generally use the **English Language** in speaking and writing, and it is this that we are studying, when we study English grammar. Our language consists of *words*, *phrases*, *clauses*, and *sentences*.

We use **words** to denote or signify something, and generally to tell something of something else. **Phrases** and **clauses** are chiefly used to tell something of something else. WORDS, PHRASES and CLAUSES denote ideas, and express imperfect or partial thoughts. **Sentences** express full and complete thoughts.

A SENTENCE may contain a clause or more than one, and a *phrase* or more than one; but it must always contain at least *two words*, one of which must be the *subject*, and the other the *predicate*. The **subject** is *that* of which something is said or asserted; and the **predicate** is *that* which is said or asserted of the subject.

A PROPOSITION is the correct combination of a subject with its predicate. A SENTENCE expresses an *independent* proposition, making *complete* sense of itself. A **clause** expresses a *dependent* proposition, making *incomplete* sense in the sentence in which it is used. It is chiefly used to tell something of another proposition, or some part of it.

A PHRASE is two or more words rightly put together, not making a proposition, but forming an expression, which is chiefly used to tell something of something else.

LETTERS are the elements of *syllables;* SYLLABLES are the elements of *words*. WORDS are the elements of *phrases*. WORDS and PHRASES are the elements of *clauses*. WORDS, PHRASES, and CLAUSES are the elements of *sentences*. Every question that can be asked about a sentence, may be answered by a word, phrase, or clause.

We use these two words, "*walks*" and "*John*," in this order: "John walks." What have we formed? A *proposition*. What else? A *sentence*. Why? *Because these two words thus arranged express a proposition, that makes complete sense, and such a proposition is a sentence.* Of whom is something said? Of *John*. What is said of John? He *walks*. Which is the subject? *John*. Why? *Because it is that of which something is said or asserted.* Which is the predicate? *Walks*. Why? *Because it is that which is said or asserted of the subject John.* For what is "John" used? *To name a person and to perform the office* of a subject. For what is "walks" used? *To express what is said of John, or tell what John does.*

This sentence is composed of *words* and is *full* and *complete*, if it expresses all we wish to say about *John*. But suppose we wish to tell *where* John walks,—can you add a *phrase* that will do this? Yes. What is it? *In the garden.* How do you know this is a phrase? *Because it is two or more words rightly put together, containing neither subject nor predicate, and tells "when."* It is the *phrase* that tells "*when*," and not any of the words in the phrase. The words IN, THE and GARDEN, are *elements* of the phrase, and the *phrase* is an *element* in the sentence. Can you add a *clause*, and make it tell "*when*" John walks? *Yes.* What is it? *When the sun shines.* How do you know this is a clause? *Because it is a proposition, having* **sun** *for the subject and* **shines** *for the predicate, and tells "when" John walks.* The *clause* itself is an *element* in the sentence, and the *words* in the clause are *elements* in the clause.

The sentences, "John walks," "John walks in the garden," and "John walks in the garden when the sun shines," are each full and complete; each succeeding one expresses more than the one preceding. We use *sentences* then to express *exactly, fully* and *completely*, what we think. We learn from this, that *words, phrases* and *clauses* are lively things, and act very much like boys and girls, constantly telling something about one another. Read the following sentence:

"John and James are happy, because they are good."

Of whom is something said? Of *John* and *James*. What then is the subject? *John* and *James*. Why? What is said of "John and James?" They *were happy*, &c. What then is the predicate? They *were happy* &c. Why? For what is "*and*" used? *To join together "John" and "James."* For what is "*happy*" used? *To describe "John and James," by telling in what state or condition they are.* For what is the clause, "*because they are good*" used? *To tell why they are happy.* For what is "*because*" used? *To join the clause to the principal part of the sentence, and make the clause tell "why" John and James are happy.* For what is "*they*" used? *To represent "John and James" and become the subject in the clause.* What is the predicate in the clause? *Are good.* Why? *Because it is that which is said of* **they**, *meaning* **John** *and* **James.** For what is "*are*" used in each proposition? *To denote existence and make the assertion.* **'Are'** makes "*happy*" and "*good*" tell something of "*John* and *James*," and, on this account, it is called in logic the **copula,** because it is the *connecting, binding* power between what is spoken of, and what is said of it. The **copula** is always, *is, are, was, were, have been, had been*, or some other form of the verb *to be* or its equivalent. For what is "*good*" used? *To tell what quality or attribute belongs to* **they**, meaning "*John* and *James*," which causes them to be happy; and, for this reason, words predicated like "*happy*" and "*good*" are sometimes called **attributes.** Every proposition is said to consist of a *subject, copula* and *attribute*. The *attribute* is the word that is ascribed or *attributed* to the subject. It is the adjunct of the subject, and the real predicate.

The copula and attribute are said to make the predicate. They are frequently contained in one word; as, "Birds fly."=Birds are flying. "Trees grow."=Trees are growing. "Snow falls."=Snow is falling. *Are* and *is* are copulas, *flying, growing* and *falling* are attributes or predicates, and "fly," "grow," and "falls" contain each both the copula and attribute or predicate. A proposition really consists of a *subject, copula*, and *predicate*, and of nothing else.

In the preceding sentence we have seen that one assertion can be made of two or more persons or things; in the next, we shall see that two or more assertions can be made of one person or thing.

"During the night, whilst the rain was falling, the cow entered the garden, and destroyed the corn that was growing there." What is the principal or independent proposition? *The cow entered the garden and destroyed the corn.* Why is this the principal proposition? *Because it is the only proposition in the sentence which makes complete sense of itself.* What is the subject? *Cow.* Why? What is the predicate? *Entered the garden, &c.* Why? For what is *cow* used? *To name the animal that entered, and make it perform the office of a subject.* For what is *entered the garden, and destroyed, &c., used?* *To tell what the cow did.* For what are the phrase, "*during the night,*" and the clause "*whilst the rain was falling*" used? *To tell when the cow entered, &c.* Why is "*during the night*" a phrase? *Because it is two or more words rightly put together, not making a proposition, and tells "when."* Why is "whilst the rain was falling" a clause? *Because it is the correct combination of a subject* '**rain**' *with its* predicate '**was falling.**' Which word is the copula? *Was.* Why? *Because* **was** *is the word that makes the assertion, binds the subject and predicate together,* and makes the predicate "*falling*" assert or tell something of its subject "*rain.*" In this sentence it makes "*falling*" tell *what* the rain was doing. For what is "*during*" used? To make the other words in the phrase joined with itself tell *when* the cow entered, &c. For what is "*whilst*" used? *To make the clause* of which it is a part tell "*when.*" For what is the clause "that was growing there" used? To tell the state or condition of the corn before the cow destroyed it. For what is "*that*" used? *To be the subject of "was growing" and make the clause tell the condition of the corn.* How do you know this is a clause? *Because it is the correct combination of the subject* "**that**" meaning *which corn, with its predicate* "**was growing,**" *and tells the state of the corn.* What is the use of "*there?*" *It tells "where" the corn was growing,* meaning *in that place, referring to garden.*

"He looked upwards at the rugged heights that towered above him." Can you see a word representing the person that looked? *He.* Can you see a word telling what "*he*" did? *Looked.* What word tells in what direction he looked? *Upwards.* Can you find a *phrase* telling at what he looked? *At the rugged heights.* Can you find a *word* telling *what kind of? Rugged;* it tells *what kind of* heights. Can you see a *clause* telling what? *That towered above him;* it tells *what* heights. Can you find the *word* that makes it do this? *That.* (What does *it* represent in the last question? *The clause.*) How does "*that*" make its clause tell "*what?*" *By its power of referring or relating back to "heights,"* thus causing its clause to tell *something* about "heights." Do you see a *phrase* telling *where? Above him*; it tells *how high* (indefinitely) the heights towered or soared.

"Nothing stirred within their silent depths." Can you see a phrase that tells something about "*stirred?*" *Within their silent depths.* What does it tell? *It tells "where."* What word makes it tell "*where?*" *Within.* How? By its power of showing relation, thus causing its phrase to tell "*where.*" Would the phrase be complete without "depths?" No. Omit *within*,—and what will "depths" tell? It will tell '**what**' *nothing* stirred.

"Ships were drifting with the dead to shores, where all was dumb." What is the subject? What is the predicate? Can you see a word that tells something about "*ships?*" *Drifting.* What does it tell? *It tells what the ships were doing.* What word makes it tell this? *Were.* How? By its power of affirming its predicate "*drifting*" of its subject "*ships,*" thus causing "drifting" to tell something of "ships." Can you see a phrase that tells something about "*drifting?*" *With the dead.* What does it tell? It tells "*how*" or "*in what manner;*" they were drifting, burdened with the dead or in company with the dead, or both. We do not exactly know what the author means. What word makes it do this? *With.* If "*with*" were omitted would it do this? No. What would it do? It would tell '**what**' the ships were drifting. What other phrase in the sentence? *To shores.* What does it tell? It tells *where* they were drifting. (What does "*they*" stand for in this answer? *Ships.*) What word makes the phrase, "*to shores*" tell *where? To.* How? By its power of showing relation between "*shores*" and "*drifting,*" thus causing its phrase to tell "*where.*" Would it do this if "*to*" were omitted? No. What would it tell? *Nothing.* Can you see a *clause* that tells something of something else? *Where all was dumb. Of* what and *what* does the clause tell? It tells of "shores" and tells *what kind of* shores; they are *silent* shores, because everything there was dumb. What is the subject in the clause? *All.* What is the predicate? *Dumb.* Of what does '*dumb*" tell? *All.* What does "all" *mean? Everything.* What word, makes "dumb" tell something of "*all?*" *Was.* How? By its power of affirming its predicate "dumb" of its subject "*all,*" thus causing "dumb" to tell something of *all.* What is *was? The copula.* What is the copula? It is the word or words that unite the subject and predicate by a power that causes the predicate to tell something of the subject.

It is much more difficult for children and youth to see clearly and comprehend fully the *use* and *office* of words, especially *such* words, as the **copula,** and *introductory* words to phrases and clauses, than it is to understand the use, force, and office of the phrases and clauses themselves.

Teachers of judgment and skill will ask such questions only, as their pupils can comprehend; but as the minds of students grow stronger, and their knowledge increases, instructors can make their questions more difficult to be answered, and so continue, till the whole subject has been mastered.

Similar questions to those above should be asked and answered, till learners become proficient; after that, each student can take a sentence, and tell what he knows about it, without being led by questions.

"An eminent doctor was employed by a poor man to attend his son, who was dangerously sick." *An eminent man* is the logical subject, and *was employed, &c.*, is the logical predicate. Every proposition consists of but two parts, the subject and predicate. Whatever does not belong to the subject belongs to the predicate. The grammatical subject and predicate are the logical subject and predicate without their adjuncts. An **adjunct** is whatever is added to tell something of something else.

A and **eminent** are **adjuncts** of "*doctor,*" and "*doctor*" without them is the ***grammatical subject.*** "*By a poor man*" and "*to attend his son who, &c.,*" are **adjuncts** of **"was employed,"** and "*was employed*" without them, is the ***grammatical predicate.*** **A** tells indefinitely "*what*" doctor, and *eminent* tells *what kind of* doctor.

The phrase "*by a poor man*," tells, *by whom* the doctor was employed, and the phrase "*to attend, &c.*," tells, *for what purpose*, a doctor was employed. The clause, "*who was dangerously sick*," is an **adjunct** of "*son*," because it tells his state or condition. "**Who**" closely connects its clause with "*son*," and makes it tell something about "*son*." *What* does it tell about "*son?*" **Doctor was employed** is the ***grammatical unqualified proposition.***

There are many words and phrases in our language that connect by their *power of showing relation*, and, on this account, cause teachers and pupils some trouble, or they pass over them without clearly understanding their office, or *how* they perform it. "I will go *as soon as* he returns." What is the exact office of the phrase "*as soon as?*" Certainly, not merely to *connect* the other part of the clause to the principal proposition, but to connect it in *such a way*, and with *such a power*, as to cause the whole clause to tell "*when*" I will go.

"He went from Rome to London." Leave out the relating words "*from*" and "*to*," and observe the effect. He went Rome London. There is now no *relation* expressed between "*Rome*" or "*London*," and the proposition "*He went.*" Restore them, and "*from*" will cause its phrase, "from Rome," to tell "*whence*" he went, and "*to*" will cause its phrase, "to London" to tell "*whither*" he went. There is perhaps no better method to induce pupils to observe closely, and reason accurately, in the study of language, than occasionally to request them to leave out a word, phrase, or clause, and mark the result; and afterwards require them to restore it, and observe critically the great difference in the meaning of the sentence. In this way they will soon see and appreciate the *use*, *force*, and *office* of these elements, and no study will be *more pleasant* than the study of **English Grammar.**

The principal object of these introductory exercises, is, to impress upon the minds of teachers and pupils the truth, and cause them to see it clearly, that words, phrases, and clauses, are the real elements in a sentence, and not words only, as is usually taught. By a proper and skillful use of these, we may express all our thoughts exactly as we conceive them.

Other exercises like those above, might, perhaps, be given with profit, but neither time nor space will permit. Skillful, thorough teachers will, doubtless, supply them. The following sentences may be used for this purpose, concerning the *elements* of *which*, questions similar to those preceding may be asked, or any others, in any conceivable, familiar way, in order to enlist the attention of pupils, and lead them to see and appreciate the nature, power, and office of *words*, *phrases* and *clauses*, in the construction of sentences.

The house stands on the hill. Mary's brother escaped during the flight. The girls departed, whilst the rain was falling in torrents. The house, that stands in the valley, was struck by lightning. George, who is industrious, whilst other boys are idle, improves rapidly. Towards night, the teacher walked over to the cottage, where his little friend lay sick. The tracks of the panther, which had been prowling about, were seen in the snow. Not many generations ago, where you now sit, the rank thistle nodded in the wind, and the fox dug his hole without fear.

LANGUAGE.

This *artificial* method of communicating thought, both by speaking and writing, is now carried to a very high degree of perfection. ***Language*** has become a vehicle, by which the most delicate and refined emotions of one mind, may be transmitted to another. Not only are names given to all objects around us, and all the various relations and differences of these objects distinctly marked: but the invisible sentiments of the mind are accurately described; the most abstract notions and conceptions, are rendered intelligible; and all the ideas which science can discover, or imagination create, are made known and distinguished. In the hands of one who can employ it skilfully, language has become an instrument of *wonderful* power. In the figures which it uses, it sets mirrors before us, in which we may behold objects a second time, in their likeness. Though figures of speech always imply some departure from simplicity of expression, yet we are not thence to infer that they are uncommon or unnatural. They exhibit ideas in a manner more vivid and impressive, than could be done by plain language. They enrich language, and bestow dignity upon style. The figure is the dress; the sentiment is the body or substance. When I say, "A good man enjoys comfort in the midst of adversity," I express myself in plain language. But when I say, "To the upright ariseth light in darkness," the same sentiment is expressed in figurative style; *light* is put in the place of comfort, and *darkness* is used to suggest the idea of *adversity*.

In this state, we now find language. In this state, it has been found among several nations, for many ages. The object has become familiar; and, like the expanse of the firmament, and other great objects that we are accustomed to behold, we look upon it without wonder. But let us reflect upon the feeble beginnings, from which it must have arisen, and upon the many and great obstacles which it must have encountered; and we shall find reason for the highest astonishment on viewing the height which it has now attained. We admire several of the inventions of art; we pride ourselves on some discoveries which have been made in latter ages; we speak of them as the boast of human reason: but certainly no invention is entitled to any such degree of admiration as that of **language.**

It is obvious, then, that writing and discourse are objects entitled to the highest attention. Whether the influence of the speaker, or the entertainment of the hearer is consulted; whether utility or pleasure is the principle aim in view; we are prompted by the strongest motives to study how we may communicate our thoughts to one another with most advantage, and with the greatest pleasure both to speaker and hearer.

GRAMMAR.

Grammar is the *science* which investigates the *principles* of language, establishes its *rules* of construction, and teaches the **art** of using it correctly.

Science is knowledge, properly arranged and systematized. **Art** is the acquired power of practicing what is known.

Language is any means of communicating *thought*, *feeling* or *purpose*. It is either *natural* or *artificial*. **Natural** language is employed by man and inferior animals, and each species understands instinctively its own peculiar means of communication. **Artificial** language consists in the use of words spoken, written, or printed, by means of which mankind express and communicate their thoughts, feelings and emotions. **Grammar** deals only with *artificial* language.

Spoken language is the expression of ideas and thoughts, by *articulate sounds* combined into words, and thence into phrases, clauses and sentences.

Written or **printed** language is the expression of ideas and thoughts by means of *written* or *printed characters* denoting sounds, which combined into words, phrases, clauses and sentences, *represent* the ideas and thoughts intended.

The **principles** of language are *universal* or *particular*. **Universal** principles are common to all languages. **Particular** principles are applicable only to an individual language. The **fundamental** principles of language are *universal*. Hence, if the principles of one language have been completely learned and thoroughly understood, all other languages can be learned and understood with much greater ease and facility.

ENGLISH GRAMMAR.

English Grammar is the **science** which investigates the principles of the English Language, establishes its rules of construction, and teaches the **art** of using it correctly.

It unfolds, elucidates, explains and illustrates the principles of the English Language, and teaches to understand, to speak, and to write it correctly, in accordance with the established practice of the best English speakers and writers.

It treats of letters, syllables, words, phrases, clauses, and sentences; and may be divided into six parts: *Orthography*, *Orthoepy*, *Lexicology*, *Etymology*, *Syntax and Punctuation.*

Orthography and **Orthoepy** treat of letters and the correct method of spelling and pronouncing words.

A **letter** is a character used to indicate an *oral* sound. There are *twenty-six* letters in the English alphabet, which are divided into *vowels* and *consonants*. The letters *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*, are **vowels**. The other letters, and *w* and *y*, when they are sounded before a vowel in the same syllable are **consonants.** The *sound* of a vowel is perfect of itself, made with the vocal organs open, and hence *vowels* are also called *vocals* or *tonics.*

Consonants have no perfect sound of themselves; they are sometimes divided into *sub-vocals* or *sub-tonics*, *atonics* or *aspirates*, *labials*, *linguals*, *palatals*, *dentals*, &c., according to the organs used in making their sound. Aspirates are mere breathings. *L*, *m*, *n* and *r* are called liquids.

Letters are elements of *syllables; syllables* are elements of *words, words* are elements of *phrases; words* and *phrases* are elements of *clauses;* and *words*, *phrases* and *clauses* are elements of *sentences.*

A **syllable** is a letter or combination of letters, uttered with one impulse of the voice; as, *a*, *awe*, *man*, *men o-men*, *man-ner*, *man-ner-ly.*

A **Diphthong** is the union of two vowels sounded together in one syllable, indicating a sound different from the sound denoted by either; as *ou* in loud, *oi* in void, *ow* in now, *oy* in cloy.

A **Digraph** is the union of *two* vowels in *one* syllable, indicating but one elementary sound, denoted by one or the other or by both; as *ea* in meat, *ai* in main, *ee* in creed, *ew* in crew, *ui* in guide, *ua* in guard, *ei* in ceil, *oa* in coal, *ao* in gaol, *uy* in buy, *ue* in sue.

A **Trigraph** or **Triphthong** is the union of *three* vowels in *one* syllable, indicating the sound of a single vowel or diphthong; as *ieu* in adieu, *eau* in beau, *uoy* in buoy, *eou* in conrag*eous.*

There are forty *elementary sounds* in the English language. *Fourteen* are represented by the *five* vowels *a*, *e*, *i*, *o* and *u*. *Oo* represents *one;* as in *books*. *Ch*. *zh*, *sh*, and *ng*, each represent *one*, and *th*, *two*. The others are represented by single consonants. There are *eight* trigraphs, *twenty-seven* digraphs, and but *four* diphthongs representing *two* diphthongal sounds. One letter often denotes the sound of another, and letters are frequently silent; as, *h* in ghost, *g* in gnarl, *k* in knave.

A **word** is a syllable or combination of syllables, used as the *sign* of what is conceived in the mind, by *seeing*, *hearing* or *speaking* it, called an **Idea.** A **word** of *one* syllable is a **monosyllable;** a word of

two syllables is a **dissyllable**; a word of *three* syllables is a **trisyllable**; a word of *four* or more syllables is a **polysyllable.**

Accent is *stress* of voice laid upon a *syllable* or upon *syllables* in a *word*. **Emphasis** is *stress* of voice laid upon a *word* or upon *words* in a *sentence*. *Dissyllables* and trisyllables generally have but *one* accented syllable. Polysyllables usually have two of their syllables accented, and sometimes three. These accents are called *primary*, *secondary* and *tertiary*. Sentences generally contain at least one *emphatic* word, and sometimes many more. Much of the power and beauty of language depends on accenting and emphasizing forcibly and correctly.

A **primitive** word is an original or *radical* word, in no way derived from any other word in the same language; as, *call*, *use*, *man*, *ice*. A **prefix** is the part of a word *prefixed* to the primitive to change its meaning or office; as, *re*, *un*, *dis*. A **suffix** is the part of a word *affixed* to the primitive; as, *full*, *ing*, *less*, *ly*. A **derivative** word is a primitive word with a *prefix* or *suffix*, or *both*; as, *re*call, use*ful*, *re*call*ing* *dis*use, *dis*use*d*, use*less*, *un*man*ly*, *un*man*ning*, *un*man*liness*.

A **simple** word is one that cannot be separated into *two* primitive or derivative words; as, *stove*, *rock*, *ice*. A **compound** word is one that is composed of *two* or *more* primitive or derivative words; as, *penman*, *ice-house*, *ant-hill*, *hill-top*, *Anglo-Saxon*.

Letters, IN FORM, are Roman, *Italic*, Old English, and *Script*. They are used as CAPITAL letters or Lower case or small letters. Much the greater part of written or printed language consists of small letters.

It is proper to begin with a *Capital Letter:*

1. The *first word* of every book, chapter, letter, note, or any other piece of writing.

2. The *first word* after a period, and, if the sentences are independent, the *first word* after a note of interrogation or exclamation.

3. Every *name* or *appellation* of Deity; as, God, Jehovah, Most High, the Almighty, the Supreme Being, Holy One, Providence.

4. *Proper names* of persons, places, months, days, &c., and *words* derived from *proper names;* as, John, Lucy, Horace Mann, London, April, Friday, Greece, Grecian, France, French, the Russians, the English, the Germans, the Greeks.

5. Titles of office, honor, or distinction, and *common* nouns made *proper* in sense, by *personification;* as, Lord Byron, Mr. Brown, Sir Isaac Newton, Judge Story, Dr. Jones, "Come gentle *Spring*, ethereal *Mildness*, come."

6, The *first word* of an example or of a *direct* quotation introduced after a colon ; as, "Temptations prove virtue." "One truth is clear: Whatever is, is right." "He then uttered these words: 'We fall a sacrifice to sloth and luxury.'"

7. Every *noun* and *principal word* in the titles of books, the *first word* in every line of poetry, *generic names* in natural history, *scientific terms*, and *words* or *phrases* used as names of particular objects; as, The Falls, the Eureka, Big Creek.

8. The prououn *I* and the interjection *O* are always capitals. Other words may begin with a capital when they are especially important or remarkably emphatic. In *advertisements*, *showbills*, *signs*, mottoes, &c., the use of capitals is carried to an almost unlimited extent.

REMARK.—*Orthography*, *Orthoepy* and *Lexicology* should be chiefly taught and learned in spelling, reading and elocutionary classes, from spellers, readers, and dictionaries; but should be perfected in the grammar class by requiring pupils either separately or in concert, to spell, pronounce, and define the most important words that claim their attention. Only so much of these three departments are treated of in this place, as is necessary to be used in the further development of the plan of this work.

Etymology treats chiefly of *words*, and **Syntax,** of *sentences;* but they are so involved in each other, that they cannot be entirely separated, and hence, it becomes necessary to treat them, at least partially, together. They constitute the principal part of grammar.

Every statement implies, at least, something spoken **of** and *what is said* of it. The **subject** is that *of* or *concerning* which, something is *asserted, asked,* or *demanded.* The **predicate** is that which is *asserted, asked,* or *demanded* **of** or *concerning* the subject.

The **Copula** is the word or words that unite the subject and predicate of a proposition, *causing* the predicate *to assert, ask* or *demand* something **of** or *concerning* the subject. The **copula** is always *is, was, has been, had been,* or a word or words equivalent. The **copula** and **predicate** are frequently contained in *one* word, and hence, the *two* together are often called the *predicate;* as, "The snow *falls*"=*is falling.* "The wind *blows*,"=*is blowing. Snow* and *wind* are subjects, and *falls* and *blows* are said to be predicates, each containing the copula **is** and the predicate *falling* or *blowing.*

A **proposition** is the correct combination of a subject with its predicate, making either *complete* or *incomplete* sense in accordance with its use.

A **sentence** is a single proposition, or more than one, making complete sense of itself; as, "Cecrops founded Athens; but Columbus discovered America."

A **clause** is a single proposition or more than one, making, in the sentence in which it is used, incomplete sense of itself; as, "I will go, *when he comes.*"

A **sentence** expresses an *independent* or a *principal* proposition, or more than one. A **clause** expresses a *dependent* or *subordinate* proposition, or more than one.

The **Grammatical** *Subject* and *Predicate* are the words necessary to make an *assertion*, *ask a question*, or *give a command*, and no more. The **Logical** *Subject* and *Predicate* are the *grammatical subject* and *predicate* with all their adjuncts.

The *grammatical* subject and predicate are also called the *simple* subject and predicate.

The **elements** of a sentence are the *parts* used in its construction.

The **Principal Elements** of a sentence or clause are the grammatical subject and predicate. **Adjunct Elements** are such as qualify principal elements.

An **Adjunct** is any word, phrase, or clause, used to *limit*, *modify*, or *qualify*, any other word, phrase, or clause.

To **Limit** means *to restrain, to hedge in, to shorten, to cut off, &c.* The word **modify** or **qualify** means *to alter, vary, restrict, enlarge, prepare* or *affect* the *meaning* in any way whatever.

A **Declarative Sentence** is an affirmation; an *Interrogative Sentence* is a question; an *Imperative Sentence* is a command or entreaty; an *Exclamative Sentence* is an exclamatory proposition.

A **Simple Sentence** contains but one principal proposition, and no subordinate proposition. A **Simple Complex** sentence contains one principal proposition and one or more subordinate propositions. A **Compound Sentence** contains two or more principal propositions, but no subordinate proposition. A **Compound Complex** sentence contains *two* or *more principal* propositions and *one* or *more* subordinate propositions.

REMARK.—*Principal propositions* or *Simple complex sentences* in compound sentences, are called *members*. The principal proposition in a simple complex sentence may, for convenience, be called a *principal* clause; but in all other cases, the *word* **clause** should be used to denote a *subordinate* proposition.

A **Phrase** is a correctly formed expression, used in the structure of a proposition, to perform the office of a single word.

A *phrase* can not be a proposition; it is only an element *in* a proposition. *Phrases* and *clauses* may be subjects, predicates, or objects; but they are *most frequently* used to tell *something* of something else.

The *principal phrases*, IN FORM, named from their introductory words, are *Prepositional*, *Infinitive*, *Participial*, *Absolute*, and *Independent*.

An **Expression,** IN GRAMMAR, is whatever is denoted or expressed by two or more words correctly combined, whether taken together, they form a phrase or clause or not; as, "*Old man.*" That "*old man.*" "*That*" points out not *man* only, but the expression, "*old man.*" "A skillful young artist." *A* defines the expression "*skillful young artist,*" and "*skillful*" describes not "*artist*" merely, but the expression "*young artist.*" Neither of these expressions is a phrase or clause, because it does not perform the office of a phrase or clause. *Phrases* and *clauses* perform the *offices* of single words.

Synthesis is the act of combining elementary parts. We can take the words *trees*, *finely*, *thrifty*, and *grow*, and *combine* them so as to make a sentence. Thus: "Thrifty trees grow finely." This is *Synthesis.*

Analysis is the act of separating a combination into its elements. In the sentence above, "*thrifty trees*" is the *logical* subject, and "grow finely" is the *logical* predicate. "*Trees*" is the *grammatical* subject and "*grows*" is the grammatical predicate. "*Thrifty*" is a *word* adjunct of "*trees,*" it tells *what kind of* trees, and "*finely*" is a *word* adjunct of "grow," it tells *how* the trees *grow.* This is *Analysis.*

Every **simple sentence** contains but two logical elements, the *logical subject* and the *logical predicate*, and but two *principal* grammatical elements, the *grammatical subject* and the *grammatical predicate.*

Model for Analyzing the following Exercises.

"Life passes rapidly away." This is a *simple*, *declarative* sentence, because it is a *single*, *independent*, *declarative* proposition. **Life** is both the *logical* and *grammatical* subject, because it is that of which something is asserted, and it is also one of the words necessary to make the assertion, and has no adjunct. **Passes rapidly away,** is the *logical* predicate; it is that which is asserted of the subject, and is also the grammatical predicate with all its adjuncts. **Passes** is the *grammatical* predicate, because it is the *logical* predicate without its adjuncts, and is also one of the words necessary to make the assertion. **Rapidly** and **away** are *word* adjuncts of "*passes.*" "*Rapidly*" tells *how*, and "*away*" tells *where*, life *passes.*

"The large tree which stood in the meadow has fallen." This is a *simple complex*, *declarative* sentence, because it contains a single principal, declarative proposition, and one subordinate proposition. **The large tree which stood in the meadow,** is the logical subject, because it is that of or concerning which something is asserted, and it is also the *grammatical* (simple) subject with all its adjuncts. **Tree** is the grammatical (simple) subject, because it is the logical subject without its adjuncts, and is also one of the words necessary, to make the assertion. **Which stood in the meadow** is a *clause* adjunct, because it expresses a dependent proposition, used in the structure of the sentence to tell something of something else. It tells WHAT *tree* is meant. **Which** (tree) is both the *logical* and *simple* subject in the clause. **Stood in the meadow,** is its *logical*, and **stood** is its *simple* predicate. **In the meadow** is a phrase, because it is a correctly formed expression used in the structure of the proposi-

tion to tell something of "*stood*." It tells *where* the tree stood. **The** and **large** are *word* adjuncts of "*tree*." "*The*" tells *what*, and "*large*" tells *what kind of* tree. **The** (in the clause) is a *word* adjunct of meadow; it tells *what* meadow. **In** joins its phrase to "*stood*" and causes it to tell *where* the tree "stood." **Has fallen** is both the *simple* and *logical* copula and predicate, equivalent to the copula *has been*, and the predicate *falling*. The *unqualified principal* proposition is "*tree has fallen*."

Exercises in Analysis.

Some birds sing sweetly. Flowers bloom, when spring returns. Apples which are ripe, are hanging on the tree. The ground was moistened by rain. William has returned from England. The boy who studies will learn. The rose which is in the garden, is fading. The king's heart is in the hands of the Lord. Will you go, when he returns? Will John stay till Jane returns? Cold, icy winter is approaching. Samuel, who went to Europe, has returned to America. The ice on the lake is melting. Where will you be, when he returns? His letter was written before noon.

Etymology and Lexicology.

Etymology treats of the different *sorts* of words, and of their *properties* and *inflections*. **Lexicology** teaches the *signification*, *derivation*, and correct *application* of words.

Etymology **classes** all the words in the language. It **shows** how words are *inflected* or *changed* according to their use. It **teaches** the *changes* to be made in words in order to convey *correctly* the intended idea. **Lexicology** shows how one word is derived or formed from another, the change of meaning effected by the derivation, and how the underived word and its derivatives should be used. Thus, from **love,** are derived, *lover*, *lovely*, *loving*, *lovable*, *lovingly*, *lovelines*, and the compound words, *love-feast*, *love-knot*, *love-lorn*, *love-sick*, *loving-kindness*. From **skill,** come *skillful*, *skillfully*, *skillfulness*.

REMARK.—When the meaning of words is known, their application is quickly and easily learned. No one will say, "A beautiful REVENUE leads to the Major's dwelling," or, "The AVENUE of the State is a million of dollars," when he understands the meaning of the words he uses.

With regard to their meaning, use, form, and office,—words, phrases, and clauses, are divided into *classes*, called

PARTS OF SPEECH.

Speech as here used means language. Words are the parts of which language is composed. When words are arranged in classes, each class forms a **part** of speech, because these classes embrace every word in the language.

Names form the first class. Words used in the place of names the second. Words used to point out, limit, qualify, or describe the persons or things represented by names or one another, the third. Words used to express the action, inaction, existence, or state of existence of the persons or things represented by names, the fourth. Words limiting or modifying class fourth or one another, the fifth. Words expressing relation, the sixth. Words used to connect, the seventh. Words used in exclamations, the eighth.

The **parts** of **speech** then are eight, and are thus named in order: *Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction,* and *Interjection.*

A **noun** is the *name* of any existence or of non-existence; as, *man*, *house*, *tree*, names of *material existence; faith*, *love*, *thought*, names of *immaterial existence*; *nonentity*, *nothing*, names of *non-existence.*

REMARK.—**Matter** is that of which bodies are composed. It may be *solid*, *liquid*, or *aeriform*. "***Material***" means consisting of matter. "***Immaterial***" means not consisting of matter. Hence the **name** of every *person*, *place*, *thing*, *material substance* or *immaterial essence*, *entity* or *existence*, is a noun. **Noun** means **name**, hence every *name* is a noun.

Nouns are either COMMON or PROPER **names.**

A **Common Noun** is the name of a class, or a name *common* to every one of a class; as, *boy*, *city*, *river*, *town*, *country.*

A **Proper Noun** is the name of an individual person, place, thing, group, or people; as, *John*, *Boston*, *Thames*, *Alps.*

A **Common Collective Noun** is the name of a collection; as, *army*, *school*, *multitude*, *assembly.*

A **Common Abstract Noun** is the name of an abstract quality; as, *goodness*, *cheerfulness*, *hardness*, *brittleness.*

A **Substantive** is any *word*, *phrase*, or *clause*, used to perform the *office* of a noun, as a subject or otherwise.

Ex.—*We* is a pronoun; *a* is a vowel; + is the sign of addition. "*To be a liar* is wicked." The phrase "*To be a liar,*" is used as a *subject*; hence, it is a *substantive* phrase. "Can I forget *that I have been branded?*" "*That I have been branded*" is used as the *object* of the *transitive* verb "*can forget;*" hence, a *substantive.*

Phrases and clauses perform the offices of nouns, adjectives, and adverbs, and, on this account, they are not called a distinct part of speech, though, IN FORM, they constitute a separate class of themselves.

A **Pronoun** is a word used instead of a noun or a substantive.

Ex.—"Jane has *her* book in *her* hand; *she* learns *her* lessons well." "*He* has squandered *his* estate, and *he* now regrets *it*." Regrets *what? That he has squandered his estate.* Therefore "*it*" is a pronoun, used instead of the substantive, "*he has squandered his estate.*"

The words, *I, my, mine, me; we, our, ours, us; thou, thy, thine, thee; he, his him; she, her; it, its; they, their, them; myself, ourselves; himself, herself, itself, themselves; who, whoever, whosoever; one, one's, ones, other's, others, none, former's* and *latter's*, are pronouns.

An **Adjective** is a *word, phrase,* or *clause,* used to *point out, limit, describe, or qualify* a noun, pronoun, or another adjective.

Ex.—"He gave me *these, three, ripe* cherries." "*These*" points out, "*three*" limits, and "*ripe*" describes "cherries." "Jane is a *very good* girl." "*Very*" qualifies "good," telling *how* good, and "*good*" *thus qualified*, qualifies "*girl.*" "*Very good*" is the adjective. "The road *to town*" was obstructed." The phrase "*to town*" points out and limits "*road;*" it is, therefore, an *adjective* phrase. "The habit *of idleness* is dangerous." The phrase, "*of idleness*" describes "habit;" it is, therefore an *adjective* phrase. "The boy who is industrious, will succeed." The clause, "*who is industrious*" describes "*boy,*" it is therefore, an *adjective* clause.

Clauses introduced by "*who,*" "*which,*" and sometimes by "*that,*" "*as,*" and "*than,*" are called ***Relative*** clauses.

A **Verb** is one or more words, used to express, the *present, past,* or *future action, inaction, existence,* or *state* of existence of nouns, pronouns, or substantives.

Ex.—"Charles *walks.*" "The winds *roared,*" "Jane *will return.*" "He *saw* the bird *building* her nest." "The mountains *were covered* with snow." "The book *remained* where we *left* it." "*Walks*" is a verb, because it expresses the *present* action of "Charles." "*Roared*" is a verb, because it expresses the *past* action of "winds." "*Will return*" is a verb, because, it expresses the *future* action of "Jane." "*Saw*" is a verb, because it expresses the *past* action of "he." "*Building*" is a verb, because it expresses the *past* action of "bird." "*Are covered*" is a verb, because it expresses the present *state* or condition of "mountain" "*Remained*" is a verb because it expresses the *past* inaction of "book." "*Left*" is a verb, because it expresses the *past* action of "we."

A ***Transitive Verb*** has an *object* expressed or clearly and properly implied; as, "He *struck* James." "The cat *caught* a mouse."

An ***Intransitive* Verb** has *no object* expressed or properly implied; as, "The grass *grows.*" "The lady *walks* in the garden."

REMARK.—A word is *expressed*, when it is correctly *spoken, written* or *printed;* it is *implied*, or *understood*, when it is *not* expressed, but is clearly needed to complete fully *grammatical* sentence, clause, or phrase.

Ex. 1.—Verbs, AS USED IN LANGUAGE, may consist of *two*, *three*, or *four* words; as, "Boys *studied*," "Men *have studied*," "Children *might have studied*," "Books *might have been studied*." ***Verbs*** used to *assert*, *ask*, *command*, *entreat* or *exclaim*, are called **finite verbs;** all others are called **infinite** or **infinitive** verbs.

Ex. 2.—The ***Infinitive*** and ***Participial Moods*** of verbs are usually called **Infinitives** and **Participles.** ***Infinitives*** always begin with "*to*" expressed or implied, and have two forms; as, *To go*, *To have gone*. *To be loved*, *to have been loved*. ***Participles*** have the five following forms: *Going*, *having gone*, *being gone*, *gone*, *having been gone*. *Loving*, *having loved*, *being loved*, *loved*, *having been loved*.

An **Adverb** is a ***word, phrase,*** or ***clause,*** used to *limit*, *modify*, or *qualify* the action, inaction, existence, state, or assertion expressed by a verb, or the *meaning* of another adverb.

Ex.—"She walks *slowly*." "*Slowly*" is an adverb; it tells "how" she walks. "He will *soon* return." "*Soon*" is an adverb; it tells "when" he will return. "Henry was cured *by taking medicine*." The phrase, "*by taking medicine*" qualifies "was cured;" it tells "how," or "by what means" Henry was cured. "They kneeled, before they fought." The clause, "*before they fought*," qualifies "kneeled," by telling "when" they kneeled; it is, therefore, an *adverbial* clause, or *simply* an adverb.

Ex.—The dividing line between adjectives and adverbs is this: ***adjectives*** *limit* or *qualify* ***nouns; adverbs*** *limit* or *qualify* ***verbs.*** Every ***adjective***, that qualifies *another* adjective, becomes a part of the adjective, that *qualifies* the ***noun;*** and every ***adverb***, that qualifies *another* adverb, becomes a part of the adverb that qualifies the ***verb.*** "This is *fine* weather." "*Fine*" now qualifies "weather," by telling *what kind of* weather. If any other word is made to qualify "*fine*" it becomes a *part* of the *adjective* that qualifies "weather;" hence, *that word* is just as much used to qualify "weather" as "*fine*," itself. "This is *extremely* fine weather" "*Extremely*" now *immediately* qualifies "*fine*," and *mediately* qualifies "*weather*." By ***mediately***, is meant, through the intervention, or *by the means*, of some other word as a ***medium;*** and by ***immediately***, is meant, *directly*, without *such intervention*. This ***medium*** is the ***primary*** adjective, which takes up the ***secondary*** adjective, and, with itself, places it upon the the ***noun***. Has "*fine weather*" exactly the *same* meaning as "*extremely fine weather?*" If not, what word makes the difference? There can be but one answer, and that is the word, "*extremely*." "*Extremely*" is then an adjective, because it *qualifies* a ***noun***, and it makes no difference whether it does this ***mediately*** or ***immediately***. If it qualifies the noun *in any way*, or *by any means*, it is an *adjective*. How *extremely* ridiculous and how *superlatively* mischievous it is then, to call *such modifying*, *preparative words*, which have nothing to do with verbs, ***adverbs***, as all grammars do. It is believed, that students of this work will be better and more truthfully taught.

A **Preposition** is one or more words used *to show* the *relations* existing between *words*, *phrases*, or *clauses*, and is usually placed *before* a ***noun, pronoun,*** or ***substantive.***

Ex.—The knife is *on* the stand or *under* it. "*On*" and "*under*" are *prepositions*, severally showing the relation of *place* existing between the *knife* and *stand*. "He was ruined *by* intemperance. "*By*" is a *preposition*, showing the relation of *cause*, existing between the noun, "*intemperance*" and the *act* of "*being ruined*" expressed by the verb "*was ruined.*" "If you act *according to* these principles you will succeed." "*According to*" is a preposition, showing the relation of

agreement existing between the noun, "*principles*," and the verb "*will succeed.*" The *act* must be in *accordance* with the principles in order to succeed. "He ascended the mountain *very nearly to* its summit." "*Very nearly to*" is a *preposition*, showing the relation of *place*, existing between the noun, "*summit*" and the *act* "of ascending," expressed by the verb "*ascended.*" "My knife is *worth* a dollar." "*Worth*" is a preposition, showing the relation of *value*, existing between the nouns, "*dollar*" and "*knife.*"

The following words, are usually prepositions: *Of, to, for, by, with, in, into, within, without, over, under, through, above, below, between, beneath, from, beyond, at, near, up, down, adown, before, behind, off, on, upon, among, amongst, after, about, against, unto, across, around, amid, amidst, throughout, underneath, betwixt, beside, besides, athwart, toward, towards, except, excepting, respecting, during, touching, regarding, concerning, notwithstanding, past, save, out of, instead of, over against, according to, very nearly according to.*

A **conjunction** is one or more words used to connect words, phrases, clauses, and sentences.

Ex.—"John *and* James are happy *because* they are good." "*And*" connects the nouns, "John" and "James," and "*because*" connects the two clauses, the *principal*, to the *dependent* clause. They are, therefore, conjunctions. These boys must be punished, *inasmuch as* both have been disobedient. "*Inasmuch as*" is a conjunction, connecting the two clauses. The two words, taken together, are equivalent to "because."

The conjunctions most frequently used are, *And, if, that, since, for, because, seeing, but, or, nor, as, than, lest, unless, yet, though, although, whether, whereas, inasmuch as, as well as, provided, nevertheless.* Many of these words connect by their power to show relation, and are, on that account, something *more* or *less* than ***pure*** conjunctions.

An **Interjection** is one or more words, used in exclamations, to express sudden or intense feeling or emotion; as, *Oh, O, ah, alas, whew, pugh, fudge, pshaw, hallo, a hoy.*

Models for Distinguishing the Parts of Speech.

"The good man, perceiving his murdered son, bitterly exclaimed: alas! I am undone by thy death, my son." **The** is an *adjective*, because it points out "*man*"; it tells *what* man. **Good** is an *adjective*, because it describes "*man*"; it tells *what kind of* man. **Man** is a *noun*, because it is a *name;* it is one of the *common* names of a person. **Perceiving** is a *verb* (participle), because it expresses the *past* action of "*man.*" **His** is a *pronoun*, because it is used instead of "*man.*" **Murdered** is an *adjective*, because it describes "*son.*" **Bitterly** is an *adverb*, because it qualifies "*exclaimed*"; it tells *how* he exclaimed. **Alas** is an *interjection*, because it is used in exclamation, to express intense feeling or sudden emotion. **I** is a *pronoun*, because it is used instead of the *name* of the speaker. **Am undone** is a *verb*, because it expresses the *present* (at the time of speaking) *state* or condition of "*I.*" **By** is a

preposition, because it shows the relation between "*death*" and "*am undone*"; it makes its phrase, "*by thy death*," tell by *what* I am undone. **Thy** is a *prououn*, because it is used instead of the noun "*son*," addressed. **Death** is an *noun*, because it is a *name*. **My** is a *pronoun*, used instead of the *name* of the speaker. **Son** is a *noun*, because it is a *name*.

"The power of speech is a faculty peculiar to man; but, alas! how often is he found perverting it to the worst purposes." **The** is an *adjective*, because it points out "*power*." **Power** is a *noun*, because it is the *name* of immaterial *existence*. **Of** is a *preposition*, because it shows the relation between "*speech*" and "*power*." **Speech** is a *noun*, because it is the name of immaterial existence. **Of speech** is an *adjective*, because it limits "*power*"; it tells *what* or *whose* power. **Is** is a *verb*, because it expresses the *present* existence of "*power*." **A** is an *adjective*, because it points out and limits "*faculty*." **Faculty** is a *noun*, because it is the *name* of immaterial *existence*. **Peculiar** is an *adjective*, because, limited by the phrase "*to man*," it describes "*faculty*." **To** is a *preposition*, because it shows the relation between "*peculiar*" and "*man*." **Man** is a *noun*, because it is the *name* of material existence. **"To man"** is an *adjective*, because it limits "*peculiar*," and **peculiar** *thus limited*, describes "*faculty*." It is a *peculiar-to-man* faculty. **But** is a *conjunction*, because it connects the two sentences. **Alas** is an *interjection*, because it is a word used in exclamation. **How** is an *adverb*, because it qualifies "*often*." **Often** *thus qualified*, is an *adverb*, because it qualifies "*is found*." **He** is a *pronoun*, because it is used instead of "*man*." **Is found** is a *verb*, because it expresses the *present*, customary *state* or condition of "*he*." **Perverting** is a *verb* (participle), because it expresses the *present*, customary action of "*he*." **It** is a *pronoun*, because it is used instead of "*faculty*." **To** is a *preposition*, because it shows the relation between "*purposes* and the expression "*perverting it*." **Worst** is an *adjective*, because it describes "*purposes*." **Purposes** is a *noun*, because it is the *name* of immaterial existence.

Exercises.

The shower descends. Trees fall to the ground. The raging river roars. The traveler attempts the ford. The storm rages terribly. The wild beasts run to their dens. The shower drives against the lofty rocks. The hunter starts from sleep in his lonely hut. His wet dog smokes around him. The mountain stream roars loudly. The sad shepherd sits on the side of the hill, and the trees resound above him. He waits for the moon to guide him to his home. Alas! I fear for life. The hail rattles around. The flaky snow descends. Dark and dismal is

the night. Receive me, oh my friends, from the night. Pizzaro conquered Peru. Scipio defended Hannibal. Cicero was a famous Roman orator. Good books always deserve a careful perusal. A child that disobeys his faithful teacher, is ungrateful. The man who has not virtue, is not truly wise. The swallow builds her nest of mud and lines it with soft feathers. Industry is needful in every condition of life. The price of all improvement is labor.

NOUNS AND PRONOUNS.

The **properties** of nouns and pronouns are *Gender, Person, Number* and *Case.*

Gender.

Gender is that *property* of nouns and pronouns, that distinguishes one sex from the other, and from whatever has no sex.

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

The **masculine gender** denotes *males;* as, *father, brother, king, governor, emperor.*

The **feminine gender** denotes *females;* as, *mother, sister, queen, governess, empress.*

The **neuter gender** denotes whatever is *without sex;* as, *book, tree, stove, nothing.*

When the **gender** of a noun or pronoun is either *masculine* or *feminine*, or *both*, and the context does not show which, the noun or pronoun may, for convenience, be said to be of the **common** or **doubtful** gender.

The sexes are *distinguished* by using different *words*, different *terminations*, or a masculine or a feminine *prefix;* as, *man, woman; king, queen; lad, lass; nephew, niece; master, mistress; sloven, slut; friar, nun; governor, governess; emperor, emperess,* or *empress; hunter, huntress; songster, songstress; duke, duchess; hero, heroine; landgrave, landgravine; margrave, margravine; testator, testatrix; executor, executrix; marquis, marchioness; man-servant, maid-servant; male-relations, female-relations.*

Person.

Person is that property of nouns and pronouns, which *distinguishes* whatever is represented, as *speaking, spoken to,* or *spoken of,* and which *varies* the verb in the *singular* number.

There are three persons: *First, Second* and *Third.*

The **First Person** denotes the *speaker;* as, "*I, Paul,* have written." "*We* have learned *our* lessons well."

The **Second Person** denotes whatever is spoken *to*, or addressed; as, "*Thou*, Silas hast not written." "*You* have not learned *your* lessons."

The **Third Person** denotes whatever is spoken *of;* as, "*James* has written." "*They* have learned *their* lessons."

These examples show the variations or changes of the verb caused by the use of the different persons. In the *singular* number, the *first person* makes the form of the verb, *have* written, the *second* changes it to *hast* written, and the third to *has* written.

When, by figure of speech, inferior animals or inanimate objects are ***personified***, they are often represented as speaking, or being spoken *to*, and are of the *first* or *second* person accordingly.

Number.

Number is that property of nouns and pronouns, which distinguishes *one* from *more than one*, and which varies the verb to express its meaning correctly, with regard to *one* or *more*.

There are two numbers, ***Singular*** and ***Plural.***

The **Singular Number** denotes but *one*, as, *peach*, *pear*, *tree*.

The **Plural Number** denotes more than one, as, *peaches*, *pears*, *trees*.

Ex.—In the sentences, "The girl learns," and "The girls learn," the *singular* number makes the verb, *learns;* the *plural* changes its form to *learn*.

The plural number of nouns is usually formed from the singular by adding *s* or *es;* as, *chair*, *chairs; table*, *tables; fox*, *foxes; box*, *boxes; day*, *days; valley*, *valleys*.

Some plurals are formed by changing *f*, *fe* or *ff* into *ves;* as, *half*, *halves; knife*, *knives; staff*, *staves*. Others, by changing *y* into *ies;* as, *city*, *cities; lady*, *ladies*.

Some nouns form their plurals very *irregularly;* as, *man*, *men; penny*, *pence; woman*, *women; mouse*, *mice; child*, *children; tooth*, *teeth; goose*, *geese; ox*, *oxen*, *&c.*

Some nouns are used only in the ***singular;*** as, *gold*, *silver*, *pride*, *meekness*, *rye*, *wheat*, *&c.;* others, only in the ***plural;*** as, *ashes*, *embers*, *snuffers*, *tongs*, *vespers*, *literati*, *&c.* Some nouns have the *same form* in both numbers; as, *sheep*, *deer*, *swine*, *news*, *series*, *species*, *wages*, *means*, *amends*, *alms*, *apparatus*.

Compound words, in which the *principal* word is put *first*, vary the *principal* word to form their *plural*, and the *adjunct* word, to form the *possessive*, singular; as, *father*-in-law, *fathers*-in-law, father-in-*law's*; *court*-martial, court-*martial's*.

Compound words ending in **ful,** and those in which the *principal* word is put *last*, form their plurals regularly like other nouns; as, *handfuls*, *mouthfuls*, *spoonfuls*, *fellow-servants*, *outpourings*, *ingatherings*, *downsittings*.

Case.

Case is that property of a noun or pronoun, which *distinguishes* its office in a sentence with regard to other words.

There are three cases: *Nominative*, *Possessive*, and *Objective*.

The *Nominative Case* denotes the *subject;* as, "Charles writes;" "*Lilies* grow;" "*To see the sun* is pleasant;" "*Boys* play."

The *Possessive Case* denotes the *possessor;* as, *Harry's* slate, *his* knife, *virtue's* fall. "I have *my* book in *my* hand."

The possessor may be the *previous*, *present*, or *prospective* owner, and the possession may be *partial* or *complete;* as, *Harper's* ferry, *Mary's* pen, *boys'* and *mens'* boots and shoes, *Boon's* settlement, *Ray's* Algebra, *Childrens'* books.

The possessive case of nouns is distinguished by *'s*, or by an apostrophe only, when the plural ends in *s'*; as, *boy's*, *boys'*, *sounded* alike but *written* differently.

The *Objective Case* denotes the *object;* as, "He struck *James*." "I dislike *him*." "They gave *it* to *me*."

Directions for Distinguishing the cases and Kind of Verbs.

1.—Place '**who**' or '**what**' before a *finite* verb and ask a question, and the *word*, *phrase* or *clause* that answers the question, is in the *nominative* case, the **subject** of that verb.

2.—Place the "*nominative*" first, the "*finite verb*" next, and "*whom*" or "*what*" last, and ask a question, and the *word*, *phrase* or *clause* that answers the question, is in the *objective* case, the **object** of that verb.

3.—Place "*whom*" or "*what*" *after* an *infinitive* or *participle*, and ask a question, and the *word phrase*, or *clause*, that answers the question, is in the *objective* case, the **object** of that *infinitive* or *participle*.

4.—Place "*whose*" before a **noun**, and ask a question, and the word that answers the question is in the *possessive* case, **limiting** that noun.

5.—Place "*whom*" or "*what*" *after* a **preposition**, and ask a question, and the word that answers the question, is in the *objective* case, the **object** of that preposition.

Model for Distinguishing the Cases and Kind of Verbs.

Charles made John's kite. "*Made*" is the finite verb. *Who* made? *Charles.* "*Charles*" is the *nominative* case, the *subject* of the verb "*made.*" *Charles* made what? *Kite.* "*Kite*" is the **objective** case, the *object* of the verb "*made.*" "*Made*" is **transitive** verb, because it has an *objective* case. *Whose* kite? *John's.* "*John's*" is the possessive case, limiting "*kite.*"

"That you have wronged me doth appear in this." "*Have wronged*" is a finite verb. *Who* have wronged? *You.* "*You*" is in the **nominative** case, the subject of the verb, "*have wronged.*" *You* have wronged whom? *Me.* "*Me*" is in the *objective* case, the *object* of the verb "*have wronged.*" "*Have wronged*" is a **transitive** verb, because it has an *objective* case. "*Doth appear*" is a finite verb. *What* doth appear? *That you have wronged me.* The clause, "*that you have wronged me,*" is in the **nominative** case, the *subject* of the verb, "*doth appear.*" "That you have wronged me" doth appear *what? Nothing.* "*Doth appear*" is an **intransitive** verb, because it has *no objective* case. *In* what? *This.* "*This*" is in the **objective** case, the *object* of the preposition "*in.*"

"He said, the soul is immortal." "*Said*" is a *finite* verb. *Who* said? *He.* "*He*" is in the **nominative** case. He said *what? The soul is immortal.* The clause, "*the soul is immortal,*" is in the **objective** case. "*Said*" is a **transitive** verb, because it has an *objective* case. "*Is*" is a *finite* verb. *What* is? *Soul.* "*Soul*" is in the **nominative** case. Soul *is's* (does) *what? Nothing.* "*Is*" is an **intransitive** verb, because it has no *objective* case.

Caution.—In applying these questions to verbs that express simply *existence* or *state*, the student is liable to *err* in the answer. But, if the question is asked in the sense of "*does,*" "*did,*" or "*has done,*" there is little danger of *mistake.* Thus: "James was a student." James *was'd* (*did*) *what? Nothing.* *Was* is an **intransitive** verb, because it has no *objective* case. "Charles has become a man." Charles has *becom'd* (*has done*) *what? Nothing.* *Has become* is an **intransitive** verb, because it has no *objective* case. The *case* of "*student*" and "*man*" in these sentences will be explained in its proper place.

Rem. 1.—When no *word*, *phrase* or *clause* answers the question, the *verb* has no *object*, and the *noun* no *possessive* case expressed; as, "Jane walks in the garden." Jane *walks* what? *No answer*, or *answered* by *nothing.* Whose garden? *No answer.* The *verb* has no *object* and the *noun* no *possessive case* expressed.

Rem. 2.—***Who***, ***whose***, ***whom*** and ***what*** are called **interrogatives**, and no other *interrogatives*, such as *how? where?* and *when?* must be employed in asking these questions. If a true answer is desired, a correct question must be asked.

Rem. 3.—In asking for the ***nominative*** case, the interrogative is placed *before* the verb, but in asking for the ***objective*** case, it is placed *after* the verb. It is placed *before* a ***noun***, to find the ***possessive*** case, but *after* a ***preposition*** to find its ***object***.

These questions are of great utility, and should be practiced till they are perfectly familiar, and till the student can apply them to every sentence correctly.

Exercises for Distinguishing the Cases and Kind of Verbs.

William made Robert's sled. Harriet makes ladies' bonnets. Romulus founded the city of Rome. Perseverance conquers difficulties. The king's heart is in the hand of the Lord. Success stimulates ambition. Cathmor's warriors sleep in death. Lilies grow in the field. He spoke the words of peace. In the hall I lay in night. The farmer plows his fields. To retreat was impossible. The captive chose to die. No person knew how he got it. All men know that honesty is the best policy. George resembles his father. That he spoke the truth was evident. How he accomplished his object remains a mystery. Remains's (*does*) *what?*

A **Noun** or **Pronoun** ADDRESSED or *independently* used for rhetorical effect, must be in the **nominative case** *independent.*

Ex.—*George*, bring me a book. O *virtue*, how amiable thou art. Our *fathers*, where are they? The *prophets*, do they live forever? The *north* and the *south*, thou hast created them. "*George*," and "*virtue*" are in the ***nominative case*** *independent*, because each is addressed. '*Fathers*," "*prophets*," "*north*" and "*south*" are in the ***nominative case*** *independent*, because each is *independently* used for rhetorical effect.

A **Participial Noun** is a ***participle*** used to perform the *office* of a noun or pronoun; as, "The *buying* and *selling* of goods is sometimes profitable." "Our *having parted* in enmity, caused regret."

A **Noun** or **Pronoun** placed *before* a ***participle***, or *after* an ***intransitive participial noun*** (limited by a *possessive* case), and *independent* of the *finite* verb (in the same sentence), must be in the **nominative case** *absolute.*

Ex. 1.—"The *storm* having ceased, the dark clouds rolled away." "*Shame* being lost, all virtue is lost." His being a *soldier* is no disgrace." "*Storm*" is placed *before* the participle "*having ceased*," and *shame before* the participle "*being lost*," and each is ***independent*** of the

finite verb in the *same* sentence, and consequently they are each in the ***nominative case*** absolute. "*Soldier*" is placed *after* the *intransitive* participial noun "*being*," and ***independent*** of the *finite* verb in the *same* sentence, it is, therefore, in the ***nominative case*** *absolute.*

Ex. 2.—If a noun or pronoun is placed *before* a participle, and another noun or pronoun is made the *subject* of the *finite* verb in the *same* sentence, the *first* noun or pronoun is *independent* and *absolute*, and not otherwise; as, "The *sun* rising, *we* started on our journey." "*Sun*" is placed *before* the participle "*rising*," but "*we*" is made the ***subject*** of the *finite* verb "*started*;" "*sun*" is, therefore, ***independent*** and *absolute.* "The *sun* rising, gilded the sky." "*Sun*," though placed *before* the participle, "*rising*," is the ***subject*** of the *finite* verb "gilded," and, therefore, not *independent* nor *absolute.* When a noun or pronoun is placed *before* a participle, and is thus made *absolute*, the *subject* must be changed before a single proposition has been expressed; as, "*Vice* prevailing, *virtue* is lost." The ***subject*** is changed from "*vice*" to "*virtue*," and "*virtue*" thus becomes the ***subject*** of the verb "*is lost.*" In the last example in Ex. 1, the phrase, "his being a soldier," is the *subject* of the verb "*is*," and "*soldier*" is thus ***independent*** of it, and, consequently, *absolute.*

A **noun** or **pronoun** used to *explain*, *identify*, or *characterize* another noun or pronoun, denoting the *same person* or *thing*, must be, **by apposition**, in the *same* case.

Ex.—"Washington, the *statesman*, the *philosopher*, and the *father* of his country, *died at Mt. Vernon.*" "*Statesman*, "*philosopher*," and "*father*" are in the ***nominative*** case, in apposition with "*Washington.*" "He struck John, the *student.*" "*Student*" is in the ***objective*** case, in apposition with "*John.*" If he struck *John*, he struck the "*student*;" for "*John*" was the *student*, and the "*student*" was *John.* "He heard Victoria the *queen's* speech." "*Queen's*" is in the ***possessive*** case, in apposition with "*Victoria.*"

Intransitive verbs must have the same case *after* them as *before* them, when the *preceding* and the *following* word refers to the *same* person or thing.

Ex.—Charles is a *scholar.*" *Scholar* is in the **nominative** case *after* the *intransitive* verb "*is*," because "*Charles*" is in the *nominative* case *before* it. "I believed him to be an honest man." "*Man*" is in the **objective** case, *after* the *intransitive* verb "*to be*," because "*him*" is in the *objective* case *before* it. Joseph having become a *soldier*, marched with the army." "*Soldier*" is in the *nominative* case, *after* the *intransitive* verb (participle) "*having become*," because "*Joseph*" is in the nominative case *before* it.

Rem.—Nominatives naturally subjects of finite verbs are called **subject** *nominatives*, and nominatives after *intransitive* verbs are called **predicate** *nominatives.*

Prepositions have **objects**, and their *objects* must be in the *objective* case.

Verbs have objects of *action*; *prepositions*, of *relation*.

Ex.—*Infinitives* and *participles* have no *governing* subjects, but when *transitive* they have *objects* like *finite* verbs. All *subjects* of *finite* verbs, must be in the *nominative* case, and *all objects* must be in the *objective* case.

DECLENSION OF NOUNS.

The declension of a noun or pronoun is its inflection to denote number and case.

SINGULAR.			PLURAL.		
Nom.	*Poss.*	*Obj.*	*Nom.*	*Poss.*	*Obj.*
Boy,	Boy's,	Boy.	Boys,	Boys',	Boys.
Man,	Man's,	Man.	Men,	Men's,	Men.
Lady,	Lady's,	Lady.	Ladies,	Ladies',	Ladies.
Fox,	Fox's,	Fox.	Foxes,	Foxes',	Foxes.

Key which Unlocks the Use of a Noun in all Situations.

Nom. case the *subject* of a verb.	The **Senator** speaks.
Nom. case *independent*.	Speak on, O **Senator!**
Nom. case *independent by pleonasm*.	The **Senator,** what did he say?
Nom. case *absolute before a participle*.	The **Senator** speaking, I was silent.
Nom. case *absolute after a participial noun*.	His being **Senator,** is honorable.
Nom. case *in apposition*.	Mr. Clay, the **Senator,** is speaking.
Nom. case after an *intransitive verb*.	Mr. Clay was a **Senator.**
Nom. case after an *intransitive participle*.	Mr. C., being a **Senator,** is beloved.
Poss. case *governed by a noun*.	I saw the **Senator's** house.
Poss. case in *apposition*.	I heard Mr. C. the **Senator's** speech.
Obj. case *governed by a transitive verb*.	I know the **Senator.**
Obj. case *governed by a transitive participle*.	Benton was opposing the **Senator.**
Obj. case *governed by a preposition*.	All speak well of the **Senator.**
Obj. case in *apposition*.	I hear Mr. C., the **Senator,** speaking.
Obj. case after an *intransitive verb*.	I know Mr. Clay to be a **Senator.**
Obj. case after an *intransitive participle*.	I visited Mr. Clay being a **Senator.**

Rem.—This **Key** is of great value to the *faithful* student, and since he has it in his possession, and has learned how to use it, he is thoroughly prepared to parse understandingly.

Parsing a *word*, *phrase*, or *clause*, is telling all its *grammatical properties*, and its *relation* to other words, phrases, or clauses.

Rem. 1.—In parsing **subjects** and **objects** it is not necessary generally to name the cases, because the **subjects** of *finite* verbs must always be in the *nominative* case, and all **objects** must be in the *objective* case.

Rem. 2.—The **Rule** which will be found in Syntax, should always be repeated after its number is named.

Rem. 3.—Orthœpy and **Lexicology** should be attended to through the whole course of grammatical study, by so interesting pupils in these departments, that they will be pleased to pronounce the words, they use, correctly and distinctly, and to define *briefly* but *clearly*, at least, the nouns and verbs they parse. Should students neglect to comply *heartily* with this suggestion, their progress will be much retarded, and not be entirely satisfactory.

Model for Analyzing, and Parsing Nouns and Substantives.

"Boys play." This is a *simple*, declarative sentence, because it asserts a single *principal* proposition. "*Boys*" is the **subject,** because it is that of which something is asserted. "*Play*" is the **predicate** (copula and predicate=*are playing*), because it expresses what is asserted of the subject "*boys.*" **Boys** is a *common* noun, the *name* of male children; and, in the *masculine* gender, *third* person, *singular* number, is the **subject** of the verb "*play,*" which it *governs*, according to RULE 1st, "The *nominative* case governs the (finite) verb."

"Columbus discovered America." This is a *simple,* declarative sentence, because it contains but *one principal* and *no subordinate* proposition. "*Columbus*" is the *subject*; "*discovered America*" is the *predicate,* in which, "*America*" is the objective element, or object. **Columbus** is a proper noun, the *name* of an individual person; and, in the *masculine* gender, *third* person, *singular* number, is the **subject** of the verb "*discovered,*" which it *governs*, according to RULE 1st. **America** is a proper noun, the name of an individual continent; and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the *transitive* verb "*discovered,*" by which it is *governed*, according to RULE 3rd.

In parsing the *subject*, we use the clause, "*which it governs*"; but in parsing the *object*, we use the clause, "*by which it is governed.*" Why?

Nouns naturally neuter, are frequently *personified*, and made masculine or feminine by figure of speech. Whatever is large, powerful or sublime, is spoken of as *masculine*; as, ***sun, time, anger, winter.*** Whatever is lovely, beautiful, or prolific, is spoken of as *feminine;* as, ***moon, spring, nature, hope, earth.*** We say of the sun, "**he** shines;" of the moon, "**she** gives light;" of the ship, **she** has lost **her** rudder; and we call the morning, **mother** of dews.

"Come, Peace of mind, delightful guest." This is a *simple, imperative* sentence, because it *imperatively* asserts a single principal proposition. The predicate "come" demands something of the *subject* "*thou.*" "Thou" (understood), representing "*peace*" is the *subject.* "*Come*" is the *predicate.* "*Peace of mind, delightful guest,*" is an *independent* phrase. **Peace** is a *proper* noun (a common noun personified), the *name* of a tran-

quil state; and, in the *feminine* gender (by figure of speech), *second* person, *singular* number, is in the **nominative** case *independent* being addressed according to RULE 8th. **Mind** is a *common* noun, the *name* of a *thinking, intelligent* existence; and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the preposition "*of*" by which it is *governed* according to RULE 5th. **Guest** is a *common* noun, the name of a visitor or stranger; and in the *feminine* gender, *third* person, *singular* number, is in the **nominative** case, in *apposition* with "*peace*" according to RULE 10th.

"Was Henry at home?" This is a *simple, interrogative* sentence, because it *interrogatively* asserts a single *principal* proposition; it is a question, and the predicate "*was at home,*" *asks* something concerning the subject "*Henry.*" **Henry** is a *proper* noun, the *name* of an individual person; and, in the *masculine* gender, *third* person, *singular* number, is the **subject** of the verb, "*was,*" which it *governs*, according to RULE 1st. **Home** is a *common* noun, the *name* of one's abiding place, a *sacred* refuge of life; and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the preposition, "*at,*" by which it is *governed*, according to RULE 5th.

"How beautiful these roses are!" This is a *simple, exclamative* sentence, because it contains but one *principal, exclamatory* proposition, and no *subordinate* proposition. **Roses** is a *common* noun, the *name* of blossoms of the rose bush; and, in the *neuter* gender, *third* person, *plural* number, is the **subject** of the verb, "*are,*" which it *governs*, according to RULE 1st.

"Robert is a gentleman." **Robert** is a *proper* noun, the *name* of an individual person; and, in the *masculine* gender, *third* person, *singular* number, is the **subject** of the verb "*is,*" which it governs according to RULE 1st. **Gentleman** is a *common* noun, the *name* of a youth of intelligence and politeness; and, in the *masculine* gender, *third* person, *singular* number, is in the **nominative** case after the *intransitive* verb "*is,*" according to RULE 6th.

"I took him to be my friend." **Friend** is a *common* noun, the *name* of one who loves and esteems another; and, in the *masculine* gender, *third* person, *singular* number, is in the **objective** case *after* the *intransitive* verb "*to be,*" according to RULE 6th.

"She is at school, studying grammar." **School** is a *common*, collective noun, the *name* of an assemblage of pupils superintended by their teacher; and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the *preposition* "*at,*" by which it is *governed*, according to RULE 5th. **Grammar** is a *common* noun, the *name* of the science of language; and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the *transitive* verb (participle) "*studying,*" by which it is *governed* according to RULE 4th.

"The General being slain, the army was routed." **General** is a *common* noun, the *name* of the title of the highest military officer; and, in the *masculine* gender, *third* person, *singular* number, is in the **nominative** case *absolute*, being placed *before* the participle, "*being slain*," and independent of the *finite* verb, "*was routed*" (in the same sentence), according to RULE 9th. **Army** is a *common collective* noun, the *name* of a body of armed men; and, in the *neuter* gender, *third* person, *singular* number, is the **subject** of the verb "*was routed*," which it governs according to RULE 1st.

"Mr. Sumner, the statesman and senator's speech, produced great excitement." **Mr. Sumner** is a *proper* noun, the *name* of an individual person; and, in the *masculine* gender, *third* person, *singular* number, is in the **possessive** case, limiting "*speech*," by which it is *governed*, according to RULE 13th. **Statesman** is a *common* noun, the *name* of a man skilled in the affairs of state; and, in the *masculine* gender, *third* person, *singular* number, is in the **possessive** case, in apposition with "*Mr. Sumner*," according to RULE 10th. **Senator's** is a *common* noun, the *name* of a member of the senate; and, in the *masculine* gender, *third* person, *singular* number, is in the **possessive** case, in apposition with "*Mr. Sumner*," according to RULE 10th.

"I love Mary, the friend of Sabbath schools." **Friend** is a *common* noun, the *name* of a person attached to another person, or to some other object or institution; and, in the *feminine* gender, *third* person, *singular* number, is in the **objective** case, in apposition with "*Mary*," according to RULE 10th.

"To become a scholar requires exertion." **To become a scholar** is a *substantive* phrase (a substantive), and, in the *neuter* gender, *third* person, *singular* number, is the **subject** of the verb "*requires*," which it *governs*, according to RULE 1st. **Scholar** is a *common* noun, the *name* of a person of great learning; and, in the *common* gender, *third* person, *singular* number, is in the **nominative** case *after* the *intransitive* verb "*to become*," according to Note 1st under RULE 6th. (See Remark under RULE 6th.)

"*Thou shalt not steal*, is found in the decalogue." **Thou shalt not steal** is a *substantive* clause (a substantive); and in the *neuter* gender, *third* person, *singular* number, is the **subject** of the verb "*is found*," which it *governs*, according to RULE 1st.

"Do you think he will come?" **He will come** is a substantive; and, in the *neuter* gender, *third* person, *singular* number; is the **object** of the *transitive* verb "*do think*," by which it is *governed*, according to RULE 3d.

"His having been a hero, was of little consequence." **Hero** is a *common* noun, the *name* of a brave, noble person; and, in the *masculine* gender, *third* person, *singular* number, is in the **nominative** case *absolute*, according to RULE 9th. (See Remark under RULE 9th.)

Rem.—Students should be drilled on all models, till they are thoroughly learned, clearly understood, and can be used in concert, without mistakes. Their onward course will then be rapid, profitable and pleasant. Let the pupils write a few short, original

sentences on their slates, bring them to class recitation, and then let each pupil analyze his own sentences, and parse the nouns contained in them. After this has been done, the examples given below should be analyzed (partially) so far as has been learned, and the nouns parsed. The questions to distinguish the cases, should be applied to each sentence.

Exercises.

Nominatives and **possessive**:—The wind blows. Boys play. Man's works decay. Ann's voice trembles. The grass looks green. Birds sing. Men's labors cease. Corn grows. Wolves howl. Seasons return. Jane's books are torn. Cannons roar. Stephen's courage fails. Horses run. Roses bloom. William's sisters have returned.

Nominatives and **objectives**:—Brutus killed Cæsar. Boys chop wood. Girls mend dresses. Children view the stars. Mary wrote a letter. Cathmor takes the spear. Webster visited Europe. Martha's uncle bought the man's horse. Julia saw my uncle's friends.

Subject and **predicate nominatives**:—Washington was a great man. Lucy is a good girl. James has become a scholar. A ledge is a large mass of rocks. A sphere is a round body or globe. The skull is the bone on the top of the head. The boy became a man.

Explicatives or **Appositives** (in apposition):—Then Ossian came, king of songs. Fillan, the young hunter, bends his bow. Paul, the apostle, suffered martyrdom. Washington, the statesman, the philosopher and father of his country, died at Mt. Vernon. Alfred comes, King of Isles. It was Lucy, the sister of Jane.

Nom. Independent:—Rush, Aldo, through the foam of the waves. O, woods and vales! How doleful is your song. The murmur of thy streams, O Lora, brings back the memory of former years. O solitude, where are thy charms? Gad, a troop shall overcome him.

Nom. Absolute:—The sun rising, the warriors sung the song of war. Cathmor being wounded, no victory was gained. Fillan being slain, the army was routed. York being a flourishing place, my father settled there. "*Place*" is in the nominative case after the intransitive verb (participle) "*being*." His being a bad *boy*, caused his punishment. Jesus conveyed himself away, a *multitude* being in that place. Susan having arrived, we departed. The wind rising, we sought safety in the harbor.

Objective after **Intrs. verbs**:—I took Charles to be a *scholar*. I wished him to become a *man*. I desired him to remain my *friend* and *counselor*. I believe him to be my *enemy*. I knew him to be a bad man. I know Mr. Whitlock to be a superior printer.

Promiscuous Examples:—The lady walks in the garden. The air was filled with the fragrance of roses. Cents are made of copper, and dollars of silver. Cathmor's warriors sleep in death. The morning is on the field. Grey streams leap from the rocks. The breezes fly over the fields. The guns send death among the ranks of men. Connell leaps on his spear. There goes Lydia, singing songs to the flowers. I went to Mr. Wright's, the printer. ("*Printer*" is in the *possessive* case, in apposition with "Mr. Wright's.") The rain having ceased, the dark clouds rolled away. Friends, Romans, Countrymen, lend me your ears. John having become a teacher, is not now a farmer. A good man is a

great man. Boys and girls are children. To be a good boy is noble. I bought goods of Mr. Bates, a wholesale dealer in Utica. Harriet having arrived, we departed. O, King, live forever! Dost thou not behold, Malvina, a rock, with its head of heath? Men of sense and judgment act with great caution. That children should obey their parents, is a divine command.

PRONOUNS.

Pronouns are of *four* kinds: *Personal, Relative, Interrogative,* and *Indefinite.*

Personal Pronouns.

Personal Pronouns show by their form the *person* of the nouns for which they stand, and, in the *third* person, they generally show their *gender* and *number.*

They *personate* nouns, that is, simply supply their places, and perform their *offices,* and, consequently, must be of the same *gender, person,* and *number* as the nouns for which they stand.

Declension of Personal Pronouns.

	First Person.		Second Person.	
	Singular.	*Plural.*	*Singular.*	*Plural.*
Nom.	I	We	Thou	Ye or you
Poss.	My	Our	Thy	Your
Obj.	Me	Us	Thee	You
Nom. or Obj.	Myself.	Ourselves.	Thyself or Yourself.	Yourselves.

	Third Person *Singular.*			Third Person *Plural.*
	Mas.	*Fem.*	*Neut.*	*Mas., Fem. or Neut.*
Nom.	He	She	It	They
Poss.	His	Her	Its	Their
Obj.	Him	Her	It	Them
Nom. or Obj.	Himself.	Herself.	Itself.	Themselves.

When **self** or **selves** is affixed to pronouns, thus forming compound words (not *compound pronouns*), they are used in the *nominative* or *objective* case, but not in the *possessive.* When **own** follows a noun or pronoun in the *possessive* case, it has the same *intensive* force as **self** or **selves,** and the two words may be parsed together. All these should be called *intensive personal pronouns.*

Mine and **thine** are used instead of "*my*" and "*thy*" before a *vowel* sound in solemn and poetic style; as, "O, Lord, *thine* arrows are sharp." "*Mine* enemies mock me." "*Thine* enemies are dismayed."

REMARKS ON THE PRONOUN IT.

The pronoun "*it*," formerly written *hit*, a perfect participle from the old verb *haitan*, meaning *said*, the *said*, or the *thing* spoken of, has caused, and is still causing, some perplexity and much trouble to pupils, teachers, and writers on grammar, who are accustomed critically to investigate matters, that engage their attention. After a pretty extensive examination of many grammars, no instance has been found in which this little word has been parsed by the author, or even directions *how to parse it* given to the student, in any of its difficult situations. Students are told *how* it is used, but this is of little value, unless, at the same time, they are told *how* to dispose of it.

Authors tell us, it is used to represent a noun in either gender, person or number, which is certainly incorrect, and then leave us to reconcile the *government* of its verb in the *singular*, and its *agreement* in gender, person and number, with the *noun* for which it stands, as best we can.

It is certainly true, that this pronoun is used in a variety of ways, but it is equally true, that it causes whatever it represents to assume its own properties of gender, person and number. It has the power or function of *assimilating* to itself whatever it represents, and of *grouping* or *collecting* several into one, and thus representing them, *not* as *many*, *not* as *persons*, but as *one object* or one *group* of objects. In this sense *alone*, in such expressions as, "*it is I*," "*it is he*," "*it is they*," "*it is a man*," "*it is a woman*," can this pronoun be said to *agree* with the *noun* for which it stands, and in this sense, it does agree with it, and thus instead of violating, establishes the rule.

This pronoun is frequently used to represent nouns in the *doubtful* gender, and *collective* nouns that convey *unity* of idea, and for this reason, and, on account of its function of grouping, it may with propriety be called a *collective personal pronoun*. It is always of the *neuter* or *doubtful* gender, and always governs its *finite verb* in the *singular*.

"The child was sick, but now *it* is well." "*It*" is *doubtful* gender, personating child. "This bird is delightful; *it* sings sweetly." "*It*" is *doubtful* gender, personating *bird*. "Jesus said to Peter, 'Be not afraid, *it* is I.'" "*It*" is *neuter* gender, personating the "*form*," "*shape*," "*appearance*," or "*object*" seen. "Who is *it*?" "*It*" personates whatever answers the question, not as a *person* or as *persons*, but as an *object* or a *group* of objects.

"*It* was men or women, or men and women." "*It*" personates the *group* of persons spoken of; not as *persons*, but as a *collection* of persons. *It* was not men or women, or men and women." Here we deny the indentity of whatever is represented by "*it*," and men or women, or men and women, and thus make it impossible for "*it*" to be a representative of them; but it still personates a *group* or *collection* not composed of men or women, or of both. "*They* are not men or women, or men and women." The pronoun "*they*," in this sentence personates the persons or things spoken of, and cannot represent men or women, nor men and women. The difference in the two expressions is, that "*they*" represents the persons or things spoken of, as *persons* or *things*, whilst "*it*" represents them as a *group* of persons or things. "*It* was a thousand dollars, he paid me." *What* was a thousand dollars? *The sum or amount.* "*It*" then stands for "*sum*" or "*amount*."

Something suspiciously dangerous is seen or imagined by the wayside, by a party of young ladies, during a strolling walk in the dusky twilight, when objects are dimly seen, and, in their sudden fright, one exclaims, *it is a drunken man*; another, *it is a large black cow*; a third, *I think it is a poor sick beggar*; a fourth, *I am sure it is two crazy women*; a fifth, *it is three black sheep*; a sixth, as she clings more closely to her fellow, *it is surely five mad dogs*; let us hasten home. In every instance, "*it*" personates the *same* thing, and *that* is the *object* seen or imagined.

"*It seems*," "*it appears*," "*it rains*," "*it hails*," "*it thunders*," "*it lightens*," "*it freezes*," "*it thaws*," "*it blows*," "*it snows*," &c., are called by respectable grammarians *impersonal* or *unipersonal* verb expressions, because they are composed of the indefinite subject "*it*," and a verb in the *third* person, *singular*, after the manner of the Latin or Greek impersonals. "*It*" in these expressions, and in others like them, may be parsed as personating the *thing* spoken of, whatever the mind may conceive *that* to be. What rains, snows or freezes? The *rain* rains, the *snow* snows, the *frost* freezes, &c. "*It is warm*;" *it is hot*." "*It*" in these expressions may be said to represent the *state* of the atmosphere.

A Complex Personal pronoun is a *substantive*, representing by one word two parts of speech of different genders, persons, numbers, or cases; as, He took his books, but left *yours=your books* and *mine=my books*.

Mine and *thine* (when not used for *my* and *thy*), *ours*, *yours*, *hers*, and *theirs*, are always *complex personal pronouns*, including in their compli-

cation, a pronoun of the *masculine* or *feminine* gender, *first*, *second* or *third* person, and in the *possessive* case; and a noun of the *third* person, *singular* or *plural* number, and in the *nominative* or *objective* case.

When either of these words is so used as to include the *object* of the preposition "*of*" it makes a *double* possessive, one included in the complex pronoun, and the other formed by the preposition "*of*" and its object; the phrase thus becomes the true *possessive* of the noun possessed. "He is a friend of mine," *means*, he is *my* friend. "That head *of yours*" *=that you have=that you possess=of your having=of your owning=of your possessing.* The phrase, *of yours*, is the true *possessive* of "*head*."

Personal pronouns may be used in all the situations in which nouns are used, and are parsed in a similar manner.

Model for Parsing Personal Pronouns.

"Harriet's virtues adorn her." **Her** is a personal pronoun; it personates "*Harriet*," and, in the *feminine* gender, *third* person, *singular* number, is the **object** of the *transitive* verb "*adorn*," by which it is *governed*, according to Rule 3rd.

"I will leave his books and take my own." **I** is *personal* pronoun, it personates the speaker; and, in the *doubtful* gender, *first* person, *singular* number, is the **subject** of the verb "*will leave*," which it *governs*, according to RULE 1st. **His** is a *personal* pronoun, it personates the *person* spoken *of;* and, in the *masculine* gender, *third* person, *singular* number, is in the **possessive** case limiting "*books*," by which it is *governed*, according to Rule 13th. **My own** is a *personal* pronoun, it personates the speaker; and, in the *doubtful* gender, *first* person, *singular* number, is in the *possessive* case, limiting "*books*" understood, by which it is *governed*, according to Rule 13th.

"They themselves shall go." **Themselves** is a *personal* pronoun, it personates the persons spoken *of*; and, in the *doubtful* gender, *third* person, *plural* number, is in the **nominative** case in apposition with "*they*," according to Rule 10th.

"Was it they whom you saw?" **It** is a *collective personal* pronoun, it personates the *group* of persons spoken *of;* and, in the *neuter* gender, *third* person, *singular* number, is the **subject** of the verb "*was*," which it *governs*, according to Rule 1st.

"I believe it to be them." **It** is a *collective personal* pronoun, it personates the *group* or *collection* spoken *of;* and in the *neuter* gender, *third* person, *singular* number, is the **object** of the *transitive* verb "*believe*," by which it is *governed*, according to Rule 3rd. **Them** is a personal pronoun, it personates the *persons* spoken *of;* and in the *doubtful* gender, *third* person, *plural* number is in the **objective** case *after* the *intransitive* verb, "*to be*," according to Rule 6th.

Ex.—The pronoun **"it"** is frequently an *expletive* or a word of euphony, and in parsing, may be retained or set aside. If it is retained, the following phrase or clause, will be parsed in apposition with it; if it is set aside, the phrase or clause will take its place and be parsed accordingly; as, "It was a wonder, that you escaped alive." **It** is the *subject* of the verb "*was*," if retained, and the clause, "*that you escaped alive*," is in apposition with "*it*" or "*wonder*," but, if "*it*" is set aside, the *clause* becomes the subject of "*was*."

"She took your books, and left hers and mine". **Hers** is a *complex personal* pronoun, equivalent to "her books." **Her** is a *personal* pronoun, it personates the person spoken *of*, and in the *fem.* gen., *third* per., *sing.* number, is in the *poss.* case limiting *books*, by which it is *governed*, according to *Rule* 13th. **Books** is a *common* noun, the name of bound volumes; and, in the *neut.* gen., *third* person, *plural* num., is the *object* of the *trans.* verb *left*, by which it is *governed*, according to *Rule* 3*rd*. **Mine** is a *complex personal* pronoun, equivalent to *my books*. **My** is a *personal* pronoun, it personates the speaker; and in the *doubtful* gen., *first* per., *sing.* number, is in the **poss.** case limiting *books*, by which it is *governed*, according to Rule 13th. "*Books*" is parsed as before.

Rem.—The author thinks it unnecessary to require students to repeat Rule 20th or 21st, when pronouns are parsed, but recommends that these rules be *thoroughly* learned and understood, in accordance with which **pronouns** *must be parsed.*

EXERCISES.

Sentences to be Analyzed and Nouns and Personal Pronouns to be Parsed.

I know my friend. Thy friend esteems thee. He knew its faults. We ought to attend to our own business. I saw John, him of whom you spoke. Where is he? Where are they? O, thou, that hearest prayer. It is dangerous to delay. It is our duty to meditate. I saw him busying himself about trifles. We were singing a song. I having gained his approbation, was contented. Thou overlooking this fact wast deceived. He is the man. It is the man. It is the woman. It is cold. It blows. I know it to be him. I will do it myself. You may do it yourselves. Thou thyself shalt go. He left her ring and took mine. We leave your forests of beasts, for ours of men. Our pursuits are more profitable than theirs; theirs (are) more useful than ours. Thine is the kingdom. That finger of hers is badly hurt. That slate is not mine; it must be his or hers.

A vale appeared before us; its stream murmured through the grove. The hosts of Rothmar stood on its banks with their spears. We fought. They fled. Rothmar sunk beneath my sword. Day was descending in the west when I brought his arms to Crothar. The hero felt them with his hands; joy brightened his thoughts.

Nom. absolute.—He being weary, we rested. I continuing to be myself, he shall never do it. "*Myself*" is in the *nominative* case after the *intransitive* verbs "*to be*," and "*continuing*." You knowing his character, how could he gain your confidence? They having arrived, we were happy. They having safely embarked, we returned home. The rain continuing to fall, we sought a shelter. This truth once known, *to bless* is *to be blessed.*

Adjectives.

Adjectives are of three kinds: *Definitive*, *Descriptive* and *Preparative*.

Definitive adjectives point out and limit nouns, *definitely* or *indefinitely*, in number, quantity, or extent. They *interrogatively*, *distributively*, *or negatively* show what nouns are meant.

Definitive Adjectives express no quality. They generally answer to the question *what? how much?* or *how many?*

List of Definitive Adjectives: *A, an, one, another, each, every, either, neither, no, this, that, these, those, both, the, former, latter, such, same, left, right, near, next, last, other, which, what, many, few, several, some, any, much, little, less, least, more, most, whole, all, yon, yonder, far, distant, remote,* and all *local* adjectives ; *Atlantic, Pacific,* and all *distinctive naming* adjectives ; *one, two, three,* and all *cardinal* numbers ; *first, second,* and all *ordinal* numbers ; *single* or *alone, double* or *twofold, triple* or *threefold,* and all *multiplicatives.*

Rem.—The part of speech to which a word belongs, is known by its office ; hence, some words included in the list may, BY THEIR USE, become a different part of speech, and words *not* included, may be *definitive adjectives.*

A, an, one, and **another,** are *indefinite* in extent, but *definite* in number; they therefore *indefinitely* **point out** and *definitely* **limit** nouns in the singular number; as, *a* house, *an* orchard, *one* book, *another* person.

Each, every, and **either** *distributively* **point out** every one of a number; as, *each* apple, *every* tree, *either* road, *each* girl, *every* boy.

Neither *distributively* and *negatively* **points out** a noun in the singular or plural number; as, "*Neither party* would yield." "*Neither men* nor *boys* were present."

No and **not** *negatively* **point out** nouns in the singular or plural number; as, "*No* man or *not* any man is, or, *no* men or *not* any men are, perfect."

This and **that** *definitely* **point out** nouns in the *singular* number, and **these** and **those** in the *plural* number; as, *This* pen, *that* slate, *these* slates, *those* pens. *That* house is yours; *these* stores are mine.

This and **these** refer to objects comparatively near; **that** and **those,** to objects at a greater distance; as, " *This* house is mine; *that* is my brother's." *These* books in my hand are yours; *those* on the desk are mine."

The, the former, *the latter, such, same, left, right, near, next,* and *last, definitely* **point out** nouns in the singular or plural number.

A and **the** sometimes distributively **point out** nouns; as, "The stage goes out twice *a* week"=*each* week. "Spring is a season of *the* year"=*each* year. "We get the news once *a* month"=*every* month.

Many, few, and **several** are *indefinite* in number, and therefore *indefinitely* limit nouns, *in number;* as, *Many* men, *few* boys.

Other is *definite* when it is preceded by "*the*;" in other situations it is *indefinite*; as, "Mary and *the other* girls are well." "Some boys read; *other* boys write." "One was brave, *the other* was cowardly."

Which and **what,** when they are *definitive* adjectives, *definitely, indefinitely,* or *interrogatively* **point out** nouns in the singular or plural number.

Some and **any** are *indefinite* in number or quantity, and, therefore, **indefinitely limit** nouns in the singular or plural number.

When **"a"** is used between "*many*" and a *singular* noun, the two words, "*many a*," taken together, *distributively* **point out** the noun, and if parsed correctly, must be parsed together as one word. The difference between **many a** and "*each*" or "*every*," is, that the *former* distributes an *indefinite part* only, and the *latter* the *whole*. "*Either*" followed by "*or*" and "*neither*" followed by "*nor*," generally, distribute but *two* only, but when they are followed by "*of*," they distribute the *whole;* as, "Either you *or* I must go." "Neither he *nor* they were present." "Either (boy) *of* the boys can do it." "Neither (girl) *of* these girls is idle."

Much, little, less, and **least,** when they are definitive adjectives, *indefinitely* **limit** nouns in quantity; as, *Much* good ; *little* money.

More and **most,** when they are definitive adjectives, *indefinitely* **limit** nouns in number or quantity ; as, *More* food; *most* men.

Whole and **all** *definitely* **point out** the whole number or quantity, taken *indefinitely* and *collectively ;* as, *Whole* cities; *all* towns.

Far, distant, remote, and all **local** adjectives *indefinitely*, and **Atlantic, Pacific,** and all *distinctive* **naming** adjectives, *definitely*, **point out** nouns in the singular or plural number.

In the expressions, "*each other*," properly used of *two* only, and "*one another*," used of *many*, "each" and "other" and "one" and "another" are **reciprocal** in their relations, and, although parsed in various ways, they have never been *fully* parsed by any grammarian, so far as the author of this work has been able to discover.

Models for Parsing Definitive Adjectives.

"That man gave me these five apples." **That** is a *definitive* adjective; it *definitely* points out "*man*," to which it *belongs*, according to Rule 11th. **These** is a *definitive* adjective; it *definitely* points out "apples," to which it *belongs*, according to Rule 11th. **Five** is a *definitive* adjective; it *definitely* limits "*apples*" (in number), to which it *belongs*, according to Rule 11th.

"A stranger from some foreign country, has just arrived." **A** is a *definitive* adjective; it *indefinitely* points out, and *definitely* limits "*stranger*," to which it *belongs*, according to Rule 11th. **Some** is a *definitive* adjective; it *indefinitely* points out and limits "*country*," or the expression, "*foreign country*," to which it *belongs*, according to Rule 11th. **Foreign** is a *definitive* adjective; it *indefinitely* points out or limits "*country*," to which it *belongs* according to Rule 11th.

"Either (girl) Jane or Mary must stay." **Either** is a *definitive* adjective; it *distributively* points out "girl" (supplied), meaning "*Jane* or *Mary*," to which it *belongs*, according to Rule 11th. "Either George or Charles may go." **Either** is a *definitive* adjective; it *distributively* points out "George or Charles," to which it *belongs*, according to Rule 11th.

"She loves both (girls) Mary and Lydia." **Both** is a *definitive* adjective; it *emphatically* points out, and *definitely* limits "*girls*" (supplied), to which it *belongs*, according to Rule 11th. Or thus : **Both** is a *definitive* adjective; it *emphatically* points out and *defi-*

nitely limits "*Mary* and *Lydia*," &c. "Fayette was (of) both (qualities) generous and brave." **Both** is a *definitive* adjective; it *emphatically* points out and *definitely* limits "*qualities*" (supplied), meaning "*generous* and *brave*," to which it *belongs*, according to Rule 11th.

"I will (perform) neither (act) go nor stay." **Neither** is a *definitive* adjective; it *distributively* and *negatively* points out "*act*" (supplied), expressed by "*will go*," or "*will stay*," to which it *belongs*, according to Rule 11th.

Rem. 1.—"*Neither*" in the last sentence, is nearly equivalent to "*not*," and might be parsed as an *adverb*. It is sometimes equivalent to "*nor*," and then becomes a *conjunction*. "*Either*" in the *third* and *fourth* examples, and "*both*" in the *fifth* and *sixth*, are used chiefly for the sake of emphatic distinction, and might be regarded as *expletives*. These words in these situations, are, by authors generally, classed with conjunctions. Let those parse them so, that can tell *what* they *connect*.

Rem. 2.—Nouns to which adjectives belong are frequently *understood*, and, when the noun can not be *readily* supplied, or, for *convenience*, the adjective may be parsed as an adjective *used* as a noun, in all respects, as the noun would be parsed, if it were supplied. This does not make the adjective a noun, but *merely* permits it to perform the *office* of a noun, and avoids *supplying* the noun, and parsing *two words*.

"Neither (person) of us has done right." **Neither** is a *definitive* adjective; it *distributively* and *negatively* points out "*person*" (supplied), to which it *belongs*, according to Rule 11th. **Neither** is an adjective *used* as a noun; and, in the *doubtful* gender, *third* person, *singular* number, is the **subject** of the verb "*has done*," which it *governs*, according to Rule 1st.

What are you doing? *Transposed:* you are doing what (thing)? **What** is an adjective *used* as a noun; and, in the *neuter* gen., *third* per., *sing.* number, is the **object** of the *trans.* verb "*are doing*" by which it is *governed* according to Rule 3rd. **What** is a *definitive* adjective; it *interrogatively* points out "*thing*" (supplied), to which it *belongs*, according to Rule 11th.

"Many went, but few returned." **Many** is an adjective, *used* as a noun; and, in the *common* gen., *third* per., *plu.* num. is the **subject** of the verb "*went*," which it *governs*, according to Rule 1st. **Few** is an adjective, *used* as a noun; and, in the *com.* gen., *third* per., *plu.* num. is the **subject** of the verb "*returned*" which it *governs*, according to Rule 1st.

"No man is perfect." **No** is a *definitive* adjective; it *negatively* points out and limits "*man*," to which it *belongs*, according to Rule 11th.

"Many a fine intellect is buried in poverty." **Many a** is a *definitive* adjective; it *distributively* points out "*fine intellect*," to which it *belongs*, according to Rule 11th.

"Jane and Mary saluted each other." *Supplied:* Jane and Mary saluted; each *girl saluted the* other *girl*. **Each** is a *definitive* adjective; it *distributively* points out "*girl*" (supplied), (meaning *Jane* or *Mary*), to which it *belongs*, according to Rule 11th. **Other** is a *definitive* adjective; it *definitely* points out "girl" (supplied), (meaning *Jane* or *Mary*), to which it *belongs*, according to Rule 11th.

Rem. 1.—This is the usual way of *partially* parsing these words, or they are parsed in the same *partial* manner as adjectives *used* as nouns, or as pronouns, as will be shown in the following sentence.

"The boys dislike each other." **Each** is an adjective *used* as a noun, and in the *mas.* gen., *third* per., *sing.* number; is the **subject** of the verb "*dislikes*" (understood), which it *governs*, according to Rule 1st. **Other** is an adjective *used* as a noun; and in the *mas.* gen., *third* per., *sing.* number, is the **object** of the *trans.* verb "*dislikes*" (understood), by which it is *governed*, according to Rule 11th.

Rem. 2.—In either case, these words are but half parsed, and the *reciprocal* relation but *half* shown, as will appear, by parsing them fully in the next example.

"Good men esteem one another." **One** is an adjective, *used* as a noun, and, in the *mas.* gen., *third* per., *sing.* number, is *reciprocally* both the **subject** of the verb "*esteems*" (understood), which it *governs*, according to Rule 1st; and the **object** of the *trans.* verb "*esteems*," (understood), *by* which it is *governed*, according to Rule 3rd. **Another** is an adjective used as a noun, and in the *mas.* gen., *third* per, *sing.* number, is *reciprocally* both the **subject** of the verb "*esteems*" (understood), which it *governs*, according to Rule 1st; and the **object** of the *trans.* verb "*esteems*" (understood), *by* which it is *governed*, according to Rule 3rd.

"Harriet and Lucy live happily with each other." **Each** is an adjective *used* as a noun; and, in the *fem.* gen., *third* per., *sing.* number, is *reciprocally* both the **subject** of the verb "*lives*," (understood), which it *governs*, and the **object** of the preposition "*with*," by which it is *governed*, according to Rule 1st and 5th. **Other** is an adjective *used* as a noun; and in the *fem.* gen., *third* per., *sing.* number, is *reciprocally* both the **subject** of the verb "*lives*" (understood), which it *governs*, and the **object** of the preposition "*with*," by which it is *governed*, according to Rule 1st and 5th.

Rem. 3.—These words, thus parsed, establishes fully the *reciprocal* relation, which must of necessity be a *distributive* relation, and makes the sentence *mean* just what it *does mean*. "Harriet lives happily with Lucy, and Lucy lives happily with Harriet."

EXERCISES.

Sentences to be Analyzed, Words Supplied if Necesary, and Nouns, Personal Pronouns and Definitive Adjectives to be Parsed.

Distant countries claim some of our attention. Few people are happy, but all seek happiness. Many ships sail on the Atlantic ocean. Remote places present some peculiarities. Each of his brothers gave me a penny. Some girls study, other girls play. Every person has some influence. They confide in each other. They despise one another. Neither of the girls studies faithfully. Most men have some occupation. I will do either this or that. I will do neither one nor the other. Charles studies both grammar and geography. Jabal was the father of such as dwell in tents. I will do no such thing. Thou shalt provide men such as fear God. The four beasts each had six wings. Either of the roads is good. Let another praise thee. Many are called, but few are chosen. Many shall come in my name and shall deceive many. The first shall be last and the last, first. The right hand is stronger than the left. They came from a far country. The near horses were suddenly frightened. A foreign tomb received the stranger. Many a flower is born to blush unseen. What poem is that? What

house do you see? Any person can do that. I mean yon house that stands on the hill. Every leaf and every twig teems with life. Numbers are expressed by ten Arabic characters.

Descriptive Adjectives.

Descriptive Adjectives describe nouns and pronouns in different degrees. They tell *what kind of* a person or thing is represented by the noun or pronoun to which they belong; as, "A *beautiful* bird flew over the *tall* steeple." *What kind* of a bird? *Beautiful.* *What kind* of a steeple? *Tall.*

They are varied to express the *three* **Degrees of Comparison:** the *Positive*, the *Comparative*, and the *Superlative*.

The **Positive Degree** describes a noun as *positively* of the *nature*, *character*, or *quality* expressed by the adjective; as, "I saw a *good* man." "*Good*" describes the *person* represented by "*man*" as *positively* good, compared with other men.

The **Comparative Degree** describes a noun as possessing a *higher* or *lower* degree of the quality expressed by the adjective, than another with which it is compared; as, "He saw a *better* man." "**Better**" *comparatively* describes the *person* represented by "*man*" as possessing a *higher* degree of the quality expressed by the adjective, than some other man with which he is compared.

The **Superlative Degree** describes a noun as possessing the *highest* or *lowest* degree of the quality expressed by the adjective of any with which it is compared; as, "You saw the *best* man." "**Best**" *superlatively* describes the *person* represented by "*man*" as possessing the *highest* degree of the quality of any of the *persons* with whom he is compared.

Monosyllables and **dissyllables,** accented on the *last* syllable, or ending in *y* or *le* after a consonant, are usually compared by affixing to the positive **r** or **er** for the *comparative*, and **st** or **est** for the *superlative;* as, **Positive** rich, **comparative** rich**er, superlative** rich**est.** **Pos.** happy, **com.** happier, **sup.** happiest. **Pos.** able, **com.** abler, **sup.** ablest. **Pos.** polite, **com.** politer, **sup.** politest. Dissyllables ending in *y* change *y* into *i* in the comparative and the superlative degrees; as, **Silly,** SILLIER, *silliest.* **Lazy,** LAZIER, *laziest.*

Other adjectives are usually compared by prefixing **more** or **less, most** or **least** to the positive; as, **Pos.** grateful, **com.** *more* grateful. **sup.** *most* grateful. **Pos.** beautiful, **com.** *less* beautiful, **sup.** *least* beautiful.

Some adjectives are compared irregularly; as, **Good,** BETTER, *best.* **Bad** or **ill,** WORSE, *worst.* **Much** or **many,** MORE, *most.* **Little,** LESS, *least.* **Far,** FARTHER or FURTHER, *farthest* or *furthest.* **Late,** LATER, *latest* or *last.*

Most compound *adjective words* are compared by varying the prefix only; as, **Good**-natured, BETTER-natured, *best*-natured. Adjectives that express a quality that cannot exist in different degrees, cannot, with propriety, be compared; as, *Infinite*, *endless*, *round*, *square*, *triangular*, *absent*, *present*, &c.

When words that are usually nouns, become, BY THEIR USE, adjectives, they cannot be

compared; as, *Window* glass, *glass* windows; *silver* pencils, *gold* mines, *lead* pipes, *walnut* tables, *apple* pies.

Descriptive adjectives are frequently placed *after* the nouns to which they belong; as, "The lady is *beautiful*." "A temper *passionate* and *fierce*." A diminution of the quality is expressed by terminating the positive in **ish**; as, blu**ish**, sweet**ish**, small**ish**; and various shades of quality are expressed by the aid of modifying words and phrases; as, *exceedingly* warm, *much* better, *by far* the best, *rather* late, *a little too* high, *somewhat* warm, *pretty* cold. When a descriptive adjective is preceded by the definitive "*the*," and the noun to which it belongs is *understood*, it should generally be parsed as an adjective *used* as a noun; as, The *good*, the *great*, the *rich*, the *poor*, the *happy*, the *miserable*, &c.

Preparative Adjectives.

Preparative Adjectives are used to *qualify* or *prepare* other adjectives, to point out, limit or describe nouns and pronouns, so as to make them express the exact idea intended; as, A *pale* red color, a *light* blue tint, a *red hot* iron plate, *snow* white cloth, *extremely* fine weather.

Preparative adjectives generally answer to the question, *how? how much? how many?* and sometimes, *what kind of?* When *much*, *more*, *most*, *little*, *less*, *least*, *very*, *extremely*, *truly*, *how*, *so*, *a great deal*, *many times*, *by far*, *by two feet*, *by ten pounds*, and other words or phrases, are placed immediately *before* or *after* other adjectives, and increase or lessen the signification of those adjectives, they become a *part* of them, and are, therefore, **preparative adjectives** of degree or quality.

REMARKS ON PREPARATIVE ADJECTIVES.

In this situation, most of these words and phrases have been classed by grammarians with *adverbs*. The word "*adverb*" is formed from two Latin words, "*ad*" and "*verbum*," and means, *added* or *joined* to a *verb*. How a word, that has no reference to a verb can, with propriety, be called an *adverb*, is not easily comprehended. The word "*adjective*" means nothing more than *added* or *joined to*, hence *all* words called adverbs, can, with far greater propriety, be classed with adjectives than *any one* of these words performing this *preparative* office, can be classed with *adverbs*. Most of these preparative words *can be*, and *are*, so used, as *immediately* to qualify a *noun*, but, *few*, if *any* of them can be so used as *directly* to qualify a *verb*, which makes the absurdity of calling them *adverbs* still more apparent. In general, they must reach the verb by the aid of some *legitimate* adverb, if at all.

Wherever there is error, inconsistency is not far off, and so it appears in this case. There are few, if any, grammarians that parse the word "*bright*" in the expression, "a bright red spot," as an adverb, because its form frightens them; although they teach that it is the *office* of adverbs to *qualify* adjectives; but, if we put "*very*," "*extremely*" or "*exceedingly*" in the place of "*bright*," they will unhesitatingly call it, an adverb, although it performs the *very same* office, *which*, in either case, is to prepare "*red*" to describe "*spot*" correctly. If these words are classed as *adverbs*, no distinguishing line can be drawn between *adjectives* and *adverbs*, for these adverbs qualify adjectives, and adjectives *thus qualified* qualify nouns, and thus *adverbs* are *indiscriminately* heaped upon *nouns*, contrary to the teaching of all grammars.

These words perform this preparative office equally well for *adjectives*, *adverbs* or *prepositions*, and sometimes even for *conjunctions*, and in every case, when so used, they perform an *essential* part of the *office* discharged by these several parts of speech, and cannot be separated from them without destroying the *true meaning* of the phrase or sentence in which they occur. "He swam nearly across the river." "*Nearly*," in this sentence, cannot consistently be called an adverb, by any grammar in Christendom; for it does not qualify a *verb*, an *adverb* nor an *adjective*, but a *preposition;* and without its influence

"*across*," cannot show a *true* relation. He did not swim *across*, but *nearly across*. "*Nearly across*" is the preposition.

The truth is, that all *words*, *phrases* and *clauses* that point out, limit or describe *nouns*, MEDIATELY or IMMEDIATELY, *directly* or *indirectly* aided by some other *word*, *phrase* or *clause*, are *legitimately* and *properly* named *adjectives*, and all *words*, *phrases* and *clauses*, that limit or modify the *action*, *existence* or *state* of nouns and pronouns *expressed* by *verbs*, and *not* the nouns or pronouns *themselves*, are *adverbs*. "Harriet is extremely delicate." Here, "*extremely*" increases the quality expressed by *delicate*, and "*delicate*" thus qualified, describes "Harriet" with all the *increase* of quality "*extremely*" has imparted to it: all the *delicacy* expressed by *both* words, belongs to "*Harriet*;" they are, therefore, *adjectives*. "Harriet walks very gracefully." Here, "*very*" and "*gracefully*" are *adverbs*, because they qualify or modify the *action* of Harriet, expressed by the verb "*walks*" and not *Harriet* herself. "How very exceedingly bright the sun is!" "*How*" is a preparative adjective, it prepares "*very*;" "*very*," with all the intensity "*how*" has given it prepares "*exceedingly*;" "*exceedingly*," with all the preparation "*very*" has given it, prepares "*bright*," and "*bright*" thus prepared, describes "*sun*." *How very exceedingly bright* is now the sun, and *how beautiful* is language thus viewed.

Ex. 1.—When "*the*" is used before the adjectives, *other*, *former*, *latter*, &c., and "*a*" before the adjectives, *few*, *many*, *score*, *dozen*, *hundred*, &c., they may be considered **preparative** adjectives, or they may be parsed as pointing out and limiting, the expression, formed by the other adjective and its noun; as, the *other persons*, a *few cherries*, a *dozen apples*, a *thousand men*.

Ex. 2.—Any *word*, *phrase* or *clause* that qualifies an *adjective*, is a *preparative* adjective. The words, "*prepare*," "*qualify*," and "*modify*," as used in grammars, are nearly synonymous, and are very comprehensive in their meaning. They signify, to *alter*, *change*, *vary*, *limit*, *restrict*, *lessen*, *enlarge* or *affect* in any way.

Models for Parsing Descriptive and Preparative Adjectives.

"Large ships bear heavy burdens." **Large** is a descriptive adjective, it *positively* describes "*ships*" (as being of great size), to which it *belongs*, according to Rule 11th. **Heavy** is a descriptive adjective, it *positively* describes "*burdens*" (as being of great weight), to which it *belongs*, according to Rule 11th. "Larger ships bear heavier burdens." **Larger** is a descriptive adjective, it *comparatively* describes "*ships*" (as being greater in size), to which it *belongs*, according to Rule 11th. **Heavier** is a descriptive adjective, and *comparatively* describes *burdens* (as being larger in weight), to which it *belongs*, according to Rule 11th.

"The largest ship bears the heaviest burden." **Largest** is a *descriptive* adjective; it *superlatively* describes "*ships*" (as being the greatest in size), to which it *belongs*, according to Rule 11th. **Heaviest** is a *descriptive* adjective; it *superlatively* describes "*burdens*" (as being the largest in weight), to which it *belongs*, according to Rule 11th.

"He wore a snow white linen neck-cloth." **Snow** is a *preparative* adjective; it *prepares* (qualifies) "*white*" (by increasing its quality to that of itself), to which it *belongs*, according to Rule 11th. **White** *thus prepared* (qualified), is a *preparative* adjective, it *prepares* (qualifies) "*linen*" (by imparting to it a bright, dazzling color), to which it *belongs*, according to Rule 11th. **Linen** *thus prepared*, is a *descriptive* adjective; and *positively* describes "*neck-cloth*" (as having been manufactured from flax), to which it *belongs*, according to Rule 11th.

"Julia is amiable; Harriet is more amiable; but Susan is the most amiable." **More** is a *preparative* adjective; it *comparatively* prepares "*amiable*" (by increasing its quality to the *comparative* degree). **Most** is a *preparative* adjective; it *superlatively* prepares "*amiable*" (by increasing its quality to the *superlative* degree). The first **amiable** *positively* de-

scribes "*Julia*" (as being lovely); the second **amiable** *thus prepared, comparatively* describes "*Harriet*" (as being more lovely than Julia); and the third **amiable** *thus prepared, superlatively* describes "*Susan*" (as most lovely of all).

"John is studious; James is less studious; but George is the least studious." **Less** is a *preparative* adjective, it *comparatively* prepares "*studious*" (by decreasing its quality to the comparative degree). **Least** is a *preparative* adjective, it *superlatively* prepares "*studious*" (by decreasing its quality to the superlative degree). The first **studious** *positively* describes "*John*" (as being devoted to study); the second **studious** *thus prepared, comparatively* describes "*James*" (as being less devoted to study); and the third **studious** *thus prepared, superlatively* describes "*George*" (as being least devoted to study of all).

"The former increase in wealth, the latter decrease." **The** is a *preparative* adjective, it *prepares* "*former*" (by making it definite), to which it *belongs*, according to Rule 11th. **Former** *thus prepared*, is a *definitive* adjective, it *definitely* points out "*persons*" (supplied), to which it *belongs*, according to Rule 11th. **The** is a *definitive* adjective it *definitely* points out (limits) "*latter*," to which it *belongs*, according to Rule 11th. **Latter** is an *adjective* used as a *noun*, and in the *doubtful* gen., *third* per., *plu.* num., is the **subject** of the verb "*decrease*," which it governs, according to Rule 1st.

"He is five years old." **Five** is a *preparative* adjective; it prepares "*years*" (by definitely limiting it in number), to which it *belongs*, &c. **Years** *thus prepared*, is (a noun used as) a *preparative* adjective; it prepares "*old*" (by limiting it definitely by a measure of time), to which it *belongs*, &c. **Old** *thus prepared*, is a *descriptive* adjective; it *positively* describes "*he*," to which it *belongs*, according to Rule 11th. "*Five years old*," tells *how* old the boy is, and for that purpose it is used. He is a *five-years-old* boy. "*A*" and "*five years old*" are the adjectives.

Rem.—The definition of an adjective and its comparison being easily and quickly learned, it is deemed unnecessary to encumber the student, whilst parsing it, by requiring him to repeat its definition, or compare it, or to mention its degree except by the word *positively*, *comparatively*, or *superlatively*.

The model given, including a concise definition of the word parsed, seems to be short, full, clear and comprehensive, without being burdensome. By omitting the words in parenthesis, the order will be complete without the definition. It is expected that few students will be willing to omit definitions in parsing descriptive adjectives.

EXERCISES.

Sentences to be Analyzed, Nouns, Personal Pronouns, and Adjectives to be Parsed.

A benevolent man helps indigent beggars. Fearful storms sweep over those beautiful islands. Charles is industrious. Mary is thoughtful. The pale moon looked on the mournful field. Mary is happier than Susan is because she is a better girl. The most faithful student will become the most eminent man. If we were wealthy we should desire to be more wealthy. What powerful arm can wield that ponderous spear? Cæsar was a great man; Cyrus was greater; but Washington was the greatest. Little girls wear red morocco shoes. If we are very good we shall be very happy. Many beautiful flowers wither. Which

is the best road? Those three girls are very studious. What pitiful excuses some people make for their sins! How exceedingly barbarous some people are! I am less careless now. Virtue is more valuable than every other acquirement. Socrates was much wiser than his accusers. How very exceedingly immodest she is, and how truly ridiculous she appears. The river is ten feet deep. The mountain is three miles high. The measure is too long by three inches. This is by far too wide. The steeple was ten feet too low.

Elucidation.—The phrases **by three inches** and **by far,** are *preparative* adjuncts; the *former* qualifies the phrase "*too long*," and the *latter* the phrase "*too wide*." **Ten** prepares "*feet*," and **feet** *thus prepared*, prepares (qualifies) "*too low*."

RELATIVE PRONOUNS.

A **Relative Pronoun** is a *substantive* that relates to some word, phrase, clause, or sentence going before, as its antecedent, with which it closely unites the clause in which it stands; as, "The bird *that* sung so sweetly has flown." "*That*" is the relative, and "*bird*" is its antecedent.

The relative is the closest and strongest connective in the language, and should always be placed as near its antecedent as the proper construction of the sentence will admit.

Rem.—In every sentence in which a *pure* relative pronoun occurs, it is either "*which*" or is defined by the definitive *which* and a noun, and it is this word "*which*" that imparts to it all its *relative* and *connecting power;* as, "Lucy who=*which* girl." "The man that=*which* man." "The woman whom=*which* woman."

Relative pronouns must *agree* with their antecedents in *gender, person,* and *number.* They are, *who, whoever, whosoever; which, whichever, whichsoever*; *what, whatever, whatsoever,* and *that.* **Who, whoever,** and **whosoever** relate to persons, and are thus declined:

	Sing. and *plu.*	*Sing.* and *plu.*	*Sing.* and *plu.*
Nom.	Who,	Whoever,	Whosoever,
Poss.	Whose,	Whoseever,	Whosesoever,
Obj.	Whom.	Whomever.	Whomsoever.

Whose is used as the possessive case of "*which*" or "*that*;" **What** has no possessive case. **That** relates to persons or things. It is a *relative* pronoun when it can be changed into "*who*" or "*which*;" an *adjective* when it is placed *before* a noun *to point it out;* in other situations it is an expletive or a conjunction. **Which** relates to inferior animals and inanimate objects. It is a *relative pronoun* when it can be changed into "*that*;" in other situations, it is an *adjective.*

Complex Relative Pronouns are such as represent by *one word* both the *antecedent* and the *relative,* whether in

the same or different Cases. They are *what*, *whoever*, *whosoever*, and sometimes *who*.

What is a *Complex relative pronoun*, when it can be changed into "*that which*" an *adjective* when placed *before* a noun *to point it out;* an *interjection*, when used in exclamations; and an *adverb* when it has the sense of *partly*; as, "*What* by force, and *what* by policy, he succeeded."

When **what, whatever, which** and **whichever,** include the adjective "*that*," pointing out the antecedent, and the relative "*which*" relating to it, they should also be parsed as *Complex* relative pronouns; as, "I will take *whatever* peach (*that* peach *which*) you give me."

Whom and **which** are frequently understood as the *object* of a *transitive* verb or a preposition; as, "This is the man I saw." *Whom* is understood as the *object* of the *transitive* verb "*saw*."

When the sentences in which the compound words *whoever*, *whosoever*, *whatever*, *whatsoever*, &c., occur are transposed, the *ever* and *soever* disappear; as, "Whatever purifies, fortifies the heart." Transposed : That fortifies the heart which purifies it.

Transposing a sentence, as an aid to its analysis, consists in placing the *nominative before* its finite verb, and the *objective after* it, and the other words, and the phrases and clauses in their natural order.

Rem.—This is the logical order for constructing a sentence, but writers for the sake of rhetorical effect and for other reasons, frequently construct sentences differently, and then it becomes necessary in order to see clearly the relations of the different parts, to reconstruct the sentence and arrange the words, phrases, and clauses, in their natural, logical order. This is TRANSPOSITION. **Transposing** is an indispensable exercise for all classes of learners, and, in all stages of progress, during the whole grammatical course. When sentences are transposed containing relative clauses, they often sound oddly, but it is not the design of transposition to improve the sentence, but to ascertain its grammatical construction.

Sentences transposed.—1. The man who teaches you pleases your father. The man pleases your father, who teaches you. 2. The woman, whose house they have rented, owns many houses. The woman owns many houses, they have rented whose house. 3. Whom seest thou? Thou seest whom? 4. What do you want? You do want what? 5. What walked the fields at night he thought a ghost. He thought *that* a ghost *which* walked the fields at night. 6. Whatever is, is right. *That* is right, *which* is. 7. I am aware of what you do. I am aware of *that*, you do *which*. 8. Whosoever is a friend of the world, is the enemy of God. *He*, or *that person*, is the enemy of God *who* is a friend of the world. 9. Mark the man that doth well. You mark the man that doth well. 10. Our ignorance of what is to come should teach us humility. Our ignorance of *that* should teach us humility, *which* is to come. 11. I know not what to do with what I have. I know not *that* to do *which* with *that* I have *which*.

"As" following "*such*," "*same*" or "*many*," and **"than"** following "*more*," are by many grammarians considered relative pronouns, and may be so parsed, or the ellipsis may be supplied and these words parsed according to their office, either as conjunctions, relative adverbs, or prepositions.

Model for Parsing Relative Pronouns.

"The man who saw him believed *what* he said." Transposed :—The man who saw him believed *that* he said *which*. **Who** is a *relative* pronoun, it relates to "*man*" for its antecedent; and in the *mas.* gen., *third* per., *sing.* num., is the **subject** of the verb "*saw*," which it *governs* according to Rule 1st. **What** is a *complex relative* pronoun, including both the antecedent and the relative, and is equivalent to "*that which*." **That** is an *adjective* used as a *noun*, and in the *neut.* gen., *third* per., *sing.* num., is the **object** of the *trans.* verb "*believed*," by which it is *governed* according to Rule 3rd. **Which** is a *relative* pronoun, it relates to "*that*" for its antecedent; and, in the *neut.* gen., *third* per., *sing.* num., is the **object** of the *trans.* verb "*said*," by which it is *governed* according to Rule 3rd.

"The Lord chastens whomsoever he loves." Transposed :—The Lord chastens *those* he loves *whom*. **Whomsoever** is a *complex relative* pronoun equivalent to "*those whom*." **Those** is an *adjective* used as a *noun*, and, in the *com.* gen., *third* per., *plu.* num., is the **object** of the *trans.* verb "*chastens*," by which it is *governed* according to Rule 3d. **Whom** is a *relative* pronoun, it relates to "*those*" for its antecedent, and in the *com.* gen., *third* per., *plu.* num., is the **object** of the *trans.* verb "*loves*," by which it is *governed* according to Rule 3rd.

Rem.—An *adjective* is said to be used as a *noun* when the noun to which it belongs is not expressed, and it is parsed as above merely to avoid the parsing of two words.

"What sculpture is to a block of marble, education is to a human soul." Transposed :—Sculpture is *that* to a block of marble, education is *which* to a human soul. **What** is a *complex relative* pronoun including both the antecedent and the relative, and is equivalent to *that which*. **That** is an *adjective* used as a *noun;* and, in the *neut.* gen , *third* per., *sing.* num., is in the *nom. case* after the *intrs.* verb "*is*," according to Rule 6th. **Which** is a *relative* pronoun; and, in the *neut.* gen., *third* per., *sing.* num., is in the *nom.* case after the *intrs.* verb "*is*," according to Rule 6th.

"Who lives to fancy never can be rich." Transposed :—*He* never can be rich *who* lives to fancy. **Who** is a *complex relative* pronoun, including both the antecedent and the relative, and is equivalent to *he who*. **He** is a *personal pronoun*, it personates the person spoken *of;* and, in the *mas.* gen., *third* per., *sing.* num., is the **subject** of the verb "*can be*," which it *governs* according to Rule 1st. **Who** is a *relative* pronoun, it relates to "*he*" for its antecedent, and in the *mas.* gen., *third* per., *sing.* num., is the **subject** of the verb "*lives*," which it *governs* according to Rule 1st.

"Whoever studies will learn." Transposed :—*He* will learn *who* studies." **Whoever** is a *complex relative* pronoun equivalent to *he who*, and is parsed like "*who*" in the sentence above.

"Eliza, take whichever pattern pleases you." Transposed :—Eliza,

you take *that* pattern *which* pleases you. **Whichever** is a *complex relative* pronoun, equivalent to *that which*. **That** is a *definitive* adjective; it definitely points out "*pattern*," to which it *belongs* according to Rule 11th. **Which** is a *relative* pronoun; it relates to "*pattern*" for its antecedent; and, in the *neut.* gen., *third* pers., *sing.* num., is the **subject** of the verb "*pleases*," which it *governs* according to Rule 1st.

Rem.—Many professed grammarians tell us that "who," "whoever," and other words performing a like office are not *complex*, but that each is respectively the subject of its own verb, and that the clause "*who lives to fancy*" is the subject of "*can be*," and "*whosoever studies*", of "*will learn.*" Others tell us that the antecedent of these words and other words like them, is understood, and, therefore, they are *not complex*. As the author of this work believes, so he teaches; and he recommends to students "to prove all things and hold fast that which is good."

Exercises.

Each Sentence to be Analyzed and Transposed if necessary; and the Nouns, Personal and Relative Pronouns and Adjectives to be Parsed

He is the man whom I saw. The lady who visited us has gone to Utica. The rose which we saw has faded. Harriet who dislikes grammar learns slowly. The roses which lately bloomed are withered. Whatever you do must be done quickly. You may do what no person has done. Are you pleased with what you have? Washington was a man whose greatness will endure forever. He is ashamed of what he has done. The days that are past are gone forever. Whatever is worth doing is worth doing well. They who obey God will be happy. Take whichever coach suits you. You can have whatever books you desire. How beautiful the blush that mantles the cheek of innocence! Thou who hearest wisdom shouldst be wise. The relative often relates to a phrase or clause for its antecedent. We are required to fear God and keep his commandments, which is the whole duty of man.

Interrogative Pronouns.

An **interrogative pronoun** is used both to represent a noun or substantive, and ask a question; as, "*Who* art thou?" "*Whom* do you see?" "*Whose* book have you?" "To whom did he give it?"

Elu.—The only **interrogative pronouns** are *who*, *whose* and *whom*. When "*which*" or "*what*" is used in asking a question, it is an *interrogative adjective*, and belongs to a noun either expressed or understood. When a known object is enquired for, it is expressed; when the object is unknown it is understood; as, "What *book* have you?" "What have you in your hand?" "Which *road* did he take?" "Which did he take?" **Which** or **what,** when the noun to which it belongs is *expressed*, *must* be parsed as an adjective; but when the noun to which it belongs is *not expressed*, it may, if its nature and office are clearly understood, be parsed as an interrogative pronoun, or as an adjective used as a noun.

Indefinite Pronouns.

An **Indefinite Pronoun** generally represents a noun or substantive expression indefinitely or partially, more in the form and manner of a noun than in the form or manner of a personal, a relative, or an interrogative pronoun; as, "Some *one* has spoken." "He gave me the

best *ones*." "This is mine, not *another's*." "The *others* are better than these." "It is uncertain to *whom* he gave the book." "The *former's* phlegm was a check on the *latter's* vivacity." Many will go, but *none* will return."

Indefinite Pronouns are thus declined:

	Sing.	*Sing.*	*Sing.*	*Sing.*	*Plu.*	*Sing.*	*Plu.*
Nom.	another	former	latter	one	ones	other	others
Poss.	another's	former's	latter's	one's	ones'	other's	others'
Obj.	another	former	latter	one	ones	other	others

Elu.—The only indefinite pronouns that are fully representative, are *one's ones*, *former's*, *latter's*, *another's*, *other's*, *others*, *who* and possibly *none*, which is used both in the singular and plural number, and in the *nominative* and *objective* case, but not in the *possessive;* the phrases *no one's* or *not any ones'* answering fully to its possessive. If other words, such as *one*, *both*, *other*, *former*, *latter*, *some*, *another*, are parsed as pronouns, they must be considered only as partial representatives, and then parsed as *definite* or *indefinite* as their nature and office may truly be. Most of these pronouns differ from others in their capacity to receive a definitive or descriptive word *before* them, which is the characteristic of the noun, and which, to some extent, at least, renders these indefinites definite; as, *The* former's, *the* latter's, *that* other, *these* others, *these* little ones, *those* great ones, &c.

Model for Parsing Interrogative and Indefinite Pronouns.

"Who that has any sense of religion would act thus?" Transposed: Who would act thus, that has any sense of religion? **Who** is an *interrogative pronoun*, representing "*what person;*" and, in the *doubtful* gender, *third* per., *sing.* num., is the *subject* of the verb "*would act,*" which it *governs* according to RULE 1st.

"Whose pen have you?" Transposed:—You have *whose* pen? **Whose** is an *interrogative* pronoun, representing "*what person's;*" and in the *doubtful* gen., *third* per., *sing.* num., is in the *possessive* case limiting "*pen,*" by which it is *governed* according to RULE 13th.

"What wilt thou have me to do?" Thou wilt have me to do what (thing)? **What** is an *interrogative pronoun, or* **what** is an *interrogative adjective* used as a *noun*; and, in the *neut.* gen., *third* per., *sing.* num., is the **object** of the *trans.* verb "*to do,*" by which it is *governed* according to RULE 3rd.

"The great ones of the world have their failings." **Ones** is an *indefinite* pronoun, representing "*persons;*" and, in the *common* gen., *third* per., *plu.* num., is the **subject** of the verb "*have,*" which it *governs* according to RULE 1st.

"*None* is so deaf as he that will not hear." **None** is an *indefinite* pronoun representing "*no person;*" and, in the *common* gen., *third* person, *sing.* num., is the **subject** of the verb "*is,*" which it *governs* according to RULE 1st.

"*One* exerts an influence over many others.'" **One** is an *adjective* used as a *noun, or* **one,** is an *indefinite* pronoun, representing "*person;*" and, in the *com.* gen., *third* per., *sing.* num., is the **subject** of the verb "*exerts,*" which it *governs* according to RULE 1st. **Others** is an *indefinite* pronoun representing "*other persons*;" and, in the *common* gen.,

third per., *sing.* num., is the **object** of the preposition "*over*," by which it is *governed* according to RULE 5th.

"I know not who it was." **Who** is an *indefinite* pronoun representing "*what person*," and, in the *doubtful* gen., *third* per. *sing.* num., is in the **nominative** *case*, after the *intrs.* verb "*was*," according to RULE 6th.

EXERCISES.

Sentences to be Analyzed and Transposed; and Nouns, Pronouns and Adjectives to be Parsed.

Who shall separate us from the love of God? Another's wealth is not mine. Whom do you see? This reward is yours, it shall be no other's. Some study, others are idle. Whose umbrella did he take? Compassionate others' misfortunes. The boy wounded the old bird, and stole the young ones. None of their productions are extant. What were you doing? He pleases some, but disgusts others. My wife and the little ones are in good health. Which did he take? Some are happy, while others are miserable. Who did it is unknown. He knew not whom he saw. What do you want? William and Clara are brother and sister; the former's sprightliness and the latter's beauty are much admired. We shall soon see "who is who." Who are you? Whom do you see? What have I to do with thee?

MISCELLANEOUS QUESTIONS. NO. 1.

What is English Grammar? What case is a noun or pronoun when it is a subject? When it is an object? When it is addressed? When it is placed before a participle and independent of the finite verb? What is a sentence? What is an adjunct? What is a phrase? How many kinds of sentences? What case is a noun or pronoun when used to characterize or explain another noun or pronoun? When is a noun or pronoun in the *nom.* case *after* an *intrs.* verb? When *obj.* case *after* an *intrs.* verb? What is the subject? What is the predicate? Will you decline all the pronouns? What is a word of *one* syllable? Of *three?* Of *four?* Of *two?* What is a simple sentence? A compound sentence? A simple complex sentence? A compound complex sentence? What is analysis? What synthesis? What can you say about *who? What? Whoever* and *whosoever?* Give the noun SENATOR in all its situations? The noun KING in the same manner? How many kinds of adjectives? What are preparative adjectives generally called in grammars? What is a noun? A pronoun? An adverb? A verb? When a word is used to connect words, phrases, clauses, or sentences, what is it called? When it shows relation? When is a noun or pronoun *third* person? When *second?* When *first?* When *sing.* number? When *plural?* When *mas.* gender? When *fem?* When *doubtful?* When *neuter?* Can you tell all about *what, whatever, which* and *whichever?* How many parts of speech may *that* be? *What? Who?* What are *definitive* adjectives? What *descriptive?* What *preparative?* Repeat the list of prepositions? Of coniunctions? Of definitive adjectives? Of pronouns? Compare *rich, industrious, omnipotent?* When you say an adjective *comparatively* describes, what degree is it? When you say it *superlatively* describes? How many degrees? How many forms have *infinitives?* How many *participles?* What is a clause? What a proposition? Will you carefully review, analyze the sentences, and parse all the nouns, pronouns and adjectives in all the exercises?

VERBS.

A **verb** is one or more words that express *action*, *inaction*, *existence*, or *state* of existence.

The term *Verb* comes from the Latin word *verbum* which signifies a *word*. This part of speech is named *Verb*, by way of eminence, because verbs, next to nouns, are the most important words in language.

Verbs, IN FORM, are *regular* or *irregular*. A **Regular** verb forms its *Perfect* tense and *Perfect* participle in *ed*, by affixing *d* or *ed* to the first person of the *Indicative Present*. An **Irregular verb** does not form its *Perfect* tense and *Perfect* participle in *ed* by affixing *d* or *ed* to the first person of the *Indicative Present*.

A **Defective** VERB is an *irregular* verb used only in some of its parts. An **Auxiliary** verb is an *irregular* verb used in forming moods and tenses. **Voice** is that form of the verb which shows whether an act is performed or received by its subject.

Verbs, IN USE, are *transitive*, *intransitive* or *passive*. A *transitive* verb has an *object*. An *intransitive* verb has *no* object. An **Active** verb expresses *action*. A **Neuter** verb expresses *existence* or *state* sometimes *with*, and sometimes *without*, a *passive* form.

The **Properties** of a verb are *Voice*, *Mood*, *Tense*, *Person*, and *Number*.

Transitive verbs are said to have two voices, *active* and *passive*. If the verb expresses an act *performed* by its *subject*, it is said to be in the *active* voice; if it expresses an act *received* by its *subject* it is said to be in the *passive* voice. The **Passive voice** is formed by annexing a *perfect* participle of a *transitive* verb to the forms of the verb "*to be*," and when thus formed the verb ceases, according to the definition of a transitive verb, to be transitive and becomes a *passive* verb. In practice, it will be found convenient to call all verbs *passive verbs* that have a *passive form*.

Mood or Mode.

Mood or Mode is the *manner* in which verbs express the *action*, *existence*, or *state* of their *nominatives*, or of the *nouns*, *pronouns*, or *substantives*, to which they refer.

There are six moods: *Indicative*, *Subjunctive*, *Potential*, *Imperative*, *Infinitive*, and *Participial*.

The **Indicative Mood** indicates, declares or interrogates; as, "When he *arrives*, he *will inform you*." "The girls *were* here." "*Has* he *gone?*" *This mood has no sign. It is known by its definition.*

The **Potential Mood** asserts *ability*, *possibility*, *necessity*, *power*, *will*, or *obligation;* as, "He *can write*." "Charles *may go*." "It *may rain*." "I *must study*." "I *might learn*." "He *would* not *stay*." "They *might have gone*." "They *may have departed*."

May, can, must, might, could, would or **should,** is the *sign* of the *potential* mood. *One* of these words is always the *first* word of a verb in the *potential* mood. It always consists of *two*, *three*, or *four* words.

The **Subjunctive mood** expresses *doubt* or condition, or *negatively* implies affirmation, or *affirmatively* implies negation; as, "If I *go* to Rome, I shall not return." "Though he *studies*, he does not learn." "If it *did* not *rain*, I would go." "If I *were* in health, I could rejoice with you." The last two examples *imply*,—it *does* rain, and I am *not* in health."

If, though, lest, unless, except, whether, or **provided,** is the *sign* of the *subjunctive* mood. These words are *conjunctions* and generally *precede* the verb in the subjunctive mood.

The **Imperative Mood** *directly* commands, exhorts, entreats, or permits; as, "*Bring* it to me." "*Be* ye *reconciled.*" "*Do remain.*" "*Go* in peace." *The imperative mood is known by its definition.*

The **Infinitive Mood** expresses its meaning in a general and unlimited manner, having no *governing* subject, and consequently no person nor number; as, *To go, to have gone; to walk, to have walked.*

The auxiliary TO is the *sign* of the infinitive mood; its *first* word.

The **infinitive** may be used as a *subject* or an *object*, or as an *adjective* or an *adverb;* as, *To see* the sun is pleasant. I desire *to live.* We were about "*to start*=about *starting.* He has not the courage *to fight* =*fighting* courage. I came *to study.* What for?

The **Participial Mood** expresses its action, being, or state as *assumed*, and hence, partakes of the nature of a verb and an adjective; as, "He lived *loving* all, and *loved* by all." When the *imperfect* or *perfect* participle is *predicated*, it may form a part of either of the other moods; as, "He was *loving*, or was *loved.*

The Participial mood is known by its form and office. This mood has *three* forms in the *active* voice, and *three* in the *passive.* Active:—*Present* or *Imperfect*, loving, *Perfect* loved, *Compound Perfect* or *Preperfect*, having loved. Passive:—*Imperfect*, being loved, *Perfect*, loved, *Preperfect*, having been loved. The *Present* or *Imperfect* active always ends in *ing*, the *Preperfect* always begins with *having*, and the *Perfect* is not used in the *active* voice except to form the tenses, and consequently is always **passive** when it *stands alone*, and always expresses action *received* or *condition.* The *imperfect active* participle expresses the *present*, *past*, or *future* action of its subject. The *subject of infinitives* and *participles* may be of any person, number or case, because they neither *govern* nor are *governed* in relation to their subjects. When *imperfect* or *perfect* participles become *descriptive* adjectives, they should be so parsed; as, "I hear the *roaring* wind." "He is an *accomplished* scholar."

When an *Infinitive* or a *Participle* becomes, IN USE, equivalent to a *noun*, it should be parsed as a noun; as, "*To enjoy=enjoyment* is *to obey=obedience.*" "The *writing* is excellent." "Her *spelling* was bad."

An *Imperfect* or a *Preperfect* participle preceded by a *definitive adjective*, a *preposition*, or a *noun* or *pronoun* in the *possessive* case, becomes a noun, and is properly called a *Participial noun;* as, "*By living* in idleness we acquire bad habits." "*Our having parted* in enmity caused regret." It frequently performs the *office* both of a *noun* and a *participle;* as, "By *observing* truth you will command respect." "*Observing*" is a *noun*, because it is the *object* of the preposition "*by*," and it is a *participle* because it governs "*truth*" in the *objective* case.

As participles cannot be *verbs* unless they are a *mood* of the verb, and as they cannot be *participles*, unless they are *derived* from verbs, many words beginning with the prefix "*un*" should be parsed as descriptive adjectives, although they have the *form* and perform the *office* of a perfect participle; as, *undetermined*, *undevoted*, *undiscussed*, *undescribed*, *unlimited*, *unlent*.

Imperfect and *Perfect* participles generally express the same time as the verbs with which they are connected. The *Preperfect* participle always expresses *past* or *preperfect* time.

The *Indicative*, *Potential* and *Imperative* moods are used in either *principal* or *dependent* propositions, but the *Subjunctive mood* can be used only in *subordinate* propositions introduced by *if*, *though*, *lest*, &c.

TENSE.

Tense denotes the *time* of an action or event.

Rem.—The *time* of performing an action or the happening of an event, in reference to the time of speaking *fixes* the *tense* of the verb. On account of disregarding this plain principle, without which tense has no real significance, and making the *Form* of the verb *always* equivalent to its tense, many errors have crept into, and still remain in, our grammars. The definition of tense given in all grammars, is *essentially* the same as that given in this; but in their treatment of this subject afterwards, their own definition is contradicted or disregarded. The *disjointed* method of parsing the verb, which is commonly used, has a great tendency *to foster* these errors, which a *correct* and expressive method will expose and eradicate.

Verbs have six tenses: *Present*, *Prepresent*, *Perfect*, *Preperfect*, *Future*, and *Prefuture*.

Of the six Tenses **one** expresses *present* time, **three** express *past* time, and **two** *future* time.

The **Present Tense** denotes *present* time, as, "I *run*." "Thou *writest*." "Ye *walk*." "They *read*." "I *am writing*."

The *Present Tense* is known by its definition, it expresses *present* time in all its extended, continued or customary application; as, "I *write* every day." "The mail *arrives* once a week." "*Honor* (always) thy parents." "Obey (at all times) the laws of God." In the active voice, this tense has *two* forms; as, I *run*, or I *do run*; I *walk*, or I *do walk*.

The **Prepresent Tense** denotes *past* time immediately *preceding* with direct reference *to*, or connected *with*, the *present* time; as, "I *have run.*" "Thou *hast written.*" "They *have read.*"

Rem.—The Latin prefix **"pre"** signifies *before*, hence, **pre***present* time means *time before* the present time.

Have, hast, hath or **has,** is the *sign* of the *Prepresent* Tense, This tense always contains *two* or *three* words, of which *have*, *hast*, *hath*, or *has* is the first.

The **Perfect Tense** represents the time of an action or event as *wholly* and *completely* past, without reference to the time of any other action or event; as, "I *wrote.*" "You *smiled.*" "They *ran.*"

The term **perfect** when applied to tense means *past*, and also denotes that the *form* of the verb expresses *past* time *perfectly*, without the aid of an auxiliary. *It is known by its defintion.* It denotes *past* time, and in the *active* voice consists of but *one* word, except when "*did*" is used, as an auxiliary. It consequently has *two* forms; as, "I *went*, or I *did go.*"

The **Preperfect Tense** denotes *past* time completed, before some other past time; as, "I *had written*, before the mail arrived."

Preperfect Tense signifies *past* time before *past* time, and, therefore, exactly expresses the office which this Form of the verb is used to perform. **Had** or **hadst** is the *sign* of the *Preperfect* Tense. It consists of *two* or *three* words of which *had* or *hadst* is the first.

The **Future Tense** denotes what will take place, if ever, in *future* time; as, "He *will go.*" "I *shall learn.*" "When he *comes*, you *may go.*"

Shall or **will** is the *sign* of the Future Tense. It consists regularly of *two* or *three* words, of which *shall*, *shalt*, *will*, or *wilt*, is the first.

The **Prefuture Tense** denotes what will be fully accomplished, if ever, *at* or *before* some other *future* time; as, "I *shall have finished* my task before noon." "He *will have learned* his lesson by ten o'clock."

Prefuture Tense means *future* time before *future* time, therefore the name corresponds with the office which a verb in this tense performs. **Shall have** or **will have** is the *sign* of the *Prefuture* Tense. It regulary consists of *three* or *four* words, of which, *shall have* or *shalt have*, *will have* or *wilt have* are the *first two.*

The signs of the tenses have reference only to the *Indicative* and *Subjunctive* moods. *No* regular *signs* can be given for the tenses of the *Potential* and *Imperative* moods.

Person and Number of Verbs.

Verbs have two numbers, *singular* and *plural*, and in each number there are the *three persons* as given below:

Singular.		*Plural.*	
First person.	I read,	*First person.*	We read,
Second person.	Thou readest,	*Second person.*	Ye or you read,
Third person.	He reads.	*Third person.*	They read.

The *second person singular* is regularly formed except in some of the auxiliaries by *affixing* to the first person singular **st** or **est**; as, "Thou remember**est.**"

The third person singular ends in **s** or **th,** or is of the same form as the *first person singular;* as, "He *hears* or *heareth.*"

A verb in the *three persons plural*, and in the *second person singular* when **you** is its singular subject, is of the *same form* as it is in the first person singular, except in *some* of the forms of the verb "*to be.*" When a verb consists of two or more words, the *first* only *changes* its termination, to denote the different persons; as, I *have* known, thou *hast* known, he has known. I *might* have loved, thou *mightst* have loved.

Auxiliaries.

May, *mayst*, *can*, *canst*, *must*, *might*, *mightst*, *could*, *couldst*, *should*, *shouldst* and *shall* or *shalt*, are always, when used, the *first* part of a verb and never form a whole verb. They are called **auxiliaries** or *helping* verbs, because they *help* form the moods and tenses. *Have*, *hast*, *hath*, *has*, *had*, *hadst*, *do*, *dost*, *doth*, *does*, *didst*, and *will* or *wilt*, are sometimes *auxiliaries* and sometimes *principal* verbs.

When *have*, *hast*, *hath*, *has*, *had*, or *hadst*, is placed before a *Perfect* participle or *do*, *dost*, *doth*, *does*, *did* or *didst*, before the *First Form* of the verb it is an *auxiliary;* in other situations, it is a *principal* verb. *Will* or *wilt* is an auxiliary when it is placed before "*have*" followed by a perfect participle, or before the *First Form* of the verb. The verb **to be** in all its forms is used as an *auxiliary* to form the passive voice.

Rem.—In the conjugation of verbs, not only the names of the tenses chosen for this work will be used, but also the most approved names selected from our latest grammars. Those in brackets [ ], are selected names.

The *principal* parts of a verb are the *Indicative Present*, the *Indicative Perfect*, and the *Perfect Participle.*

Conjugation of Verbs.

The **conjugation** of a verb is the correct combination and regular arrangement of its several *moods*, *tenses*, *persons* and *numbers.*

Principal parts of the regular verb **To Love.**

Present Tense, Love. *Perfect Tense*, Loved. *Perfect Participle*, Loved.

INDICATIVE MOOD.

First Form.	**Present Tense.**	[*Present,*]
Singular.		*Plural.*
1. I love *or* do love.		1. We love *or* do love.
2. Thou lovest *or* dost love.		2. Ye or you love *or* do love.
3. He, she or it loveth or loves, *or* doth or does love.		3. They love *or* do love.

This *Form* of the verb is frequently used to denote *future* time, and when so used it becomes Future tense. It is most frequently so used after *relative* pronouns, and the

relative adverbs, *when*, *before*, *after*, *till*, *until*, &c.; as, "He will insult *whomsoever* he *meets*." "I shall receive the news *when* the mail *arrives*." "We shall be informed *after* he *returns*."

SECOND FORM. **Prepresent Tense.** [*Present Perfect.*]

Singular.	*Plural.*
1. I have loved.	1. We have loved.
2. Thou hast loved.	2. Ye or you have loved.
3. He hath or has loved.	3. They have loved.

This *Form* of the verb is often used by our best speakers and writers to express *prefuture* time, and when so used it becomes Prefuture tense. It is so used in the situations, in which the present *Form* is used to denote *future* time: as, "I will go when I *have finished* my letter." "Give him his reward after he *has earned* it." In both these cases the present and prepresent *Forms* remain but the *Tense* is changed.

THIRD FORM. **Perfect Tense.** [*Past.*]

Singular.	*Plural.*
1. I loved *or* did love.	1. We loved *or* did love.
2. Thou lovedst *or* didst love.	2. Ye or you loved *or* did love.
3. He loved *or* did love.	3. They loved *or* did love.

The second Form of the Present and the Perfect tenses, I *do* love and I *did* love, are used to denote energy or positiveness, and may be styled *Emphatic Forms*.

FOURTH FORM. **Preperfect Tense.** [*Past Perfect.*]

Singular.	*Plural.*
1. I had loved.	1. We had loved.
2. Thou hadst loved.	2. Ye or you had loved.
3. He had loved.	3. They had loved.

FIFTH FORM. **Future Tense.** [*Future.*]

Singular.	*Plural.*
1. I shall or will love.	1. We shall or will love.
2. Thou shalt or wilt love.	2. Ye or you shall or will love.
3. He shall or will love.	3. They shall or will love.

SIXTH FORM. **Prefuture Tense.** [*Future Perfect*]

Singular.	*Plural.*
1. I shall have loved.	1. We shall have loved.
2. Thou *wilt* have loved.	2. Ye or you *will* have loved.
3. He *will* have loved.	3. They *will* have loved.

Shall in the *first* person foretells; in the *second* and *third*, it promises, commands or threatens. **Will** in the *first* person expresses resolution and promising; in the *second* and *third* person, it foretells. In questions this order is reversed. These auxiliaries are frequently misapplied; as, "I *will* be drowned, and nobody *shall* help me!" "I *shall* avoid extremes, and by so doing *will* succeed." The meaning is the reverse.

SUBJUNCTIVE MOOD.

FIRST FORM. **Present Tense.** [*Present.*]

Singular.	*Plural.*
1. If I love *or* do love.	1. If we love *or* do love.
2. If thou lovest *or* dost love.	2. If ye or you love *or* do love.
3. If he loves *or* does love.	3. If they love *or* do love.

SECOND FORM. **Prepresent Tense.** [*Present Perfect.*]

Singular.	*Plural.*
1. If I have loved.	1. If we have loved.
2. If thou hast loved.	2. If ye or you have loved.
3. If he has loved.	3. If they have loved.

THIRD FORM. **Perfect Tense.** [*Past.*]

Singular.	*Plural.*
1. If I loved *or* did love.	1. If we loved *or* did love.
2. If thou lovedst *or* didst love.	2. If ye or you loved *or* did love.
3. If he loved *or* did love.	3. If they loved *or* did love.

This **Form** of the verb in the subjunctive mood should be named Perfect or Present Tense, and be parsed accordingly. It is very frequently used to express *present* time, and, in this respect, corresponds to the Subjunctive Present or Future Form of the verb "*to be*." This Hypothetical *Present Tense* exists in every complete verb, as much as in the verb *to be*, which alone has a separate Form to express it, and consequently the Perfect Form of every other verb is used for this purpose.

FOURTH FORM. **Preperfect Tense.** [*Past Perfect.*]

Singular.	*Plural.*
1. If I had loved.	1. If we had loved.
2. If thou hadst loved.	2. If ye or you had loved.
3. If he had loved.	3. If they had loved.

FIFTH FORM. **Future Tense.** [*Future.*]

Singular.	*Plural.*
1. If I shall or will love.	1. If we shall or will love.
2. If thou shalt or wilt love.	2. If ye or you shall or will love.
3. If he shall or will love.	3. If they shall or will love.

SIXTH FORM. **Elliptical Future Tense.** [*Present.*[

Singular.	*Plural.*
1. If I love.	1. If we love.
2. If thou love.	2. If ye or you love.
3. If he love.	3. If they love.

This form of the verb is sometimes used to express present time, but without proper authority. When we wish to express a present conditional action or event, the Present Form of the Subjunctive should be used, and not this Elliptical Future.

SEVENTH FORM. **Prefuture Tense.** [*Future Perfect.*

Singular.	*Plural.*
1. If I shall have loved.	1. If we shall have loved
2. If thou shalt have loved.	2. If ye or you shall have loved.
3. If he shall have loved.	3. If they shall have loved.

The word **that**, preceded by an expressed or implied *wish* or by the *Imperative* mood, generally requires a verb in the *Subjunctive* mood after it; as, "O that I *were* as in days that are past!" "See that thou *do* it not."

POTENTIAL MOOD.

The FIRST FORM of the *Potential Mood* is used to express either present or future time, and is formed by prefixing *may*, *can* or *must* to the first person of the Indicative Present.

First Form. [*Present Tense.*]

Singular.	*Plural.*
1. I may, can *or* must love.	1. We may, can *or* must love.
2. Thou mayst, canst *or* must love.	2. Ye or you may, can or must love.
3. He may, can *or* must love.	3. They may, can *or* must love.

The SECOND FORM is used to express either present, past, or future time, and is formed by prefixing *might*, *could*, *would*, or *should* to the first person of the Indicative Present.

Second Form. [*Past Tense.*]

Singular.	*Plural.*
1. I might, could, would, *or* should love.	1. We might, could, would *or* should love.
2. Thou mightst, couldst, wouldst, *or* shouldst love.	2. Ye or you might, could, would *or* should love.
3. He might, could, would *or* should love.	3. They might, could, would *or* should love.

The THIRD FORM is used to express either prepresent or past time, and is formed by prefixing *might have*, *could have*, *would have* or *should have* to the *Perfect* Participle.

Third Form. [*Present Perfect Tense.*]

Singular.	*Plural.*
1. I may, can *or* must have loved.	1. We may, can *or* must have loved.
2. Thou mayst, canst *or* must have loved.	2. Ye or you may, can *or* must have loved.
3. He may, can *or* must have loved.	3. They may, can *or* must have loved.

The FOURTH FORM is used to express either perfect or preperfect time, and is formed by prefixing *might have*, *could have*, *would have* or *should have* to the Perfect Participle.

Fourth Form. [*Past Perfect Tense.*]

Singular.	*Plural.*
1. I might, could, would *or* should have loved.	1. We might, could, would *or* should have loved.
2. Thou mightst, couldst, wouldst *or* shouldst have loved.	2. Ye or you might, could, would *or* should have loved.
3. He might, could, would *or* should have loved.	3. They might, could, would *or* should have loved.

When the Potential Mood in any of its Forms is preceded by a conjunction expressing contingency and doubt, the verb should be parsed in the Subjunctive *and* Potential Mood. The time expressed by a verb in the Potential Mood is often determined by the drift of the sentence in which it occurs, and, in parsing, it will generally be sufficient to say that the verb expresses either *present*, *past* or *future* time.

May and **might** express the liberty or possibility of an action or event. **Can** and **could** express power or ability. **Must** denotes necessity or obligation. **Would** denotes inclination or will; and **should,** obligation or duty.

IMPERATIVE MOOD.

ONE FORM. **Present or Future Tense.** [*Present.*]

Singular.	*Plural.*
2. Love, *or* love thou, *or* do thou love.	2. Love, *or* love ye or you, *or* do ye or you love.

Rem.—Those who contend that the *time* of giving a command *fixes* the tense of the verb will doubtless continue to parse the Imperative Mood *incorrectly* in the Present Tense. It needs no argument, however, to prove the absurdity of commanding a person to do an act *yesterday*, or at any other time than *after* the command has been given. When a command is given which we ought always to obey, the verb may be parsed in the *continued present tense;* as, "*Remember* thy Creator." "*Honor* thy parents."

Ellı.—If such expressions as "*Turn we* to survey," "Peace be with you," "With virtue *be we armed*," "*Fall he* that must," "Thy *kingdom come*," contain verbs in the Imperative mood, the Imperative must have a *first* and *third* person, which is contrary to its definition. The Ellipsis should be supplied and the verbs should be parsed in the Indicative or Potential mood in all such expressions. The Imperative "*let*" may often be supplied; as, "Be it enacted"=*Let* it (to) be enacted. "So be it"=*Let* it (to) be so.

INFINITIVE MOOD.

FIRST FORM. [*Present.*] SECOND FORM. [*Present Perfect.*]

Present, Past or Future Tense.—To love. *Perfect Tense.*—To have loved.

Ellı.—The *First Form* of the Infinitive is generally either absolutely or relatively *future*, but may be *present* or absolutely *past;* as, "We expect *to start.*" "I desired *to go.*" "I know him *to be* wise." "I considered him *to be* but half-witted."

PARTICIPIAL MOOD.

Active Voice.	**Passive Voice.**
Present, Past or *Future.*—Loving.	Being loved, *or* Loved.
Preperfect.—Having loved.	Having been loved.

Rem.—We usually distinguish participles by their names, and place the *Perfect* participle in the *Active* voice, although it is never used alone in *that* voice. We also place it in the *Passive* where it really belongs.

Active Voice.	**Passive Voice.**
Imperfect.—Loving.	Being loved.
Perfect.—Loved.	Loved.
Preperfect.—Having loved.	Having been loved.

Elu.—Participles and **Infinitives,** like the *Potential* mood, denote time but *imperfectly* without the aid of a *finite* verb; but the *Second Form* of the Infinitive and the *Preperfect* participle denote the time indicated by the Name of their Tense with as great accuracy as any other Form of the verb.

Conjugation of the irregular verb **To Be.**

Pres. Tens. { *Sing.* I am, thou art, he, she or it is.
Plur. We are, ye or you are, they are.

Prep. Tens. { *Sing.* I have been, thou hast been, he has been.
Plur. We have been, ye or you have been, they have been.

Perf. Tens. { *Sing.* I was, thou wast, he was.
Plur. We were, ye or you were, they were.

Prep. Tens. { *Sing.* I had been, thou hadst been, he had been.
Plur. We had been, ye or you had been, they had been.

Futu. Tens. { *Sing.* I shall *or* will be, thou shalt *or* wilt be, he shall *or* will be.
Plur. We shall *or* will be, ye or you shall *or* will be, they &c.

Pref. Tens. { *Sing.* I shall have been, thou *wilt* have been, he will have &c.
Plur. We shall have been, ye or you *will* have been, they, &c.

SUBJUNCTIVE MOOD.

Pres. Tens. { *Sing.* If I am, if thou art, if he is.
Plur. If we are, if ye or you are, if they are.

P. or F. Tens. { *Sing.* If I were, if thou wert, if he were.
Plur. If we were, if ye or you were, if they were.

Elu.—This **Form** of the verb TO BE generally expresses *present* time, and *always* either *present* or *future.* It is a hypothetical *Present* Tense, and although named Past Tense in nearly all grammars, it can never be correctly used to express *past* time. All full verbs have this hypothetical Present Tense, and use the *Form* of the verb in the Perfect Tense to express it, because they have no separate Form used for this purpose, as has the verb **To Be.** This Form of the verb generally denotes *future* time, when it can be changed into the Second Form of the Potential mood without injuring the sense; as, "If a proper course *were* taken you would succeed."—"If a proper course *should* be taken, you would succeed."

Prep. Tens. { *Sing.* If I have been, if thou hast been, if he has been.
Plur. If we have been, if ye or you have been, if they &c.

Perf. Tens. { *Sing.* If I was, if thou wast, if he was.
Plur. If we were, if ye or you were, if they were.

Prep Tens. { *Sing.* If I had been, if thou hadst been, if he had been.
Plur. If we had been, if ye or you had been, if they had been.

Futu. Tens. { *Sing.* If I shall *or* will be, if thou shalt *or* wilt be, if he shall &c.
Plur. If we shall *or* will be, if ye or you shall *or* will &c.

E. Fu. { *Sing.* If I be, if thou be, if he be.
Tens. { *Plur.* If we be, if ye or you be, if they be.

Pref. { *Sing.* If I shall have been, if thou shalt have been, if he &c.
Tens. { *Plur.* If we shall have been, if ye or you shall have been, &c.

POTENTIAL MOOD.

F. { *Sing.* I may, can *or* must be, thou mayst, canst *or* must be, he may, can or must be.
F. { *Plur.* We may, can *or* must be, ye or you may, can *or* must be, they may, can &c.

S. { *Sing.* I might, could, would *or* should be, thou mightst, couldst, wouldst *or* &c
F. { *Plur.* We might, could, would, *or* should be, ye or you might, could, would *or* &c

T. { *Sing.* I may, can *or* must have been, thou mayst, canst *or* must have been, he &c
F. { *Plur.* We may, can *or* must have been, ye or you may, can *or* must have been, &c.

F. { *Sing.* I might, could, would or should have been, thou mightst, couldst, wouldst &c.
F. { *Plur.* We might could, would *or* should have been, ye or you might, could, &c.

IMPERATIVE MOOD.

Pr. or **F.** { *Sing.* Be thou, or do thou be.
Tense. { *Plur.* Be ye or you, or do ye or you be.

INFINITIVE MOOD.

Pres. or **Fut. T.**—To be. **Perf. T.**—To have been.

PARTICIPLES.

Imperfect.—Being. *Perfect.*—Been. *Preperfect.*—Having been.

Rem.—The verb **To Be** though very irregular in its conjugation, is by far the most important verb in our language. It is more frequently used than any other, and many rules of syntax depend on constructions with which it is associated. In its *finite* forms, it is called in logic the **Copula,** the *asserting, connecting* power between the subject and the predicate, and is said to be the *soul* and *life* of a proposition. It is the only *pure* **Copulative Verb.** Some other verbs are often used as **Copulatives;** as, "The girls *seem* happy. "The boy *became* a man." "Gen. Grant *was elected* President." "He *is called* John." They *were styled* Princes." "Eliza *appears* cheerful."

SYNOPSIS OF THE VERB.

The Forms of Verbs and their Conjugation should be made perfectly familiar, and in order to effect this it is a very useful and very important exercise for students, to give a synopsis of many verbs in their active, passive, progressive and interrogative forms. A synopsis is the giving of a single personal form in each mood and tense, and in the order in which the moods and tenses are arranged. The student should know the order of the moods and tenses as well as he knows the order of letters in the alphabet. The moods in order are: IND., SUBJ., POTEN., IMPER., INFIN., PARTICIPIAL. The tenses are: PRES., PREPRES., PERF., PREPER., FUT., PREFUT. In the Subjunctive mood they are: PRES., PREPRES., PERF., PREPER., FUT., ELLIPTICAL FUT., PREFUT. In the Subjunctive of the verb "*to be*," they are: PRES., PRES. or FUT., PREPRES., PERF., PREPER., FUT., E. FUT., PREFUT. In the Potential, they are: First Form, 2d F., 3d F., 4th F. All full verbs have *six* Forms in the **Ind.,** *seven* in the **Sub.,** (except the verb "*to be*" which has eight), *four* in the **Poten.,** *one* in the **Imp.,** *two* in the **Inf.,** and *three* in the **Participial Mood,** in each voice. The *Emphatic* Forms I *do* love

and I *did* love, which are not found in the verb "*to be*" or in the passive voice, are not counted. **Synopsis** of the verb **to be,** FIRST PERSON *Singular*, through all the moods and tenses. **Indicative Mood :**—I am, I have been, I was, I had been, I shall *or* will be, I shall have been. **Subjunctive Mood.**—If I am, if I were, if I have been, if I was, if I had been, if I shall *or* will be, **or** if I be, if I shall have been. **Potential Mood:**—I may, can *or* must be, I might, could, would *or* should be, I may, can *or* must have been, I might, could, would *or* should have been. **Imperative Mood.**—*Sing.*, Be thou *or* do thou be; *Plu.*, Be ye or you *or* do ye or you be. **Infinitive Mood.**—*Pres.* or *Fut.*, to be; *Perf.*, to have been. **Participles:**—*Imper.*, being; *Perf.*, been; *Preper.*, having been.

Rem.—Students that can conjugate the verb **to be** can conjugate all verbs in the *Passive* voice and in the *Progressive* Form.

Elu.—A **Passive verb** or a **Perfect Participle** always expresses an action *received or* a *state* or *condition*, and a **Passive verb** is formed by annexing a *Perfect* participle of a transitive verb to the Forms of the verb **to be,** except to its *Perfect* participle "*been.*"

Synopsis of the *Passive* verb **to be loved,** THIRD PERSON *Singular*, through all the moods and tenses: **Indicative Mood :**—He is *loved*, he has been *loved*, he was *loved*, he had been *loved*, he shall *or* will be *loved*, he *will* have been *loved*. **Subjunctive Mood :**—If he is *loved*, if he were *loved*, if he has been *loved*, if he was *loved*, if he had been *loved*, if he shall *or* will be *loved*, **or,** if he be *loved*, if he shall have been loved. **Potential Mood :**—He may, can, or must be *loved*, he might, could, would or should be *loved*, he may, can or must have been *loved*, he might, could, would or should have been loved. **Imperative Mood :**—*Sing.*, Be thou *loved* or do thou be *loved*. *Plu.*, Be ye or you *loved* or do ye or you be *loved*. **Infinitive Mood :**—*Pres.* or *Fut.*, To be *loved*. *Per.*, To have been *loved*. **Participles :**—*Imper.*, Being *loved*. *Per.*, *Loved*. *Preper*, Having been *loved*.

Rem.—In the **Progressive Form** an *Imperfect* participle is annexed to the forms of the verb "*to be*" and the verb thus formed is in the active voice.

Synopsis of the verb **to write.**—*Progressive Form*, SECOND PERSON *Plural:* **Indicative Mood :**—You are *writing*, you have been *writing*, you were *writing*, you had been *writing*, you shall *or* will be *writing*, you *will* have been *writing*. **Subjunctive Mood :**—If you are *writing*, if you were *writing*, if you have been *writing*, if you were *writing*, if you had been *writing*, if you shall or will be *writing*, **or,** if you be *writing*, if you shall have been *writing*. **Potential Mood :**—You may, can or must be *writing*, you might, could, would or should be *writing*, you may, can or must have been *writing*, you might, could, would or should have been *writing*. **Imperative Mood :**—*Sing.*, Be thou *writing*, or do thou be *writing*. *Plu.*, Be ye or you *writing*, or do ye or you be *writing*. **Infinitive Mood :**—*Pres.* or *Fut.*, To be *writing*. *Perf.*, To have been *writing*. **Participles :**—*Imper.*, Being *writing*. *Preperfect*, Having been *writing*.

EX.—**You,** though frequently *singular* in sense, is *plural* in form, and always takes the *Plural Form* of the verb; hence, the **synopsis** with YOU is the same, whether "*you*" is singular or plural in sense.

IRREGULAR VERBS.

The following is a list of the *Principal Parts* of irregular verbs. Those marked with *r* may be conjugated regularly:

Pres. Tense.	*Perf. Tense.*	*Perf. Part.*
Abide,	abode,	abode.
Be *or* Am,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke,	awaked. *r*
Bear,	bare,	born.
Bear (*carry*,)	bore,	borne.
Befall,	befell,	befallen.
Beget,	begot,	begotten.
Begin,	began,	begun.
Bend,	bent,	bent.
Bereave,	bereft,	bereft. *r*
Beseech,	besought,	besought.
Blow,	blew,	blown.
Break,	broke,	broken.
Bring,	brought,	brought.
Build,	built,	built.
Buy,	bought,	bought.
Catch,	caught,	caught.
Chide,	chid,	chidden.
Choose,	chose,	chosen.
Cling,	clung,	clung.
Clothe,	clothed,	clad. *r*
Come,	came,	come.
Cost,	cost,	cost.
Crow,	crew,	crowed.
Creep,	crept,	crept.
Deal,	dealt,	dealt.
Dig,	dug,	dug.
Do,	did,	done.
Draw,	drew,	drawn.
Drive,	drove,	driven.
Drink,	drank,	drank.
Dwell,	dwelt,	dwelt.
Eat,	eat, ate,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight.	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flow,	flown.
Forbear,	forbore,	forborne.
Forget,	forgot,	forgotten.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Give,	gave,	given.

Pres. Tense.	*Perf. Tense.*	*Perf. Part.*
Go,	went,	gone.
Grind,	ground,	ground.
Grow,	grew,	grown.
Have,	had,	had.
Hear,	heard,	heard.
Heave,	hove,	hoven. *r.*
Lie, (*recline*),	lay,	lain.
Rise,	rose,	risen.
Rive,	rived,	riven.
Run,	ran,	run.
Shake,	shook,	shaken.
Shape,	shaped,	shapen.
Shave,	shaved,	shaven. *r.*
Shear,	sheared,	shorn.
Shine,	shone,	shone. *r.*
Show,	showed,	shown.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Shrink,	shrunk,	shrunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden.
Sling,	slung,	slung.
Smite,	smote,	smitten.
Sow,	sowed,	sown. *r.*
Speak,	spoke,	spoken.
Spell,	spelt,	spelt. *r.*
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt,	spilt. *r.*
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprang,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Strike,	struck,	struck.
String,	strung,	strung.
Strive,	strove,	striven.
Strow,	strowed,	strown.
Sweat,	swet,	swet. *r.*
Swear,	swore,	sworn.
Swell,	swelled,	swollen. *r.*

Pres. Tense.	*Perf. Tense.*	*Perf. Part.*
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve,	thriven. *r.*
Throw,	threw,	thrown.
Tread,	trod,	trodden.
Wake,	woke,	woke. *r.*
Behold,	beheld,	beheld.
Belay,	belaid,	belaid.
Bet,	bet,	bet.
Betide,	betid,	betid.
Bid,	bade, bid,	bidden, bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Bless,	blest,	blest.
Breed,	bred,	bred.
Burst,	burst,	burst. *r*
Cast,	cast,	cast.
Cleave,	clave,	cleaved.
Cleave(*split*)	cleft,	cleft.
Cut,	cut,	cut.
Dare,	durst,	dared.
Dare, *to challenge.*	*r.*	
Freight,	freighted,	fraught. *r.*
Get,	got,	got.
Gild,	gilt,	gilt. *r.*
Gird,	girt,	girt. *r.*
Grave,	graved,	graven. *r.*
Hang,	hung,	hung. *r.*
Hew,	hewed,	hewn. *r.*
Hide,	hid,	hidden.
Hit,	hit,	hit.
Hold,	held, holden	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	knelt,	knelt. *r.*
Knit,	knit,	knit. *r.*
Know,	knew,	known.
Lade,	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Lean,	leant,	leant. *r.*
Leap,	leapt,	leapt. *r.*
Leave,	left,	left.
Lend,	lent,	lent.

Pres. Tense.	*Perf. Tense.*	*Perf. Part.*
Let,	let,	let.
Load,	loaded,	laden. *r*
Lose,	lost,	lost.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown. *r.*
Pen (*inclose*),	pent,	pent.
Plead,	plead,	plead. *r*
Pay,	paid,	paid.
Put,	put,	put.
Quit,	quit,	quit.
Rap,	rapt,	rapt. *r.*
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode, rid'n.
Ring,	rung, rang,	rung.
Saw,	sawed,	sawn. *r.*
Say,	said,	said.
Seethe,	sod,	sodden. *r.*
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shed,	shed,	shed.
Shred,	shred,	shred.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Slink,	slunk,	slunk,
Slit,	slit,	slit. *r.*
Spoil,	spoilt,	spoilt *r.*
Stave,	stove,	stove. *r.*
Stay,	staid,	staid. *r.*
Stink,	stunk,	stunk.
Stride,	strode,	stridden.
Sweep,	swept,	swept.
Thrust,	thrust,	thrust.
Wax,	waxed,	waxen. *r.*
Wear,	wore,	worn.
Weave,	wove,	woven.
Wed,	wed,	wed.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Work,	wrought,	wrought. *r.*
Wring,	wrung,	wrung.
Write,	wrote,	written.
Whet,	whet,	whet. *r.*
Wet,	wet,	wet. *r.*

Rem.—In familiar writing and discourse, the following and some other verbs are often improperly terminated by **t**, instead of **ed**, as, *learnt, spelt, stopt, lacht, rapt*, &c.

DEFECTIVE VERBS.

Defective Verbs have no participles and are used in but few of the moods and tenses.

First Form.	*Second Form.*	*Perf. Part.*	*First Form.*	*Second Form.*	*Perf. Part.*
Can,	could,	——	Beware,	——	——
May,	might,	——	Ought,	ought,	——
Shall,	should,	——	Quoth,	quoth,	——
Will,	would,	——	Wis,	wist,	——
Must,	must.	——	Wit.	wot.	——

Rem.—The impersonal, improper expressions, "me thinks," "me thought," "me seems," "me seemed," equivalent to, "*I seem to think*," "*I seem to have thought*," "*It seems to me*," "*It seemed to me*," are not only *irregular* and *defective*, but deservedly *obsolescent*.

Beware is not used in the Indicative mood. **Ought** is in the *Present* tense when the *first* Form of the Infinitive follows it. It is in the *Perfect* tense when the *second* Form of the Infinitive follows it; as, "I ought *to do* it," "I ought to *have done* it." It is used only in the Present or the Perfect tense, and never has an auxiliary.

Will, when it signifies *to determine* or *to dispose* of an estate, is regularly conjugated through all the moods and tenses, thus : **Indicative Mood,** *First Person Singular:*—I will, I have willed, I willed, I had willed, I shall *or* will will, I shall have willed. **Subjunctive Mood** :—If I will, if I have willed, if I willed, if I had willed, if I shall *or* will will, **or** if I will, if I shall have willed. **Potential Mood** :—I may, can, *or* must will, I might, could, would, *or* should will, I may, can, *or* must have willed, I might, could, would, *or* should have willed. **Imperative Mood,** *singular:*—Will thou *or* do thou will. *Plu.:*—Will ye *or* you, **or** do ye *or* you will. **Infinitive Mood,** *Pres. or Fut.:*—To will. *Perf.:*—To have willed. **Participles** :—*Imperf.*, Willing. *Perf.*,—Willed. *Preperf.*,—Having willed.

The verbs **have,** signifying *to possess*, and **do,** signifying *to perform*, although they are used as auxiliaries in their present and perfect tenses with a different meaning, are also conjugated and used in all their moods and tenses, thus : **To have, Indicative Mood,** *Second Pers. Singular:*—Thou hast, thou hast had, thou hadst, thou hadst had, thou shalt *or* wilt have, thou *wilt* have had. **Subjunctive Mood** :—If thou hast, if thou hast had, if thou hadst, if thou hadst had, if thou shalt *or* wilt have, **or** if thou have, if thou shalt have had. **Potential Mood** :—Thou mayst, canst *or* must have, thou mightst, couldst, wouldst *or* shouldst have, thou mayst, canst *or* must have had, thou mightst, couldst, wouldst *or* shouldst have had. **Imperative**

Mood, *Sing.*:—Have thou *or* do thou have. *Plu.*:—Have ye *or* you, **or** do ye or you have. **Infinitive Mood,** *Pres. or Fut.*:—To have. *Perf.*:—To have had. **Participles**:—*Imperf.*,—Having. *Perf.*,—Had. *Preperf.*,—Having had.

The verb To Do, **Indicative Mood,** *Third Pers. Sing.*:—He does, he has done, he did, he had done, he shall *or* will do, he *will* have done. **Subjunctive Mood**:—If he does, if he has done, if he did, if he had done, if he shall *or* will do, **or** if he do, if he shall have done. **Potential Mood**:—He may, can *or* must do, he might, could, would *or* should do, he may, can *or* must have done, he might, could, would *or* should have done. **Imperative Mood,** *Sing.*:—Do thou *or* do thou do. *Plur.*:—Do ye *or* you, **or** do ye *or* you do. **Infinitive Mood,** *Pres. or Fut.*:—To do. *Perf.*:—To have done. **Participles**:—*Imperf.*,—Doing. *Perf.*,—Done. *Preperf.*,—Having done.

Rem. 1.—It is important that the student should know, and *always remember*, that the *first* Form of the verb always follows "*shall*" or "*will*," and that the *Perfect participle*, and *not* the *Perfect tense*, always follows "*have*" or "*had*."

A *Passive* verb or a *Perfect* participle always expresses an action received or a state or condition. Verbs which follow *bid*, *dare*, (to venture), *need*, *make*, *see*, *hear*, *feel*, *help*, *let* and *behold*, in the active voice, are in the *Infinitive* mood without the auxiliary **to** prefixed prefixed.

Ex.—A *physical* action is one performed by some material active agent; as, "The rain *descends*." A *mental* action is an action of the mind; as, "Jane *studies* diligently." A *customary* action is one which is frequently repeated; as, "The mail *goes* out twice a week." A *continued* action is one which ought always to be performed, or which is used in expressing general or immutable truths; as, "*Remember* thy Creator." "Intemperance *produces* many evils." A *figurative* action is an imaginary action attributed to inanimate objects; as, "The stars *utter* forth a glorious voice, forever *singing* as they shine."

After having given the synopsis of the irregular verbs *arise*, *begin*, *break*, *catch*, *teach*, *forget*, *give*, *grow*, *lie*, *lay*, *rise*, *seek*, *smite*, *steal*, *take*, *think*, *throw*, *weave*, *weep*, *work*, *write*, *sit*, *set*, &c., each in its different persons, numbers, and forms, students will be prepared to parse verbs satisfactorily to themselves and to their teacher.

Rem. 2.—Verbs, in parsing, should be defined. Their mood is appropriately given by an adverb, because Mood is the *manner* in which verbs express their action, existence, or state. The Tense is given by its name, (without the word *tense*), according to the *true time* expressed by the verb. We thus tell, in fewer words, much more about the verb than is told by the disjointed method generally used.

MODELS FOR PARSING VERBS.

"I cannot succeed, unless you assist me." **Can succeed** is a *regular intransitive* verb, signifying *to accomplish what is desired*; and **Potentially** expresses in the *first person, singular number*, the **Future** action of "*I*," with which it *agrees* according to Rule 9d.

Assist is a *regular transitive* verb, signifying to aid; and **Subjunctively** expresses in the *second person, plural number*, the **Future** action of "*you*," with which it *agrees* according to Rule 2d.

"The teacher will have closed school before the bell rings." **Will have closed** is a *regular transitive* verb, signifying *to dismiss*, and **Indicatively** expresses in the *third person, singular number*, the **Prefuture** action of "*teacher*," with which it *agrees* according to Rule 2d.

"I intend to go as soon as I have accomplished my task." **Intend** is a *regular transitive* verb, signifying *to mean* or *design;* and *indicatively* expresses in the *first person, singular number*, the *present, mental* action of "*I*," with which it *agrees* according to Rule 2d. **To go** is an *irregular intransitive* verb, signifying *to depart;* and **Infinitively** expresses the *future* action of "*I*," to which it *refers* according to Rule 7th. **Have accomplished** is a *regular transitive* verb, signifying *to finish* or *complete*; and *indicatively* expresses in the *first person, singular number*, the **Prefuture** action of "*I*," with which it *agrees* according to Rule 2d.

Rem.—The infinitive generally performs *two* offices—*one* as a verb, and *another* as a phrase; as a phrase, **to go** is a substantive *or* an *infinitive substantive phrase;* and in the *neut.* gen., *third* pers., *sing.* numb., is the *object* of the trans. verb "*intend*," by which it is governed according to Rule 3d.

"Let no man allure thee from the path of virtue." **Let** is an *irregular transitive* verb, signifying *to permit*, and **imperatively** expresses in the *second* person, *singular number*, the *future*, or *present continued* action of "*thou*" (understood), with which it agrees according to Rule 2nd. **Allure** is a *regular transitive* verb signifying *to entice;* and **infinitively** expresses the **future** action of "*man*," to which it refers, according to Rule 7th.

There are two methods of parsing Participles both of which will be given.

"**Having given** directions to his servants, he departed." **Having given** is an *irregular transitive* verb signifying *to utter* or *deliver;* and **participially** expresses the **preperfect** action of "*he*," to which it *belongs* according to Rule 12th. **Having given** is a **Preperfect** participle, derived from the verb *to give*, and expresses the *preperfect* action of "*he*," to which it *belongs* according to Rule 12th.

"In writing his letter James made some mistakes." **Writing,** IN OFFICE, is a *participial* noun; it performs the *office* both of a noun and a participle. It is a *noun*, because it is the *object* of the preposition "in," and it is a *participle*, because it has an object "*letter*," and also expresses the *past action* of "*James*." Words performing this double office should be parsed in the following manner: **Writing** is a participial noun. It is a *noun;* and, in the *neuter* gender, *third* person, *singular* number, is the **object** of the preposition "*in*," by which it is *governed*, according to Rule 5th. It is also an *imperfect* participle derived from the verb *to write*, and expresses the *past action* of James, to which it *belongs* according to Rule 12th. **Letter** is a common noun, the name of a written message, an epistle; and, in the *nenter* gender, *third* person, *singular* number, is the **object** of the *transitive* participle "*writing*," by which it is *governed* according to Rule 4th.

"I hear, I heard, and I shall hear, the birds singing." **Singing** is an *irregular intransitive* verb, signifying *to utter melodious sounds;* and *participially* expresses the *present*, *past*, or *future* action of *birds*, to which it *belongs* according to Rule 12th. **Singing** is an *imperfect* participle derived from the verb *to sing;* and expresses the *present*, *past*, or *future* action of "*birds*," to which it *belongs* according to Rule 12th.

"Mary has been repeating her lesson to her mother." **Has been repeating** (progressive form) is a *regular transitive* verb, signifying *to be reciting;* and *indicatively* expresses in the *third person*, *singular number*, the *prepresent* action of "*Mary*," with which it agrees according to Rule 2d.

"The book has been removed from the desk." **Has been removed** is a *regular* **passive** verb, signifying *to be taken away;* and, *indicatively* expresses in the *third person*, *singular number*, the *prepresent* action *received* by "*book*," with which it *agrees* according to Rule 2d.

"The mountains may be covered with snow." **May be covered** is a *regular* **passive** verb, signifying *to be overspread*; and *potentially* expresses in the *third person*, *singular number*, the *present* state or condition of *mountains*, with which it *agrees* according to Rule 2d.

Rem.—A **Passive Verb** should take for its *subject* the direct *object* of the transitive verb from which it is formed; as, "They offered him *money*." **Passive**—"*Money* was offered (to) him." By not observing this construction, passive verbs of *teaching*, *paying*, *offering*, *denying*, and some others, are improperly followed by an objective case; as, "He was taught *grammar*." "He was denied the *privilege*."

"The house having been finished, will soon be occupied." **Having been finished** is a *Preperfect passive* participle, derived from the verb *to be finished*, and expresses the preperfect action received by "*house*," to which it *belongs* according to Rule 12th.

"I saw that aged oak shivered by lightning." **Shivered** is a *Perfect* participle, derived from the verb *to shiver*, and expresses the past action received by "*oak*," to which it *belongs* according to Rule 12th.

EXERCISES.

Sentences to be Analyzed, and Nouns, Pronouns, Adjectives and Verbs to be Parsed.

The tree grows. The trees grow. We admire those beautiful prospects. Thou learnest thy lesson. You learn your lessons. I know what you can do. Thou knowest not what I can do. I must study, if I would improve. If I were ready, I would go. If you study, you will improve, Imitate the example of the wise and good. What thou doest do quickly. He might have gone last week, had he conducted himself properly. O! if my soul were formed for wo, how would I vent my sighs. Oh! If their spirits hover nigh, how will they hail this day's revolving sun. Afric's coast I left forlorn. Whom dost thou see? If I forget thee, O, Jerusalem, may my right hand forget her cunning. The orator having ended his oration, the audience dispersed. He would have fallen, if I had not caught him. Illumine what in me is dark: what is low, raise and support. I ought to go. The coach will have gone before you take a seat. Mark the perfect man, his end is peace.

To believe is one thing; *to do* is another. You ought then to have reformed. Cease to do evil; learn to do well. I like to study. We dislike to waste our time. Charles may have reformed; *to visit him* would be pleasant.

The bird is singing. Jane is studying grammar. The Chinese wall is yet standing. Man beholds the twinkling stars adorning night's blue arch. The writing is elegant. Writing is a noun. The fire beginning to blaze, objects became visible. The sun approaching, melts the crusted snow. The ringing of the bell proclaims the hour for worship. By doing what is right, we please God; by doing what is wrong, we offend him. This is the effect of John's playing. Playing is a noun. Admired and applauded, he became vain. Incited by this extraordinary appearance, we entered the cavern. We were animated and encouraged. Bad boys must be punished. The house having been completed, was burned. Having heard that report, we were alarmed.

"Rest not, till you *have obtained* as confirmed a state of religion as you ever knew. Rest not, till you *have made* a greater progress than before." —*Doddridge.*

"And when your spiritual enemies *have* once *gained* this point upon you, it is probable you will fall by swifter degrees than ever, and your resistance to their attempts will grow weaker and weaker."—*Ibid.*

"And when you *have gone* forth into the wide world, and feel the want of a father's care and a mother's love, then will all the scenes you have passed through return freshly to your mind, and the remembrance of every unkind word, or look, or thought, will give you pain."—*Abbott.*

"We cannot hope for any amendment in him, before he *has accomplished* the destruction of his country."—*Junius.*

"He may, perhaps, live to see his error, but not until he *has ruined* his estate."—*Ibid.*

"When the student *has* thoroughly *drilled* himself in the Greek grammar, he may proceed to the study of Dalzel's Collectanea Græca Minora; a *work* of modest pretensions, but of transcendent merit."—*Systematic Education.*

When our pupil *has acquired* a competent knowledge of the principles of Arithmetic, he may proceed to the study of Algebra."—*Academician.*

"Pay the laborer his wages, when he *has done* his work."—*Webster.*

"And when Aaron and his sons *have made* an end of covering the sanctuary, after that, the sons of Kohath shall come to bear it." "Verily, verily, I say unto thee, the cock shall not crow, till thou *hast denied* me thrice." "He it is to whom I shall give a sop, when I *have dipped* it." "When, therefore, I *have performed* this, and *have sealed* to them this fruit, I will come to you into Spain." "But thou, when thou prayest, enter into thy closet, and when thou *hast shut* thy door, pray to thy father who is in secret, and thy father, who seeth in secret, shall reward thee openly."—*Bible.*

"Now, all these things will be riddles to the learner, until after he *has become* familiar with the usages of correct language, by much reading of well-written books."—*American Journal of Education.*

ETYMOLOGY AND SYNTAX.

Rem.—Although the following Department of Grammar belongs, in a great measure, to Syntax, the author deems it best, for the benefit of students, to insert it here. Before being required to correct errors in false syntax, pupils should be thoroughly drilled in Analysis and Parsing.

Sentences.

A **Sentence** is an assemblage of words so arranged and combined as to make *complete* sense.

Rem.—A sentence may be a combination of words only; of words and a phrase; of words, a phrase, and a clause; or of words, phrases and clauses.

The **Elements** of a sentence are the parts used in its construction.

The **Principal Elements** are the parts necessary to express an *unqualified* assertion, ask a question, give a command, or utter an exclamatory proposition, and no more.

The **Adjunct Elements** are such as *qualify* principal elements.

The **Principal Elements** are the unqualified *subject* and *predicate*. These are also called *essential elements*, because without these expressed or implied, no sentence can be formed.

The **Subject** is the word, phrase, or clause *of* or *concerning* which, the finite verb ***asserts, asks, demands,*** or ***exclaims.***

Ex.—"*Charles* writes." The finite verb "*writes*" asserts an act of "*Charles*," therefore **Charles** is the ***subject.*** "Does *Charles* write?" The finite verb "*does write*" asks a question, *concerning* "*Charles*," therefore **Charles** is the ***subject.*** *Charles*, do write. The finite verb "*do write*" demands something of "*Charles*," therefore, **Charles** is the ***subject.*** "How grand these mountains are!" The finite verb "*are*" exclaims "*how grand*" *of* or *concerning* the *mountains;* **mountains** is therefore the ***subject.***

The **Predicate** is the word or words that *assert, ask, demand* or *exclaim* something *of* or *concerning* the ***subject.***

Ex.—"Cæsar *marched.*" **Marched** asserts an act *of* the subject "*Cæsar*," it is, therefore, the ***predicate.*** "*Did* Cæsar *march?*" **Did march** asks a question *concerning* the subject "*Cæsar*," it is, therefore, the ***predicate.*** "Cæsar, *march*," **March** demands something of the subject "*Cæsar*," it is, therefore, the ***predicate.*** "How bright the stars are!" "*Are how bright*" exclaims something of the subject "*stars*;" it is therefore the ***predicate.***

Rem.—The term "***predicate,***" as here used, and in other places where it is used alone, is understood to include the copula *and* predicate. "*Marched*" and "*did march*" = "*was marching*," and the imperative "*march*" = "*be marching.*" "*Was*" and "*be*" are **Copulas,** and "*marching*" is the **Predicate** in each proposition. In the last example, "*are*" is the Copula and "*bright*" qualified by "*how*" is the Predicate.

Remarks on the Definition of Subject and Predicate.

The definition of the Subject and Predicate as usually given seems to be defective. Butler and Harvey say, "The Subject of a proposition is that of which something is affirmed." Clark says, "The Subject of a sentence is that of which something is asserted." With these definitions all authors essentially agree. The first defect seems to be in so using the preposition *of*, as to make the *subject*, the subject *of* the proposition, instead of the subject *of* the finite verb *in* the proposition. Harvey even goes so far in parsing as to make the subject in the proposition, the subject *of* the proposition, thus making it the subject of what itself is a part. If this is correct parsing, Harvey's Rule 13th ought to be, "A proposition must agree with its subject, &c." But glaring as this defect seems to be the next seems to be worse.

In the sentence, "I made Henry do it." Of whom or what is something asserted? Who or what makes the assertion, if not the speaker? Of whom or what is the assertion or affirmation made, if not of Henry? Let those answer that can. Yet "Henry" is not the subject; it is an object. These authors say: "The predicate of a proposition is that which is affirmed of the subject. What is affirmed of Henry except "I made him do it?" *Nothing*. What then is the predicate? Again, let those answer that can.

"I spoke of Julia." What assertion or affirmation is made in this sentence? *I spoke*. Of whom? *Julia*. Then "*Julia*" is the subject according to the definition; but it is not. It is the *object* of the preposition *of*. "Will you go?" "Stop that noise!" "How bright the sun shines!" What assertion or affirmation is made in either of these sentences? *Not any*. Then they have neither subject nor predicate; but still are sentences, which is impossible. But these authors say that the term assert or affirm is meant to include say, ask for, command, entreat, or exclaim. We will give them the benefit of this impossibility, and still their definition is defective, and will continue so to be, till the *finite* verb is brought into it, and made to do the work of asserting, asking, demanding, entreating, wishing and exclaiming.

Hundreds of examples might be given proving this, without using any of those which are supposed to be included in the words *say*, *ask for*, *&c.;* but those already given, are deemed sufficient.

The definitions of these two principal parts of a grammatical sentence as given above, are thought to be correct, and will be found in no other work either in grammar or logic, with which the author has become acquainted. The parts of a sentence must be considered as *alive* and *active*, if we would rightly appreciate their force and use. The **Subject** is that *of* or *concerning* which the *finite verb* asserts, asks, demands, entreats, wishes or exclaims, and the Predicate is that which the finite verb asserts, asks, demands, entreats, wishes or exclaims *of* or *concerning* the subject. By correctly applying the directions, given on P. 29, of this Grammar, the student will always find without mistake, the subject and predicate of every proposition. When the finite verb has an object, the object is, in this work, considered to be a principal part of the predicate.

The **Subject,** IN FORM AND OFFICE, is a *noun*, a *pronoun*, or a *substantive;* as, "*Mary* writes." "*He* studies." "*To die* is gain."

The **Predicate,** IN FORM AND OFFICE, is a *finite verb* alone, or a finite verb and its *complement;* as, "He *walks*." "She *is kind*."

The **Complement** is the *word*, *phrase* or *clause* necessary to make a *general*, *unqualified* assertion, question, command, or exclamatory proposition, *full* and *complete*.

The **Complement** of a *Transitive verb* is its *object;* as, "We surrounded the *city*." "Girls study *grammar*." "He struck *me*."

Rem.—The *Complement* as here and hereafter used, is synonymous with Predicate, except, when used as the *Object* of a Transitive Verb, which, in this work, is considered an essential part of the Predicate; as, "She studies." If that is all we wish to say, the sentence is complete. But if we wish to to tell *what* she studies a Complement is necessary, and that is the Object.

The **Object** is usually, the *word*, *phrase* or *clause* on which the act expressed by the verb *terminates*, and is always necessary, either expressed or implied, *to complete* fully the intended proposition; as, "Virtue secures *happiness*." "She resembles her *mother*."

Intransitive Verbs that express action, generally need no complement, because, *in their definition*, they include an *object;* as, "Julia *writes*"=*is writing*=makes *letters.* "The man *walks*"=*is walking*=causes *himself* to move on his feet. "The boat *moves*"=*is moving*=changes its *place.* "The sun *shines*"=*is shining*=gives *light.*"

The **Complement** of an *Intransitive* verb that does not express *action*, commonly called a **Neuter Verb,** is the asserted, enquired, demanded, or exclaimed *attribute* or *adjunct* of the subject; as, "Cherries are *ripe.*" "Charles is a *student.*" "Is the child *dead?*" "The boy became a *man.*" "*Who* are they?" "The lady is *to return*"=will *return.* "The apples are *to be gathered*"=must *be gathered.* "He appears *strong.*" "She looks *pale.*" "Is he *well?*" "Julia, be *attentive.*"

The **complement** of a *neuter* verb, is most commonly, a *noun*, a *pronoun*, an *adjective*, a *participle*, or a *substantive.*

Sentences, IN USE, are *Declarative, Interrogative, Imperative* or *Exclamative.*

A **Declarative Sentence** is used in asserting affirmative or negative propositions; as, "Lillies grow in the field." "Lillies do *not* grow in the field." "The wind blows." "The wind does not blow."

An **Interrogative Sentence** is used in *asking* or *interrogating;* as, "Did you study?" "Can he not write?" "What are you doing?"

An **Imperative Sentence** is used in directly *commanding, exhorting, entreating*, or *permitting;* as, "*Stop* that noise." "*Cease* to do evil." "*Do* stay at home." "*Go* in peace."

An **Exclamative Sentence** is used in exclamations, to express sudden or strong feelings or emotion; as, "What a wonderful event that is!" "How beautiful the moon and stars are!"

Propositions, IN USE, are *Principal* or *Subordinate.*

A **Principal Proposition** is expressed by a *Sentence;* a **Subordinate Proposition** is expressed by a *clause.*

Sentences, IN FORM, are *Simple, Simple Complex, Compound, Compound Complex.*

A **Simple Sentence** consists of *one subject* and *one finite verb*, with or without *one complement*, and expresses but *one principal proposition;* as, "Rain falls." "The peaches are yellow." "Cecrops founded Athens."

A **Simple Sentence** cannot be separated into two propositions.

A **Simple Complex Sentence** is a Simple Sentence, with its subordinate clause or clauses; as, "*When you go*, I will go with you." "*While I was there*, the mail arrived." "I knew *that you were there.*" "I saw him *as he passed by.*" "*Because he was ambitious*, I slew him."

When the **Subordinate Proposition** is *incorporated* into the *simple sentence* as *one* of its *principal* parts, either as a *subject* or *complement*, the two propositions cannot be *fully* separated; but, in all other cases, a **Simple Complex Sentence** can be separated into *two* or *more* propositions, *one* of which will be *principal* and all others *subordinate.*

A **Compound Sentence** consists of *more* than *one* subject, or *more* than *one* finite verb, or *more* than *one* complement, and, *elliptical* or *complete*, expresses *more* than *one principal* proposition; as, 1. "The war is over and peace has come." 2. "Eliza went to town; but Jane went into the country." 3. "John and James are truant boys." 4. "Jane spells, reads and writes." 5. "Charles, Henry and Joseph study grammar." 6. "George has learned and recited his lessons." 7. "The apples are large, ripe and mellow."

A **Compound Sentence** can be separated into two or more **principal** propositions. In each of the first three examples above, there are *two* propositions, the *last* two elliptical. The *fourth* and *fifth* contain each *three* propositions, all elliptical. Either or all the elements of a compound sentence may be compound. In the *fourth* and *sixth* examples the *predicates* are compound; in the *third* and *fifth*, the *subjects;* and, in the *last*, the *complement*.

Principal Propositions in a compound sentence are called **members,** and are numbered according to their place in the sentence. In the last example above, "*the apples are large*" is the *first* member; "*the apples are ripe*" is the *second;* and "*the apples are mellow*" is the *third*. "*And*" is the connective.

Rem.—Some authors call **Elliptical Compound Sentences** that have a *compound* subject or predicate, or have both *compound*, *Simple Sentences*. Thus, "*John* and *James* attend school," is called a *Simple* sentence having a *compound* Subject. "Henry *reads*, *writes*, and *ciphers*," is called a *Simple* sentence having a *compound* Predicate. "*Jane* and *Mary* recite *grammar* and *arithmetic*," is called a *Simple* sentence having a *compound* subject and object, which, in this work, is considered a *necessary* part of the Predicate. No particular objection need be made to this, if the construction of such sentences is clearly understood.

A **Compound Complex Sentence** is a *compound sentence* with its subordinate clause or clauses, either *simple* or *compound;* as, "George *who is idle* learns slowly; but James *who is industrious* learns rapidly." This sentence is composed of two *simple complex sentences* connected by the co-ordinate conjunction **but,** and consists of *two* members, *first* and *second*.

Ellu.—"Ralph and Henry, *who had learned rapidly*, were reprimanded and severely punished, because they quarreled and then lied to conceal their guilt." This is a *Compound Complex* sentence, because it contains *four* elliptical, principal propositions, *one* full, simple, subordinate proposition, and *one compound clause*, containing *one full* and *one elliptical* subordinate proposition. It would be rather strange if pupils could, at this stage, discover all these in this sentence. Besides the conjunctions "*and*" and "*because*," and the adverbs "*rapidly*," "*severely*" and "*then*," it also contains an Infinitive adverbial adjunct qualifying "*lied*," telling *why*. What is it?

Propositions in a *Simple Complex Sentence*, even when found in a Compound Complex Sentence, are called **clauses,** and are named from their rank or office: *Principal or Independent; Subordinate, Auxiliary or Dependent.*

Ex.—The term *principal* or *independent* is used to denote a proposition that has no dependence, but on which others depend. The term *auxiliary*, *subordinate* or *dependent*, is used to denote a proposition that depends on the principal proposition, and modifies it as a whole, or in some of its parts.

A **Simple Clause** is a *single* clause. A **Simple Complex Clause** is a *Simple Clause*, which is qualified as a whole or in some of its parts by another clause. A **Compound Clause** is *two* or *more* simple clauses connected by a co-ordinate conjunction. CO-ORDINATE conjunctions connect elements of *equal* rank. *And, also, but, or* and *nor* are those most commonly used. A **Compound Complex Clause** is a *Compound Clause* which is qualified in some of its parts by some other clause or clauses.

Clauses are, IN OFFICE, *substantive, adjective,* or *adverbial.*

A **Substantive Clause** performs the *office* of a noun or pronoun; as, "'*Know thyself*,' was written over the Delphian temple." "*Know thyself*" is the *subject* of the verb "*was written*," and thus performs the *office* of a noun or pronoun in the *nominative* case. "The question, 'will he come?' has not been answered." "*Will he come*" is in *apposition* with "*question*," and thus performs the *office* of a noun or pronoun in the *nominative case* in apposition.

An **Adjective Clause** performs the *office* of an *adjective;* as, "Mary had a beautiful rose, *which grew in the garden*." "*Which grew in the garden*" limits "*rose*," and thus performs the *office* of an *adjective*. "He is as kind as he can be." "*As he can be*" mediately qualifies "*he*" by first qualifying "as kind," which immediately describes "*he*," and thus performs the *office* of an *adjective*.

An **Adverbial Clause** performs the *office* of an *adverb;* as, "I will guard the store, *till you return*." "*Till you return*" limits "*will guard*" by telling *how long*, and thus performs the *office* of an adverb. "*Before assistance came up*, the battle was lost." The *first clause* limits "*was lost*" by telling *when*. "I saw him *as he passed*." "*As he passed*" qualifies "*saw*," telling *when*. "They will obtain the prize, *if they persevere*." "*If they persevere*" qualifies "*will obtain*" by telling *on what condition*. "*Though* HE *slay me*, I will trust in HIM." "*Though* HE *slay me*" qualifies "*will trust*" by telling *to what extent*, and thus performs the *office* of an adverb.

PHRASES.

A **phrase** is two or more words rightly put together, not expressing a proposition, but performing a necessary office in the structure of a sentence or of another phrase; as, "*In* the next *place*." "*Sailing* on the ocean." "*To be* industrious." "*Familiar* with the ways of sin."

The **Elements** of a phrase are *principal* elements or *adjunct* elements.

Principal Elements are such as are necessary to the structure of the phrase; as, "*On* ocean's *wave*." "*In* his guarded *tent*." "*Free* from crime." "*Secure* in his possessions."

Adjunct Elements qualify principal elements; as, "Walking *slowly along*." "Destitute *of money*." "*Walking*" and "*destitute*" are the words necessary to the structure of the phrases..

Phrases, for convenience, may be *distinguished,* IN FORM, by the word or words that introduce the phrase, or the *essential* word in its structure.

A **Prepositional Phrase** is introduced by a *preposition,* which is usually *followed* by its object; as, "*On* the mountain *tops.*"

A **Participial Phrase** is introduced by a verb in the Participial mood, followed by its *object* or an *adjunct;* as, "*Adorning* night's blue *arch.*" "*Marshaled on* the nightly *plains.*" "*Incited by* this extraordinary *appearance.*"

An **Infinitive Phrase** is introduced by a *verb* in the *Infinitive Mood,* which is frequently followed by its object or adjunct; as, "*To spend* a pensive *hour.*" "*To delight* in *music.*"

Rem.—Verbs in the *infinitive* and *participial moods* are generally spoken of as simple *Infinitives* or *Participles.* They are *infinite* or *infinitive* verbs expressing no *assertion, interrogation, exclamation* or *command.*

Infinitives always begin with the auxiliary "*to*" expressed or implied, and have *two* forms; as, "*To go; to have gone.*" "*To write; to have written.*"

Participles have the five following forms: *Writing, having written, being written, written, having been written.* Every Form, except one, has its only or first word terminating in **ing.**

The **Participle** in *participial* phrases, the **Infinitive** in *infinitive* phrases, when the verbs are *transitive,* and the **Preposition** in *prepositional* phrases, may, for convenience, be called ***Leaders,*** and their objects ***Subsequents;*** as, "*To perform* one's *duty.*" *To perform* is the *leader,* and "*duty*" is the *subsequent.*

An **Absolute Phrase,** IN FORM, is introduced by a *noun* or *pronoun, independent* of the finite verb, and followed by a *participle* expressing its action, existence, or state; as, "The *plums having ripened,* we gathered them." **Or,** it is introduced by a *noun* or *pronoun* in the *possessive* case, followed by a Participial noun expressing *existence* or *state;* as, "*His being* a judge secured his election." This is the *nominative absolute* phrase, and it has two forms.

An **Independent Phrase,** IN FORM, is introduced by a *noun or pronoun addressed,* or *independently* used for rhetorical effect, followed by its adjunct or adjuncts; as, "O *thou!* whose balance does the mountains weigh."

An **Adjective Phrase,** IN FORM, is introduced by an adjective, followed by its adjunct, or adjuncts; as, "*Worthy* of confidence." "*Worse* than in bondage." "*Sufficient* to disturb his heaven."

An **Explicative** or **Appositive** Phrase, IN FORM, is introduced by a *noun* or *pronoun* used to explain, identify, or characterize another noun or pronoun, and followed by its adjunct or adjuncts; as, "Chained

in the market place he stood, *a man of giant frame.*" "Illume the dread unknown, *the chaos of the tomb.*" "Yes, she's gone to live in heaven, *little Cora, loved and fair.*"

Phrases may be, IN CONSTRUCTION, **Simple, Simple Complex, Compound,** or **Compound Complex.**

A **Simple Phrase** is not *qualified* as a whole or in any of its parts by a *clause* or by another *phrase;* as, "Of good boys." "To act wisely."

A **Simple Complex phrase** is a single phrase which is qualified as a whole or in some of its parts by a *clause* or by *another phrase;* as, "I am the son *of the man whose house they occupy.*" "He ascended *to the top of the mountain.*"

A **Compound Phrase** is two or more simple phrases *elliptical* or complete connected by a co-ordinate conjunction expressed or understood; as, "He presented me *with a knife and a whistle.*" "I desire *to live and let live.*"

A **Compound Complex** phrase is a *compound* phrase which is qualified in some of its parts by a *clause* or *another phrase;* as, "He passed through streams *which were rapid and dangerous,* and over hills *destitute of vegetation.*" *Through streams* and *over hills,* is the compound phrase; but "*streams*" is qualified by the clause, *which were, &c.,* and "*hills,*" by the phrase, *destitute of, &c.,* which makes it a compound complex phrase; the whole of which taken together, is an *adverb* qualifying "*passed,*" telling *where.*

Phrases, IN OFFICE, are, *Substantive, Adjective,* or *Adverbial.*

A **Substantive Phrase** performs the office of a *noun* or *pronoun;* as, "*To be good* is *to be happy.*" "Have you learned *to govern yourself?*" "*To be good,*" is the nominative *before* and "*to be happy*" is the nominative *after* the *intransitive* verb "*is.*" "*To govern yourself*" is the object of "*have learned.*"

An **Adjective Phrase** performs the office of an *adjective;* as, "The beauty *of the landscape.*" "A desire *to be useful.*" "He was a man *faithful when others were faithless.*" "*Consistent with his great talents.*"

An **Adverbial Phrase** performs the office of an adverb; as, "She looks *through the window.*" "They were deceived *by appearances.*"

An **Independent Phrase** has no limiting, qualifying, or modifying function; as, "*Flag of the brave,* thy folds shall fly." The *Independent phrase* is *independent,* IN FORM, and in office. The **Adjective phrase** is *adjective* in form and *adjective* in office.

Rem.—Other phrases of different forms, such as, *none at all, a few days ago, a great deal, by and by, &c.,* are used to perform the *office* of adjectives or adverbs, and when so used, are *adjective* or *adverbial* phrases.

Synthesis or construction consists in taking the parts or elements of a sentence, and uniting them in such a manner, that they collectively express the *full* and *perfect thought* intended.

Analysis is the reverse of synthesis, and consists in *separating* a sentence into its elements, and pointing out their relations.

The **Elements** of a sentence, IN FORM, are *Words*, *Phrases*, *Clauses*, and *Members*.

A **Word** is said to be an element of the *first* class; a **Phrase,** of the *second* class; and a **Clause,** of the *third* class. These distinctions are not very important, but as they are easily made, and are taught in some grammars, it may be well for students to be able to distinguish the parts of a sentence in this manner.

Some or all of these *Five Chief Relations* must be expressed in constructing a sentence: the relation between the finite verb and its subject, called the **Subject Nominative** relation; the relation between the *finite* verb and its *predicate* nominative, called the **Predicate Nomitive** relation; the relation between a *transitive* verb and its *object*, called the **Objective relation;** and the **Adjective** and the **Adverbial relations.**

A **member** is said to be *first*, *second*, or *third* &c., according to the place it occupies in a *Compound* sentence. In a **Compound Complex** sentence a Simple Complex Sentence may be called a member, but no principal proposition alone should ever be called a *clause*, in a Compound Sentence. A **Simple Sentence** can have neither *clause* nor *member*. The **Principal Proposition** in a *Simple Complex* sentence may be called a *Principal Clause*, but not a *Member*.

The **Simple, Essential, Grammatical subject** is a *single noun*, *pronoun*, or *substantive*. The **Entire Complex** or **Logical subject** is the *grammatical* subject with all its modifying *words*, *phrases* and clauses.

The **Simple, Grammatical predicate** is a *finite* verb *with* or *without* a complement. The **entire, Complex** or **Logical predicate** is the *grammatical* predicate with all its modifying *words*, *phrases*, and *clauses;* hence, all *Simple* Sentences, and all *Simple Members* of compound sentences contain but two logical parts, the *Subject* and *Predicate* with or without modification.

The **Essential** Grammatical predicate is a *finite* verb. The verb **to be,** in its *finite* forms called the **copula,** sometimes needs a complement and sometimes does not, like most other *Neuter* verbs. When it is used to express *existence* only, it is a *full* predicate, but when *state* or *identity* is to be added, a *complement* is needed; as, "God *is*." "Troy *was*." "Once there *was* a man." "Pears *are ripe*." "John *is* a *student*." "God *is love*." "It *has been* raining."

We have two elements "*table*" and "*was made*," and, in order to construct a sentence, we use the *Sub. Nom. Relation*, thus making them *Principal* elements, and say,—"*Table was made*." This is an unqualified principal sentence, making a general unlimited assertion. We wish now to limit, qualify or modify this general proposition so as to make it

express the particular thought we have in our mind. This can be done by *limiting, qualifying, restricting* or *modifying* the subject or predicate, *either* or *both*. *What* kind of a *table? Polished. How* polished or *to what degree? Neatly.* What table? *That.* Where situated? *Which stands in the parlor.* We have now used *adjective elements*, till our subject denotes what we intended. "*That neatly polished table which stands in the parlor was made.*" This is still a *general* assertion so far as the predicate is concerned, and does not express our full thought, and, we ask, by whom? *By George Jones.* When? *Whilst he was in good health.* By the use of these adverbial elements, our predicate denotes what we intended, and the sentence thus modified, expresses our whole thought as we conceived it. "*That neatly polished* **table** WHICH STANDS *in the parlor* **was made** *by George Jones whilst he was in good health.*

We will now analyze this sentence. The analytical process is the reverse of the synthetical.

This is a **Simple Complex Declarative sentence,** containing *one* principal and *two* subordinate *clauses.* **Table was made,** is the *principal* clause, because it expresses the independent unqualified assertion. **Table** is the *subject* because it is *that* concerning which the assertion is made, by the *finite* verb "*was made.*" **Was made** is the predicate, because it expresses what is asserted of the subject. **Table** is qualified by the adjective elements, "*that finely polished,*" and the *relative* clause, "*which stands in the parlor.*" *Which* is the connective, and the subject of "stands," the *predicate* in the clause. **Was made** is qualified by the phrase, "*by George Jones,*" and the clause, "*whilst he was in good health.*" *Whilst* is the connective.

Elements that do not enter into the structure of a sentence, such as *Interjections*, and *Independent words* and *phrases*, are called **Inependent** or **Attendant Elements,** and should be *named* as *such*, whenever they are used. *Connectives* should also be *named* in analyzing.

Rem.—It is very important that students should know the **kind** of *sentence* they are analyzing, and be able *to point out* its *different* parts; and, in order to aid them in their first efforts, the *parts* of a sentence to be analyzed will be *distinguished* by different kinds of type. The *principal sentence*, whether simple or compound, will be printed in **full face,** the subordinate clauses in SMALL CAPITALS, the phrases in *italics*, and the *word* adjuncts in common small letters.

Model for Analyzing Sentences, Clauses and Phrases in Full.

"**He went** on, till the SUN APPROACHED the MERIDIAN, and the increased HEAT PREYED *upon* his *strength;* **he** then **looked** *about him for* some more commodious *path.*"

This is a *Compound Complex, Declarative sentence*, consisting of *two* members. The **first member,** *he went * * his strength*, is a *Simple Complex sentence.* The **second member,** *he then * * path*, is a *Simple Sentence.* The *unqualified* assertion is, **he went** (*and*) **he looked. And** (understood) is the connective. **He** is the *subject* in each member, and is unqualified. **Went** is the *Predicate* in the *first*

member, and **looked** in the second. **Went** is qualified by "*on*," an element of the *first class*, telling *where*, and by the clause, "*till * * strength*," a *compound* element of the *third class*, telling *how long*. **Till** is the connective of the *subordinate* to the *principal* clause. **Sun,** limited by "*the*," is the *subject* in the *first subordinate clause*, and **approached meridian** is the *predicate*. **Approached** is the *finite verb*, and **meridian,** limited by "*the*," is its *complement*, an *objective element* of the first class, the *object*. **Heat,** limited by "*the*" and qualified by "*increased*," elements of the *first* class, is the *Subject* in the *second subordinate clause*, and **preyed** is the *Predicate*, a *finite* verb. **Preyed** is qualified by the prepositional phrase, "*upon his strength*," an element of the *second class*. **Upon** is the *leader*, (preposition,) and **strength,** limited by **his,** is the *subsequent* (object). **Looked** in the *second* member is qualified by the prepositional phrases, "*about him*," in which **about** is the *leader* (*preposition*), and **him** the *subsequent* (*object*); and "*for some more commodious path*," in which **for** is the *leader* (*preposition*), and **path,** limited by "*some*" and qualified by "*more commodious*," is the *subsequent* (*object*).

"**Children should know** that **it is** their **duty** *to honor* their *parents, to ask advice of them,* and *to observe* their *wishes*."

This is a *Simple Complex, Declarative* sentence. The principal clause is, "*children should know that it is their duty.*" The subordinate clause is, "*that it is their duty*," incorporated into the principal clause as the complement of the *trans.* verb, "*should know*," its *object*. "*Children*" is the *subject* in the *principal* clause, and, "*should know that it is their duty*," is the *predicate*. "*Should know*" is the *finite* verb, and, "*that it is their duty*," is its *complement*, its *object*. "*Is*" is the *finite* verb, (**Copula,**) and "*duty*," limited by "*their*," is its *complement* (predicate), the *predicate* nominative. "*That*" is the connective or introductory word. The *infinitive* phrases, "*to honor*, &c.," "*to ask*, &c.." and "*to observe*, &c." are *substantive* phrases, in the nominative case in apposition with "*it*" or "*duty*," and of course, *adjuncts* limiting "*it*" or "*duty*." The infinitives "*to honor*," "*to ask*" and "*to observe*," form a Compound Phrase, in which, "*to honor*," "*to ask*," and "*to observe*," are *leaders*, and "*parents*" limited by "*their*," "*advice*" limited by the phrase "*of them*," and "*wishes*" limited by "*their*," are the *subsequents*, the *objects*. *And* connects the phrases.

Elu.—In this sentence, if **it** is considered to be an expletive, "*duty*" becomes naturally the subject of "*is*," and the sentence would be constructed thus: "Children should know that their duty is, to honor their parents, to ask," &c. If "*that*" also is rejected as an expletive, the sentence would be the same with the omission of "*that*." In this case, the clause, "*their duty is*," remains the object of "*should know*," and the phrase, "*to honor*, &c.," becomes a *predicate* nominative after "*is*." Dr. Webster says, "**that** is never a conjunction." He parses "*that*" as an adjective used as a noun, the object of "*should know*." In that case the clause, "*it is*, &c.," is in the *objective* case in apposition with "*that*." "Children should know *that* (thing) it is their duty, *or* their duty is," &c.

Exercises.

Sentences to be Analyzed; and Nouns, Pronouns, Adjectives and Verbs to be Parsed.

SIMPLE SENTENCES:—Edward's **book has been** badly **used.** The just **man** always **acts** consistently *with conscience.* **Men become indolent** *through reverse of fortune.* William's **father has sold** his **horse.** A man's **happiness depends** primarily *upon* his *disposition.* The **acquisition** *of knowledge* **is** the most honorable **occupation** *of youth.* The **gentleman urged** his **request** most earnestly. **Washington had served** his **country** *in* the *army before* the *Revolution.* **Thomas was injured** *by* the *partiality of* his *friends.* An honest **man is** the noblest **work** *of God.*

SIMPLE COMPLEX:—**Anna loves** her **book,** BECAUSE SHE CAN READ IT. **He** WHO IS often CHANGING his FRIENDSHIPS, **can** never **be** a true **friend.** What (**that** WHICH) the MAN EARNED *during* the *day,* **he squandered** *during* the *evening.* A good **conscience is** *to* the *soul* what (**that** WHICH) HEALTH IS *to* the *body.* The **spider will exhaust herself** BEFORE SHE WILL LIVE *without* a *web.* **I will ask,** THOUGH HE REFUSE. The **gentleman will be pleased** IF HIS SON IMPROVE. Whoever (**he** WHO) WISHES TO EXCEL **must study** hard. THAT HE SPOKE the TRUTH, **was evident. God has commanded,** THAT all CHILDREN SHOULD OBEY their PARENTS.

COMPOUND SENTENCES:—The **sagacity** *of Newton* **led him** *to* his great *discovery,* and **he** now **stands** *at* the *head of philosophers.* **George has returned,** and **he is** now *in* the *house.* The **pastures are covered** *with* green *grass,* and the **valleys are filled** *with* waving *corn.* The **storm passed** rapidly away, and the **sun,** *bursting* forth *in* his *might,* **threw** *across* the *heavens* a magnificent **arch** *of peace.* **I saved** the **boy** myself, but the **sailors put themselves** *in* great *peril to render assistance.* **John remains** *in* the *city,* but **George has returned** *to* the *country.*

ELLIPTICAL COMPOUND:—**John** and **James went** *to Boston.* **Charles** or **Harry will go** *to Boston.* **Reason, eloquence,** and every **art may prove dangerous** *in* the *hands of* bad *men.* **Hast thou grown pale** *over* thy *books,* and **spent** thy **nights** *in study?* **Honor** thy **father** *with* thy whole *heart,* and **forget** not the **kindness** *of* thy *mother.* **Wealth is** the scholar's **patron; it sustains** his **leisure, rewards** his **labor, builds** the **college,** and **gathers** the **library.**

COMPOUND COMPLEX:—WHILE HE WAS thus TORTURED *with uncertainty,* the **sky was overspread** *with clouds,* and a sudden **tem-**

pest gathered *round* his *head.* WHILE HE WAS thus REFLECTING, the **air grew blacker,** and a **clap** *of thunder* **broke** his **meditation.** IF the SUMMER IS ABUNDANT, the **bee toils** *with* no less *industry;* IF IT IS PARSIMONIOUS *of* its *flowers,* the tiny **laborer sweeps** a wider **circle,** and, *by* increased *activity,* **repairs** the **frugality** *of* the *season.* IF thine ENEMY BE HUNGRY, **give** (to) *him* **bread** *to eat;* IF HE BE THIRSTY, **give** (to) *him* **water** *to drink.*

PROMISCUOUS EXERCISES:—IF YOU DESIRE TO *be* FREE *from sin,* **avoid temptation. Life bears us** on *like* the *stream of* a mighty *river.* **He** WHO ATTEMPTS *to please* every *body* **will** soon **become** an **object** *of* general *indifference* or *contempt.* All the **horrors** *of darkness* and *solitude* **surrounded him;** the **winds roared** *in* the *woods,* and the **torrents tumbled** *from* the *hills.* His **breath grew short,** and his **knees trembled,** and **he was** *on* the *point of lying* down, WHEN HE BEHELD, *through* the *brambles,* the GLIMMER *of* a *taper. By* the *help of glasses* **we see** many **stars** WHICH WE DO not DISCOVER *with* our naked *eyes.* **Go** now, my son, *to* thy *repose;* **commit thyself** *to* the *care of Omnipotence;* and, WHEN the MORNING CALLS again *to toil,* **begin** anew thy **journey** and thy **life.** He resolved now to do what yet remained in his power. Many actions apt to procure fame, are not conducive to our ultimate happiness. The calm shade shall bring a kindred calm; and the sweet breeze, that makes the green leaves dance, shall waft a balm to thy sick heart. All men know that honesty is the best policy. To impart the secret of what is called good and bad luck, is not a difficult task.

Contraction and Transformation of Sentences.

By a proper use of *Ellipsis,* a sentence may be *contracted* or *transformed,* in various ways, a few only of which will be mentioned, others being easily detected and applied by the thoughtful student. **Ellipsis** is the *omission* of one or more words. It should not be employed when its use would *obscure* the sense of the sentence or *weaken* its force. A **Sentence** may, in certain cases, be *contracted* by omitting the subject, predicate, or object, or by omitting any two or all of them; as, "Take aim"=*ye* or *you* take aim. "Who will go?" I=I *will go.* "I know the man you saw."=I know the man *whom* you saw. "Whom did you see? Charles."=*I saw* Charles. "Who did this? Jane.=Jane *did this.* "Whose pen has he? Mary's".=*He has* Mary's *pen.*

Simple Complex sentences are frequently contracted by omitting a clause, and are commonly used in that form; as, "I have more money than that money is which I want." Contracted :—I have more money than I want. "I gave such things as those things were, which I

had."=I gave such as I had. "As many persons were baptized as those were that believed."=As many were baptized as believed. **As** and **than** in such elliptical expressions may, for convenience, be parsed as relative pronouns.

A **full compound** sentence may be transformed into an **elliptical** compound by uniting the parts not common to all its members, and using the common part or parts but *once*, or *oftener*, if necessary; as, "John studies arithmetic, and James studies arithmetic; but Susan studies grammar and Mary studies grammar."=John and James study arithmetic, but Susan and Mary study grammar. The common part "*study*" is used twice because the *elliptical compound sentence*, reduced from the *full compound*, has each of its members *elliptical compound*. "He is a wise man; he is a good man he is a patriotic man."=He is a wise, good, and patriotic man.

Abridgment of Clauses.

There is an essential difference between *contracting* or *transforming* a sentence and **abridging** a clause. A sentence is contracted by omitting some word or words, if necessary, and re-arranging the rest. A **Subordinate Clause** is **abridged** by changing its *finite*, to an *infinite* verb, thus destroying the *assertion* and making an *assumption;* as, "When shame *is* lost, all virtue is lost." Abridged:—Shame *being* lost, all virtue is lost. "When I *saw* his distress, I went to his relief."=*Seeing* his distress, I went to his relief.

The *finite verb* in the complete clause is frequently changed to a *participial* or *verbal noun*, and its *subject* changed to a *possessive case* or entirely dropped from the sentence, and, in either case, the noun or pronoun after the *participial* noun will retain the *same* case in the abridged proposition, that it has in the *subordinate* clause; as, "That he was a soldier is an honor."=*His having been* a soldier, is an honor. "That one should be a servant to all, is no easy task."=*Being* or *to be* a servant to all, is no easy task. "I am sure it was he."=I am sure of its *being* he. A sentence is often *contracted* and afterwards its subordinate clause is *abridged;* as, "I am respected, as I should be respected, if I were a good man." Contracted: I am respected as if I were a good man. Abridged: I am respected as being a good man. "*Soldier*," "*servant*," "*he*," and "*man*," in the full clauses are *predicate* nominatives *after* their respective *intransitive* verbs; and, in the *abridged* propositions, they retain the same case, and may be parsed as *predicate nominatives, absolute.* "*As*," in the last abridged proposition, and in all others like it, may be parsed as a *preposition.*

Other abridgments are simple and easily understood; as, "Our friends *who live* in the city are well."=Our friends *living* in the city are well. "I thought that *he was a man*."=I thought him *to be a man*. "*When we heard the report* we hastened."=*Having heard the report* we hastened. "We wish *that you would stay*."=We wish *you to stay*.

By a proper use of *infinitives* and *participles* we are able to *vary* our language, and to express *concisely* several actions of one subject or actions of several different subjects in the same sentence; as, "I seemed to see the waters rising and foaming, and the flocks running; and to hear the birds screaming, the dogs howling, and the men, women and children calling and shrieking."

Exercises to be Abridged, and then Parsed.

A man who is prudent will avoid danger. When he was caught we returned. I believe that he is honest. You knew that he was a general. As we approached, the enemy retreated. That I may go alone is my desire. I have the book which contains the story. When Cæsar had crossed the Rubicon, Pompey prepared for battle. They were sure that it was I. I expect that he will come. You will be ruined, if you remain here. I came that I might assist you. I knew that he was a judge. When I saw his distress, I went to his relief. I was not aware that he was here. He wished that he might go. That one should study is proper. I saw him as he was returning. I was rejected as if I was unworthy. I am honored as I should be honored if I were a wise man. When the sun had set we returned. He knows where he must go. I am sure that it was they. That one should be dishonest is disgraceful. I saw Moscow as it was burning. He saw the vessel which was anchored in the bay.

ADVERBS.

Adverbs are usually either *phrases*, or *propositions*, or *words* equivalent to phrases or propositions, which generally denote the *time*, *place*, or *manner*, of the actions expressed by verbs, or the various *degrees* of other adverbs; as, "*Now*"=*at this time*. "*Where*"=*in what place*. "*Thus*"=*in this manner*. "*Very*"=*in a high degree*. "*Occasionally*"=*as occasion requires*. Will you go? "*Yes*=*I will go*. "*No*"=*I will not go*.

Adverbs may be divided into four general classes: *Adverbs* of *Time*, of *Place*, of *Manner*, and of *Degree* or *Quantity*.

Adverbs of *time* generally answer to the question *When?* *How long?* *How soon?* or *How often?* and may be subdivided into those of **Time Present:** *Now*, *to-day*. **Past:** *Already*, *yesterday*, *lately*, *formerly*. **Future:** *To-morrow*, *not yet*, *hereafter*. **Relative:** *When*, *then*, *while*, *whilst*. **Absolute:** *Always*, *ever*, *never*. **Repeated:** *Often*, *again*, *sometimes*, *twice*, *thrice*. **Order of time:** *First*, *secondly*, *lastly*, *&c*.

Adverbs of *Place* generally answer to the question *Where?* *Whither?* *Whence?* or *Whereabouts?* and may be subdivided into those of **Motion** or **Rest** in **Place:** *Here*, *there*, *where*. **To a Place:**

Whither, thither. **From a Place:** *Whence, hence, thence.* **Order of Place:** *First, secondly, lastly, &c.*

Adverbs of *Manner* generally answer to the question, *How?* or by affirming, doubting, or denying, show *how* a proposition is regarded. They include the following particular classes: **Of Quality:** *Well, ill, justly, foolishly, nobly, honestly* and *many* others formed by annexing **ly** to adjectives of quality. **Of Mode:** *Thus, so, how, somehow, however, otherwise, else, together, apart, namely, particularly, likewise, &c.* **Of Doubt:** *Perhaps, perchance, possibly, may be.* **Of Cause:** *Why, wherefore, therefore, whence, thence, &c.* **Of Affirmation:** *Yes, yea, verily, truly, indeed.* **Of Negation:** *No, nay, not.* **Of Interrogation:** *Why, how, when, where, whither, whence, &c.*, which also belong to their several classess.

Adverbs of *degree* or *quantity* generally answer to the question *How much? How little? In what degree?* or *To what extent?* and may be subdivided into those **Of Abundance:** *Much, too, very, extravagantly, greatly, far, chiefly, mainly, entirely, fully, perfectly, wholly, totally, infinitely, excessively, &c.* **Of Sufficiency:** *Enough, sufficiently.* **Of Deficiency:** *Scarcely, barely, merely, none at all, partly, partially, only, but, nearly, &c.* **Of Comparison:** *More, most, less, least, better, worst, &c.*

Elu.—Adverbs of *time, place,* and *manner,* generally qualify *verbs* or *participles*; those of *degree* are usually applied to other *adverbs,* and are therefore **Preparative Adverbs.** Some adverbs are formed by combining a preposition and an adverb of place; as, *Hereof, hereby, whereupon, therein;* others are composed of the letter "*a*" and *a* verb or noun; as, *Aside, astray, away, asleep, aground, afloat, adrift.*

Many adverbs like *adjectives* admit of the **degrees** of comparison; as, *Pos.* **Soon,** *Com.* SOONER, *Sup.* soonest. *Pos.* **Far,** *Com.* FARTHER, *Sup.* farthest. **Much,** MORE, *most.* **Well,** BETTER, *best.* **Gladly,** MORE GLADLY, *most gladly.*

At length, in vain, in fine, at most, at least, long ago, long since, not at all, none at all, to and fro, hand in hand, side by side, by and by, &c., are usually called *adverbial phrases,* and parsed as adverbs. *To-morrow, yesterday,* and *to-day,* may be parsed either as nouns or adverbs. "*Not*" may qualify nouns, verbs, adjectives or prepositions; and "*only,*" nouns or verbs.

Elu.—A word having the adjective form is sometimes, and frequently by poets, used to modify a verb, and at the same time to qualify a noun or pronoun. When a word is so used it may be called an ADVERBIAL ADJECTIVE, and be parsed accordingly; as, "We arrived safe."=We came *safely* and were *safe* when we arrived. "He walks lame."=He walks *in a limping manner,* and (probably) is *lame.* "Still waters run *deep.*" "They became *poor.*" "The milk tastes *sour.*" "He was made *rich.*" "The waves dashed *high.*" "He tied the string *tight.*" "They pulled the rope *straight.*" "Over head a sheet of livid flame discloses *wide,* then shuts and opens *wider.*" "When the verb "*to be*" or "*become,*" can be substituted for the verb employed, without materially altering the sense, the *adjective* form, and not the *adverbial,* should be used; as, "The grass looks *green,*"—not *greenly.* "Velvet feels *smooth,*"—not *smoothly.* Hence, all *adverbial* adjectives, whether parsed as such or simply as adjectives, must have the *adjective* form.

The words **when, where, while, whilst, till, until, how, why,** and *others* of like qualities, when they are used to connect two clauses, and to qualify a verb in either or both, are properly called **Relative Adverbs,** because they connect like a *relative* and modify as an *adverb.* Sometimes the *antecedent* part qualifies the verb in the *principal* clause, and the *relative* part, the verb in the *dependent* clause; at other times, the *antecedent* part is expressed and the *relative* part qualifies the verb in the *dependent* clause; as, "The seed grew where it fell." = The seed grew *in the place,* it fell on *which* (place). "He was there at noon, when I left."=He was there at noon, I left *at which time.*

Before, after, since, and some *other words*, usually called, improperly, *adverbial conjunctions*, connect by *showing relation* as prepositions, rather than as conjunctions or relative pronouns, the clause after *each* of them being its *object;* as, "I will come before *it is noon*,"=I will come before *noon*. "They started after *the mail arrived*,"=They started after *the arrival* of the mail. "We have not seen him *since he came*,"=*since his coming*. "He has not been here *since we resided* in this house,"=*since our residence* in this house.

Rem.—Students will not greatly err in parsing these words, and others performing the same office as prepositions. The author is pretty well satisfied, after a careful investigation, that their office, whether they are placed before words or clauses, is prepositional, and not conjunctive or adverbial.

Ex.—Adverbs of *affirmation*, *doubt*, *cause* and *negation*, are called **Modal Adverbs,** because most of them are chiefly used, to modify the *assertion* itself or the *whole proposition*, or to show how the proposition is made or regarded.

Elu.—The word "*there*," when not used as an adverb of place, is an *expletive*, and merely serves to give a sentence a *different form* from what it would have without its use. A similar remark is applicable to the pronoun "*it*," and some other words. The word "*now*," unless a noun or an adverb of time, is generally an *expletive*, used for no special purpose whatever.

Models for Parsing Adverbs.

"They labor diligently, and will accomplish their task very soon." **Diligently** is an *adverb* of *manner*, and qualifies "*labor*" according to Rule 14th. **Very** is a *preparative* adverb of *degree*, and qualifies "*soon*," according to Rule 14th.

"The trees bend, when the wind blows." **When** is a *relative* adverb of *time*, and qualifies "*bend*" and "*blows*," according to Rule 14th. WHEN THE WIND BLOWS is an *adverbial* clause of time, and qualifies "*bend*," according to Rule 14th.

Rem.—When is parsed in the last sentence in a better manner than is usual; but, would it not be still better and more in accordance with correct principle, to parse it as a *Preposition* showing the relation between the *subordinate* and *principal* clause? The dependent clause would then become a *phrase* introduced by the preposition "*when*" and be parsed as above. The same question may be asked with regard to the word "*if*," which is usually parsed as a *subordinate conjunction*, and the same remark made in reference to the clause "*if you go*," given below, and to all other words, phrases and clauses having the same characteristics.

"If you go, I will go with you." **If you go** is an *adverbial* clause of doubt or condition, and qualifies "*will go*," according to Rule 14th. **With you** is a prepositional *adverbial* phrase, and qualifies "*will go*," according to Rule 14th.

"They shall go as far as you desire." **As** (the second) **you desire** is a *preparative* adverbial clause, and qualifies "*as far*," according to Rule 14th. **As** [the first] *thus qualified*, is a *preparative* adverb of *degree*, and qualifies "*far*," according to Rule 14th. **Far** *thus qualified*, is an adverb of *place* [distance], and qualifies "*will go*," according to Rule 14th. **As** [the second] is a *conjunction*, *preposition*, or a *relative adverb*, and connects the two clauses. "*As far as you desire*" is the adverb.

EXERCISES.

For Analyzing; and Parsing, Nouns, Pronouns, Adjectives, Verbs, and Adverbs.

Our relatives seldom visit us. Formerly they came twice a year. The lady sings sweetly. Perhaps Henry will return to-day. I will now commence my studies. I must certainly be more actively engaged. I hear the bell slowly tolling. How do you do? We have not yet conversed enough. My time is entirely wasted. How feebly we perform our duty. We told them plainly that we would certainly come. If ye, therefore, know how to give good gifts, how much more certainly will God give them to those that ask him. They were most happily deceived. She very modestly refused. Thoughtless scholars learn none at all. Why did you come so soon? He would not go. Not many were saved. Return as soon as you can (return). Though he studies, he does not improve. Whilst we were talking, they slipped away. Refrain thy foot from thy neighbor's house, lest he become weary of thee, and so hate thee. Go as far as you please, and no farther. I shall start as soon as he returns. He returned long before night.

PREPOSITIONS.

Prepositions show *eight* principal relations; the *Local*, the *Temporal*, the *Possessive*, the *Causative*, the *Instrumental*, the *Material*, the *Mutual* and the *Separate*.

Local: "He passed *through* the city." **Temporal**: "I will come *in* a minute." **Possessive**: "The beauty *of* the rose." **Causative**: "He was ruined *by* intemperance." **Instrumental**: "He whittled *with* his knife." **Material**: "The cup was made *of* gold." **Mutual**: "He went *with* his brother." **Separate**: "Go *without* me."

To these may be added many others, such as the relation **Of manner**: "*He* speaks *with* effect." **Of Reference**: "I say *as to* that." **Of Exclusion**: "All *except* or *but* me." **Of Means**: "He succeeded *by* great effort." **Of Purpose**: "He bought it *for* me." **Of Agreement** or **Accordance**: "They acted *in* harmony." "He spoke *according to* his subject." **Of Value**: "My knife is *worth* a dollar," **Of Similarity**: "She is *like* her sister." **Of Dissimilarity**: "She is *unlike* her brother."

Rem. 1.—It is better to parse "*worth*," "*like*" and "*unlike*," when they show relation, as even *adjective* or *adverbial prepositions*, than to supply a preposition after them, as is usually done. The phrases "*like her sister*," and "*unlike her brother*," are ADJECTIVES, and positively describe "*she*." "They acted *like* or *unlike* wise men." Here, the phrases are *adverbs* and qualify "*acted*," telling *how*.

Elu.—Every relation necessarily implies *two* terms. The *Antecedent Term* is the one between *which* and its *object* the preposition shows relation, and the *Subsequent Term* is the *object* of the preposition. The *antecedent* term may be a *noun*, *pronoun*, *verb*, an *adjective*, or an *adverb*. The *subsequent* term may be a *word*, *phrase* or *clause;* as, "Cries of '*live forever*' reached the skies." "The ship was about *to be launched*."

Rem. 2.—Prepositions show a variety of relations, many of which it is difficult to express, and particular attention is requisite in order to make a proper use of them, and to express relations correctly. If the student in parsing would name the particular relation expressed by the preposition parsed, when it can be easily done, and occasionally try to express others which are more difficult, it would doubtless aid him materially in discovering the *antecedent* term, and be *beneficial* in other respects. *The* **use** *of the preposition is to cause its subsequent to express something with regard to its* **Antecedent,** hence its great value in our language.

Rem. 3.—The idea should not be entertained that relations of *time*, *place*, &c., are confined to *material* objects or their actions. They extend to ideas, abstractions and every conceivable operation of the mind. "They lived *in* a state of poverty." "They lived *in* the State of Vermont." **In** expresses the *local* and **of** the *possessive* relation in one sentence as much as in the other. "*From* virtue *to* vice," is just as much a relation of place as "*From* Rome *to* York."

Prepositions generally show the relation between their **Object** and the **Word** or **Expression** which the phrase qualifies.

Two or more words used to show *one* relation, when neither qualifies another, may be called a complex preposition; as, *over against*, *on account of*, *by means of*, *previous to*, *as to*, &c.

Rem.—Than, before "*whom*," "*which*" or an *infinitive*, **but** in the sense of "*except*," and **as** before an infinitive or a participial noun may be parsed as prepositions.

Remarks.—"*Than whom*," though used by Milton and other celebrated writers, is certainly an incorrect expression." "Than *whom* none higher sat"="None sat higher than *who* (sat)." Still, "*than*" may be a preposition, having the *clause* and not the single word "*whom*" for its object. There is no principle either in Etymology or Syntax which forbids our parsing as prepositions such words as "*while*," "*whilst*," "*when*," "*where*," "*till*," "*as*," "*than*," *&c.*, and many words usually called Subordinate Conjunctions, if we remember that their *office* is to show *relation* between propositions rather than *single words;* as, "You may go *when* he comes. The office of "*when*," in this sentence, is to show the relation of time between the *coming* and *going*, and *that* is its *office* whether it is called a *Conjunctive Adverb*, a *Preposition* or a *Relative Adverb*. The same statement may be made with regard to all these words; as, "I can write better than *he* (can write)." **Better** expresses the *comparison*, and "*than*" shows the *comparative* relation between the *writing* of the speaker, and the *writing* of the person spoken *of*. "You can run as fast as *she* (can run)." The proposition "*she* (*can run*)," is the object of "*as*," which shows the relation of equality between the *running* of the person spoken *to*, and *that* of the person spoken *of*. "You must study till *she* returns." "*She returns*" is the object of "*till*." "You may write whilst *I* read." "*I read*" is the object of "*whilst*." "I will go, if he comes." The proposition "*he comes*" is the object of the preposition (subordinate conjunction) "*if*." The office of these words is to connect by showing relation, and that is the office of a preposition. They are placed before their objects; so are prepositions. They *connect* by showing relation between an *antecedent* and a *subsequent* Term; so do prepositions. They are, therefore, both in office and collocation, *Prepositions*, and to parse them *in accordance* with their *office*, *would remove great difficulties from the pathway of the learner*. Their *relations* are *more clearly* defined than *those* of most prepositions. "*When*," "*whilst*," "*until*," *&c.*, show a *temporal relation* (relation of time); "*as*" and "*than*" show a *comparative* relation; "*before*" and "*after*" show a *local* or a *temporal* relation; and "*if*," "*though*," *&c.*, show a relation of *doubt*, *contingency* or *condition*.

If these words are parsed as *Prepositions*, they introduce **Prepositional Phrases;** but, if they are parsed as *Conjunctions* or *Relative Adverbs*, they introduce **Clauses**. After students have learned to parse them as Conjunctions or Relative Adverbs, they can, if they choose, soon learn to parse them as Prepositions, which, though an innovation, may yet be found to be in accordance with the office which words of this class perform. These remarks will not have been made in vain, if students are led thereby to examine critically the use and office of Words, Phrases and Clauses.

Ex.—For and perhaps some other prepositions, seem to lose the antecedent term, when the expletive "*it*" used to introduce the sentence is dropped, and the *phrase* becomes the *subject* of the *finite* verb; as, "It was vain for me to resist."=For me to resist was vain. **For,** or any other word in this situation, may be called an *introductory preposition*, used without an antecedent term.

Elu.—When a *word* is used to *qualify* a preposition, it becomes a *part* of the preposition, because both words are necessary to show the *true* relation; it should, therefore, be called a PREPARATIVE **Preposition;** as, "He waded *almost* across the river." "He ascended *nearly* to the top of the mountain."

A in the sense of *at*, *in*, *on*, *to* or *by*, is a preposition in such expressions as, *a hunting*, *a fishing*, *a going*, *a borrowing*, *a lending*.

Ex.—Verbs are often compounded of a verb and a preposition; as, to *with*stand, to *over*look. The preposition is frequently placed after the verb, and apart from it like an adverb, in which relation it does not less affect its meaning, and may be considered a part of the verb, and parsed in connection with it as a **compound verb;** as, "*To cast up* an account," "*To pay over* the money." "Still evening *came on*." In the same sense a preposition sometimes forms a part of a participial noun; as, "Sweet is the *coming on* of grateful evening mild." Sometimes a verb and a noun, with or without a preposition, may be considered a compound verb; as, "This *took place* yesterday." "*Take care of* the minutes." If the definition of the *two* or *three* words taken together, can be given by *one* word, the expression may safely be called a Compound Verb.

Rem.—Prepositions are frequently understood before *pronouns*, *nouns of time and distance*, the noun *home*, and some others; as, "Give [*to*] him a book." "He will study grammar [*during*] this term." "He has gone [*to his*] home." "The boat runs [*through the space of*] ten miles [*in*] an hour." "We sailed [*towards the*] north [*over the space of*] fifty miles [*during*] the first day. These elliptical phrases perform the same adverbial office, whether supplied or not, and might be parsed as elliptical adverbial phrases, or the nouns could be parsed in the objective case without a preposition. It is, perhaps, best for students, at first, to supply in full.

Model for Parsing Prepositions.

"I saw the eagle of freedom on every American flag." **Of** is a *preposition;* it shows the *possessive* relation between "*freedom*" and "*eagle*," according to Rule 15th. **On** is a *preposition;* it shows the *local* relation between "*flag*" and "*eagle*," according to Rule 15th.

"Be not overcome of evil, but overcome evil with good." **Of** is a *preposition;* it shows the *material* relation between "*evil*" and "*be overcome*," according to Rule 15th. **With** is a *preposition;* it shows the *material* relation between "*good*" and "*overcome*," according to Rule 15th.

"He grieves on account of his loss." **On account of** is a *complex preposition;* it shows the *causative* relation between "*loss*" and "*grieves*," according to Rule 15th.

"They had gone far beyond us." **Far** is a *preparative preposition*, and qualifies "*beyond*," according to Note 1st, Rule 15th. **Beyond**, *thus qualified*, is a *preposition*, and shows the *local* relation between "*us*" and "*had gone*," according to Rule 15th. **Or**, "*far beyond*" is a *preposition*, and shows the *local* relation between "*us*" and "*had gone*," according to Rule 15th.

"I was so silly as to go," [would be silly]. **As** is a *preposition*, and shows the *comparative* relation of degree, between the phrase "*to go*" and the phrase "*so silly*," according to Rule 15th. If the phrase were supplied, the clause "*to go would be silly*," would become the object of "*as*," and it would still seem to connect by the *power* of showing relation as a *preposition*, rather than as a *conjunction* or a *relative adverb*.

Exercises.

For Analyzing; and Parsing Nouns, Pronouns, Adjectives, Verbs, Adverbs and Prepositions.

Jane has gone with Mary to the store. The Bible is the word of God. The king walked about the garden with his son. I found the knife among the ashes under the grate. This is he of whom I spake. The pen is on the table or under it. Of what use is theory without practice? How beautiful are the feet of those who preach the gospel. His robe is of the mist of Lano that brings death to the people. Trenmor came from the hill at the voice of his mighty son. This took place many years ago. She came last week. Bring me a pen. I knew of his being there. Write her a copy. If you act according to these principles, you will be happy. Of what followed I am entirely ignorant. We shall pass over to distant regions. I shall start *before* morning. I shall start *before* it is morning. Stay *till* my return. Stay *till* I return. *After* solving the problem, you may go. You may go *after* you have solved the problem. I have not seen him *since* his departure. I have not seen him *since* he departed.

Conjunctions.

The term **Conjunction** comes from the Latin word *Conjungo*, which signifies *to join together*. It is so called because it *connects* words, phrases, clauses and sentences.

Pure Conjunctions form no part of the substance of a sentence. They are few in number, and their office is to unite the materials of a sentence into a single structure. **And, but, or,** and **nor** are the chief pure conjunctions. All connectives may be divided into two classes: **Co-ordinate** and **Subordinate.**

Co-ordinate connectives are conjunctions which connect *similar* elements, of *equal* rank; as, *And, also, even, but also, but even, but likewise, as well as*, which may be called *Copulative*, because they generally unite parts in harmony. *But, still, nevertheless, notwithstanding*, which may be called *Adversative*, because they generally connect parts opposed to or in contrast with each other. *Else, or, nor, neither*, which may be called *Alternative*, because they generally imply or deny a choice.

Subordinate Connectives are *relative pronouns, relative adverbs,* and *prepositions,* which connect by their power of expressing relations; and all **other words** that connect *dissimilar* elements of unequal rank; as, *If, though, although, lest, unless, except, whether, that, provided* either of which may be the *sign* of the *Subjunctive Mood,* and express some *motive, condition, supposition,* or *doubt. For, since, because, than, as, whereas, inasmuch as,* which usually denote *cause, reason,* or *comparison.* **Correlative Words** are such as reciprocate with, or correspond to others, in order to mark the sense more closely; as, *Though—yet; Both—and; Whether—or; Either—or; Neither—nor; Such—as; Such—that; So—that; So—as; As—as; As—so; More—than; Better—than; Wiser—than; Not only—but also; Or—or; Either—or; Nor—nor; Whether*—or *not; Though* or *although—yet.*

Rem.—Sometimes nouns in *apposition* are connected by "*as*" or "*and;*" as, "*Cicero* as an *orator,* was bold; as a *soldier,* he was timid." "Yonder lives a great *scholar* and *statesman.*"

Rem.—Though contrary to the teaching of most, if not of all grammars, is not the word "*as*" in the example above a *preposition,* and does not the phrase "*as an orator*" qualify the predicate and copula "*was bold,*" and the phrase "*as a soldier,*" the predicate and copula "*was timid,*" telling *in what respect?* If the answer is *yes,* then "*orator*" and "*soldier*" are each the object of "*as,*" and not in apposition with "Cicero."

Elu.—**As** or **than** used as a subordinate connective frequently joins an *infinitive phrase* or a *participial noun* to a clause or sentence, in which situation it is doubtless best parsed as a *preposition;* but when it is used before a noun or pronoun, syntax requires that it be parsed as a *conjunction,* or that the *clause,* not the *noun* or *pronoun* after it, be made its *object* as a preposition; as, "I can write better than she." "We can write as well as they." In these sentences, "*she*" and "*they*" are respectively *subjects* of *can write* (understood), and cannot be correctly used as *objects* in the *objective* case. Therefore, neither "*than*" nor "*as*" can be a preposition, unless the proposition following it is made its *object.* In such phrases as "Sweeter than roses," "as sweet as honey," the phrase "*than roses,*" or the clause "*than roses are,*" is a *preparative adjective equally* qualifying **sweeter;** and the phrase "*than honey,*" or the clause "*than honey is,*" performs the same office *equally well* for **sweet.** Whether as a conjunction or a preposition, **than** expresses a relation of *comparison* or *degree,* and **as** a relation of *comparison* or *equality,* and teachers and pupils will not be apt to err in parsing these words, if the office of the phrase or clause is clearly understood.

The phrase "*as well as*" is susceptible of three meanings, which should not be disregarded by teachers or students. A *co-ordinate conjunction:* "My brother, *as well as* myself, will go there." *Introductory to an* **adjective** *clause:* "She was AS WELL *as could be expected.*" *Introductory to an* **adverbial** *clause:* "They behaved **as well** *as they knew how.*"

The word **that** is rarely a conjunction unless used in connection with the phrase "*in order,*" expressed or understood, *used* to introduce a clause to denote the *purpose, end* or *object,* for which; as, "He studies *that* he may improve." For what purpose, end or

object does he study? "*In order that* you may rest, I will go." Why is not the phrase, "*in order that*," a complex preposition, showing the relation of purpose between the clauses, "*you may rest*," and "*I will go?*"

That is extensively used to introduce a clause smoothly and forcibly, and for this purpose it cannot be dispensed with without serious detriment. When it is used to introduce a *substantive* clause, it is always an adjective used as a noun or a word of euphony; as, "I know that he will come." I know what? *That thing* or *fact*, which is "*he will come*." If "*that*" is said to be the object of "*know*," then the clause, "*he will come*," is *substantive* in apposition with it. If "*that*" is set aside as an *expletive* or word of euphony, the *clause* becomes the direct object of "know."

"It is possible that they misjudge." If **it** is said to be the subject of **is**, the clause "*that they misjudge*," is substantive in apposition with it. If **it** is set aside as an expletive, the clause, by transposition, becomes the direct subject of "*is*," and "*that*" cannot possibly be a conjunction, having no connecting power conceivable.

If several clauses in the same construction are introduced by "*that*," if connected at all, a conjunction must be introduced to connect them; as, "I know *that* he will come, *that* he will take dinner, *that* he will remain over night, *that* he will return home in the morning." These four clauses are now unconnected, as completely as four words would be, written one after the other, although **that** is used four times, and ought to connect with quadruple power, if it had the slightest connecting power to begin with. **And** must still be introduced to connect the clauses, which proves tolerably plainly that in such constructions neither is the first "*that*," nor the second "*that*," nor the third "*that*," nor the fourth "*that*" a conjunction, nor do all the **thats** taken together constitute a *conjunction*, whatever else may be their office.

Neither is a *conjunction* when it is used instead of "*nor*," as, "I create and I destroy, *neither* is there any to deliver out of my hand." **But** is a *preposition* when it can be changed into "*except*," an *adjective* or an *adverb* when it can be changed into "*only*;" in other situations it is usually a conjunction. **That** is *said* to be a *conjunction* when it is not placed before a noun to point it out, and when it cannot be changed into "*who*" or "*which*."

When *singular* nouns or pronouns are not in *apposition* nor defined by "*each*," "*every*," "*either*," "*many a*," "*no*," or "*not*," and are connected by the conjunction **and,** they must have *verbs*, *nouns* and *pronouns* agreeing with them in the *plural* number. When *singular* nouns or pronouns are in *apposition*, or are defined by "*each*," "*every*," "*either*," "*many a*," "*no*" or "*not*," or are connected by the conjunction **or, nor** or **as well as,** they must have *verbs*, *nouns* and *pronouns* agreeing with them in the *singular* number.

Model for Parsing Conjunctions and Words Associated with Them.

"Modesty and truth are ornaments of youth." **Modesty** is a common noun, the name of purity of manners; and, in the *neuter* gender, *third* person, *singular* number, is a *part* of the subject of the verb "*are*," which it *aids* to govern, according to Rule 1st or 17th. **And** is a *co-*

ordinate conjunction, expressing *addition;* it connects "*modesty*" and "*truth*," according to Rule 16th. **Are** is an *irregular intransitive* verb, signifying *to exist;* and, *indicatively* expresses in the *third* person, *plural* number, the *present* existence of "*modesty* and *truth*," with which it *agrees*, according to Rule 2d or 17th.

"Ignorance or negligence has caused the mistake." **Or** is a *co-ordinate* conjunction implying one or the other of two; it connects "*ignorance* and *negligence*," according to Rule 16th. **Has Caused** is a *regular transitive* verb, signifying *to effect;* and, *indicatively* expresse- in the *third* person, *singular* number, the *prepresent* action of "*ignorance*" or "*negligence*," with which it *agrees*, according to Rule 2d or 18th.

"I love him, because he is my friend." **Because** is a *subordinate* conjunction, expressing cause; it connects the *subordinate* and the *principal* clause (or it connects the two clauses), according to Rule 16th. **Because he is my friend** is an *adverbial* clause (of cause or reason), and qualifies "*love*" or "*I love him*," according to Rule 14th.

"If I had not been such a fool as to do that deed, I should now be an honorable man." This is a simple complex sentence. The *principal* clause is, "*I should be man*," and the *subordinate* is, "*if I had been fool.*" **As** is a preposition, and shows the *comparative* relation between the phrase, "*to do that deed*," and "*such*," or the expression "*such a fool*," according to Rule 15th. **To do that deed,** is an *infinitive* substantive phrase; and, in the *neut.* gen., *third* per., *sing.* num., is the *object* of the *preposition* "**as**," by which it is *governed*, according to Rule 5th. **As to do that deed,** is a *prepositional preparative adjective* phrase, and qualifies "*such*" or "*such a fool*," to which it *belongs* according to Rule 11th. **Such** *thus prepared*, belongs to "*fool.*" **To do** is an *irreg. trans.* verb, signifying *to perform*; and, *infinitively* expresses the *past* action of "*I*," to which it refers according to Rule 7th. **That** points out "*deed*," and **deed** is the object of "*to do.*" **If I had,** &c., is an *adverbial* clause, and qualifies "*should be*" or "*I should now be an honorable man.*" **Not** is a *modal* adverb of negation, and qualifies the subordinate clause, "*if I had been such a fool.*"

Exercises.

For Analyzing; and Parsing all the Parts of Speech except Interjections.

John and James are happy, because they are good. I am better than I was. Mary and Susan shall be forgiven, if they repent and reform. A vicious or profane man is despicable. A noun or pronoun may be in the nominative case to a verb, or in the nominative case after it. This is the same (thing) as that (is). My book is better than yours. She is more talkative and lively than her brother, but not so well informed, nor so uniformly cheerful. Beware, lest he defraud thee; yet be honest, that thou injure not thyself. Of him, and through him, and to him are all things. Though he slay me, yet will I trust in him. *Thouyh* is a conjunction, but *yet* is an adverb. I was wiser than to do it. I said that he would come. Study that you may improve. Study for improvement. I am not so simple as to be caught in that trap. Such words as "*as*" and "*than*" are rather difficult to be parsed. Good and faithful scholars will overcome all difficulties more quickly than their teachers expect. You may go when he comes.

INTERJECTIONS.

The principal **Interjections** are: *O! oh! ah! alas! heigh! really! ho! fie! fudge! lo! hush! hist! hail! ay! hum! pish! tush! hallo! aha! hurrah! heighho! bravo! hey-day! avaunt! huzza! adieu! hoy! ahoy! zounds! whew! good-by!*

Interjections generally express *grief, joy, contempt, wonder, disgust,* or are used *in calling, in salutation, in requesting silence,* or *to engage attention.*

Elu.—Any word used to express *sudden passion* or *emotion* may become an interjection; as, "*What!* is thy servant a dog that he should do this great wickedness?" "*What!*" is an interjection. Two words or more may be so used as to constitute what is termed an *interjective phrase;* as, "*Fool that I was!*" "*Folly in the extreme!*" "*Away with him!*" "*What arrogance!*" By supplying or transposing, the *words* in these phrases may be parsed separately, which is perhaps the better method.

Interjections are expressions of *feeling* rather than of *thought;* and both *interjections* and *words* associated with them, may be parsed as follows:

"Alas! and did my Saviour bleed?" **Alas** is an *interjection* expressing *grief;* it is *independent* in construction, according to Rule 19th.

"Ah! wretched me, how ungrateful have I been." **Ah** is an *interjection* expressing *grief;* it is followed by the pronoun *me* in the objective case, according to Rule 19th. **Me** is a *personal* pronoun, it personates the speaker; and, in the *doubtful* gender, *first* pers., *sing.* num., is in the *objective* case, following the interjection "*ah,*" according to Rule 19th. (Or it may be the *object* of the preposition "*for*" (understood), according to Rule 5th.)

"O Solitude, where are thy charms?" **O** is an interjection used figuratively in calling; it is followed by the noun "*solitude*" in the *nominative* case, according to Rule 19th. **Solitude** is (figuratively) a *proper* noun, the name of individual loneliness personified; and, in the *doubtful* gender, *second* person, *sing.* number, is in the **nominative** case *independent*, being addressed, according to Rule 8th.

Exercises.

Sentences to be Analyzed, and all the Parts of Speech Parsed.

Ha! he has him now! Mercy, O, thou son of David! Ah me! I'm lost! Alas! I fear for life. Ho! every one that thirsteth. Hist! what noise is that? Away! would'st thou corrupt me? Brute that I was! I disregarded her entreaties. What! marry her—the daughter of the fell tyrant who destroyed my father! Ha! ha! you thought me blind, did you? Oh! haste my father's heart to cheer.

Rem.—The eight parts of speech have now been explained, illustrated and exemplified; but words are not always used to perform the same office, and consequently are not always the same part of speech. A word that is a *noun* in one sentence, may, BY ITS USE, become a *verb* or an *adjective* in another sentence. The *office* which a word performs in a sentence determines its *part of speech* in that sentence. The following exercises are intended to illustrate these remarks.

Exercises.

For Analyzing, and Parsing all Words, Phrases, and Clauses.

Much money has been expended. It is much better to give than to receive. Much will be required of him, to whom much is given. The better you spend your time, the happier you will be. My education is better than yours. What shall I do to be saved? I like what you dislike. What! do you think me deceitful? Every creature loves its like. Charity, like the sun, brightens every object on which it shines. Thought gives expression to the countenance. He thought as a sage. They love their studies. Love is the fulfilling of the law. A cold damp hut was his home. The unexpected news cast a damp over our spirits. Difficulties should not damp our energies. Study improves the mind. Mind not high things. They study to become useful. *But* is a *preposition*, when it can be changed into *except;* an *adjective* or an *adverb*, when it can be changed into *only*. He came, but did not stay. All had arrived but Martha. I am something, though but an atom, midst immensity. You remain still in the wrong. You wrong yourselves, as well as us. Wrong feelings exist in the heart. That golden harp shall never be unstrung. I know that you will improve. Angels, that stand around the throne, adore him. *For* is a conjunction, when it can be changed into *because*. I labor for him. We returned, for it was folly to proceed. We study, therefore, we improve. If, therefore, we love, we shall be loved. Sin is a violation of God's law. If we sin, we break the law of God. Calm was the day. We may expect a calm after a storm. Soft words calm the angry soul. I have not seen him since that time. Since it is a privilege to serve our Creator, let us do it with our might. It is a year since we parted. He wandered about. We talked about the storm. Have you any thing to say? Is he any worse? It is as dark as pitch. Do as I do. The things are such as I want. He shipped as first mate. *As to* that, I cannot say. *As for* me, I am ruined. Call no one else. How else can you do it? He does not need it, else would I give it. He rode fast. We have a yearly fast. Thou didst fast. She is my fast friend. They bound him fast. I bade him adieu. Adieu! adieu! my native land. Now is the time. Do it now. Eternity is a never-ending now. The right will succeed. Look right ahead. He pursues the right course. It is in the till of the chest. Stay till noon. Men till the ground. Remain till Monday. The well was deep. Is he well? They worked well. He got the worth of his money. It is worth a dollar. I saw an Indian. It is our Indian summer.

Miscellaneous Questions. No. 2.

When is "*ought*" present tense? When perfect? What verb is most important, and why? Will you conjugate the verb *To write* through all the moods and tenses? The verb *to see? To go? To draw? To know? To throw? To smile?* Of what tense is *have, hast, hath. or, has* the sign? *Had* or *hadst? Did* or *didst? Do* or *does?* Of what Mood is *if, though, lest,* &c., the sign ? *May, can, must,* &c.? How can you distinguish the *Indicative mood?* The *Imperative?* The *Infinitive?* What Form of the verb ought to be named *Perfect or Present* Tense, and why? What *Present or Future*, and why? What of the Potential mood, *preceded* by the *signs* of the Subjunctive? The Conjunction "*that*," preceded by an expressed or implied wish, &c.? How is a Passive verb formed? Repeat the verb *To Love, passive* Form, through all the moods and tenses? The verb *To catch? To forsake? To forget? To teach?* What is the conjugation of a *Passive* verb styled? Ans. The *passive voice.* Of a *Transitive* or *Intransitive* verb? Ans. The *active voice.* What of "*not*" and "*only?*" Repeat the verb *To Weave* in the **Indicative** mood, PERFECT tense, *Active* voice ?—**Subjunctive** mood, PREPERFECT tense, *Passive* voice? What of the *Present or Future* tense of the verb "*to be*" in the *Subjunctive* mood? When is "*that*" a conjunction? What is a *mental* action? *Customary? Figurative?* What mood and tense is "*shall have gone?*" "*Had departed?*" "*Did read?*" "*Do study?*" If he "*learns?*" If thou "*learn?*" They "*have gone?*" "*To go?*" "*To have sung?*" He "*went?*" He "*knew?*" They "*taught?*" They "*may have written?*" You "*should have written?*" Name the six moods? The six tenses? What of the *Perfect* tense? The *Present?* The *Preperfect?* The *Prefuture?* The *Subjunctive* mood? The *Potential?* The *Infinitive?* What is a Sentence? What are the Elements of a Sentence? The *Principal* Elements? The Adjunct Elements? Define the Subject. The Predicate. What is the Subject IN FORM? The Predicate IN FORM? What is the Complement? With what is it synonymous? What is the Object? What of *Intrs.* verbs that express action? What is the Complement of Neuter verb? How many *kinds* of sentences IN USE? Define each. How many kinds of sentences IN FORM? What is a Simple Sentence? A Simple Complex Sentence? A Compound Sentence? A Compound Complex Sentence? What is a Simple Clause? A Simple Complex Clause? A Compound Clause? A Compound Complex Clause? How many kinds of Clauses IN OFFICE? Define each of them. What is a Phrase? How many kinds of Phrases

in Form? What is a Prepositional Phrase? A Participial Phrase? An Infinitive Phrase? An Absolute Phrase? An Independent Phrase? An Adjective Phrase? An Explicative Phrase? How many kinds of Phrases IN CONSTRUCTION? Define each of them. How many kinds IN OFFICE? What is a Substantive Phrase? An Adjective Phrase? An Adverbial Phrase? What is an Adverb? How may Adverbs be divided? What of Adverbs *of time? Of manner? Of place?* What of "not" and "only?" How many kinds of Conjunctions? What do *Co-ordinate* Conjunctions connect? What *Subordinate?* How many Principal relations do Prepositions show? Name them. Will you carefully review from the Verb, analyze all the sentences, and parse all the parts of speech in all the examples? Will you carefully read what follows, analyze the sentences, transpose, if necessary, and parse all the words, phrases and clauses in all the exercises.

Exercises.

In Analyzing, Transposing, and Parsing.

Language is so constructed that a word, phrase or clause is sometimes omitted without injuring the sense. An omitted word, phrase or clause must usually be supplied, in order to parse correctly; as, "I gave him the book." **To** is omitted before "*him*," and must be supplied in order to parse "*him*" correctly. "Such as study improve." Such (*persons*) improve as *those* (*persons*) are *who* (*which persons*) study.

When a Sentence is *to be analyzed*, and the clauses, phrases and words are *to be parsed*, the first thing to be done, is, to determine the *kind* of sentence demanding attention. If the sentence is *Compound Complex*, distinguish its *members* and *clauses* and their *subjects* and *predicates;* if it is Simple Complex, distinguish its clauses, their subjects and predicates; if it is Compound, distinguish its members, their subjects and predicates; if it is Simple, distinguish its subject and predicate. After this has been done, each sentence, member or clause should be transposed, if necessary, by placing Independent nouns or pronouns first, supplying the Ellipsis, placing the **nominative** case *before* the *finite* verb and the **objective** *after* it, and bringing in the *other* words and the *phrases* in their natural order. Each *clause* and *phrase* and the *words* in it should now be parsed, by *always* parsing *preparative* clauses, phrases and words, before their *principals* or the *words* which they qualify.

> O Happiness! Our being's end and aim!
> Good, pleasure, ease, content, whate'er thy name;
> That something still which prompts the eternal sigh,
> For which we bear to live, or dare to die.

Transposed:—1. O happiness! our being's end and aim! good, pleasure, ease, content, that (*term*), thy name, may be which (*term*); 2.

Thou art that something still 3. which (*thing*) prompts the eternal sigh, 4. we bear to live for which (*thing*), 5. or we dare to die for which (*thing.*)

Eternal spirit! God of truth! to whom
All things seems as they are; inspire my song;
My eye unscale; me what is substance teach,
And shadow what; while I of things to come,
As past, rehearsing, sing; me thought and phrase,
Severely sifting out the whole idea, grant.

Transposed:—1. Eternal Spirit! God of truth! all things seem to whom 2. as they are; 3. *Thou* inspire my song; 4. *Thou* unscale my eye; 5. *Thou* teach that (*thing*) *to* me, 6. which (*thing*) is substance; 7. and *thou* teach that (*thing*) to me, 8. which (*thing*) is shadow; 9. while I sing of things to come, 10. as *I should sing* 11. *if* I were rehearsing past *things;* 12. Thou grant to me phrase and thought, severely sifting out the whole idea.

Where now, ye lying vanities of life?
Ye ever tempting, ever cheating train!
Where are you now? and what is your amount?
Vexation, disappointment, and remorse.
Sad, sickening thought! and yet, deluded man,
A scene of crude disjointed visions past,
And broken slumbers, rises still resolved,
With new flushed hopes to run the giddy round.

Transposed:—1. Ye lying vanities of life! where *are ye* now? 2. Ye ever tempting, ever cheating train! where are ye now? 3. And what is your amount? 4. *It is* vexation, disappointment and remorse. 5. *O it is a* sad and sickening thought? 6. And yet, a scene of crude, disjointed visions and *of* broken slumbers *being* past, deluded man rises, still resolved to run the giddy round with new flushed hopes.

Elu.—The first "*ye*," personating "*vanities*," and the third, personating "*train*," are *nominative case* independent. "*Vanities*" is put by apposition with the first "*ye*," and *train*," with the *third*. "*Scene*" is in the *nominative* case absolute, placed before the participle "*being past*," and independent of the verb "*rises.*"

See, through this air, this ocean and this earth,
All matter quick, and bursting into birth.
Above, how high progressive life may go!
Around, how wide! how deep extend below;
Vast chain of being! which from God began,
Nature ethereal, human; angel, man;
Beast, bird, fish, insect, what no eye can see,
No glass can reach; from infinite to thee,
From thee to nothing. On superior powers
Were we to press, inferior might on ours;
Or in the full creation leave a void,
Where, one step broken, the great scale's destroyed.
From nature's chain, whatever link you strike,
Tenth, or ten thousandth, breaks the chain alike.

Transposed:—1. *Thou* see through this air, *through* this ocean, and *through* this earth, 2. All matter *is* quick, 3. and *it is* bursting into birth, 4. *Thou see* 5. progressive life may go how high, above! 6. *It may go* how wide around! 7. It *may* extend how deep, below! 8. *It is a* vast chain of being! 9. which (*chain*) began from God 10. *and which* (*chain*) *extends from God to* ethereal nature; 11. *and which* (*chain*) *extends from* ethereal nature *to* human *nature;* 11. *which* (*chain*) *extends from* angel *to* man 13. *and which* (*chain*) *extends from* man *to* beast, *to* bird, *to* fish, *to* insect, *to* that (*thing,*) 14. no eye can see which (*thing,*) 15. no glass can reach *which* (*thing*;) 16. *it extends* from infinite, to thee, 17. *it extends* from thee to nothing; 18. *If* we were to press on superior powers, 19. inferior *powers* might *press* on our *powers;* 10. or *it would* leave a void in the full creation. 21. Where one step *is* broken, 22. the great scale is destroyed. 23. You strike whatever link from nature's chain 24. *whether you strike* the tenth *link*, or the ten thousandth *link*, 25. *it* breaks the chain alike.

Ellu.—"*How*" is a preparative adverb, qualifying "*high*," "*wide*" and "*deep*." "*High*," "*wide*" and "*deep*" are adverbial adjectives, qualifying "*go*" or "*extend*," and belonging to "*life*."

Prose, though usually not so difficult as poetry, should, nevertheless, be *supplied* and *transposed* in the same manner. I shall now give you some Exercises to analyze, transpose and parse, which will require some *skill, thought*, and *judgment*.

"Sir, it matters very little what immediate spot may have been the birthplace of such a man as WASHINGTON. No people can claim, no country can appropriate him. The boon of Providence to the human race, his fame is eternity, and his residence creation. Though it was the defeat of our arms, and the disgrace of our policy, I almost bless the convulsion in which he had his origin. If the heavens thundered, and the earth rocked, yet, when the storm had passed, how pure was the climate that it cleared? how bright in the brow of the firmament, was the planet which it revealed to us? In the production of Washington, it does really appear as if Nature was endeavoring to improve upon herself, and that all the virtues of the ancient world were but so many studies preparatory to the patriot of the new.

"Who, like Washington, after having emancipated a hemisphere, resigned its crown, and preferred the retirement of domestic life to the adoration of a land he might be almost said to have created!

"Happy, proud America! The lightnings of heaven yielded to your philosophy! The temptations of earth could not seduce your patriotism!"

High *worth* is elevated place: 'Tis more;
It makes the post stand candidate for thee;
Makes more than monarchs, makes an *honest man;*
Though no *exchequer* it commands, 'tis wealth;
And though it wears no ribband, 'tis renown;
Renown, that would not quit thee, though disgrac'd,
Nor leave thee pendant on a master's smile.
Other ambition nature interdicts;

Nature proclaims it most absurd in man,
By pointing at his origin, and end;
Milk, and a swathe, at first, his whole demand.
His whole domain, at last, a turf, or stone;
To whom, between, a *world* may seem too small.

————————Piety has found
Friends in the Friends of science, and true prayer
Has flowed from lips wet with *Castalian* dews.
Such was thy wisdom, *Newton*, childlike sage!
Sagacious reader of the *Works* of God,
And in his *Word* sagacious. Such, too, thine,
Milton, whose genius had angelic wings,
And fed on manna. And such thine, in whom
Our *British* THEMIS gloried with just cause,
Immortal *Hale* for deep discernment prais'd
And sound integrity, not more than fam'd
For sanctity of manners undefil'd.

Eternal Hope! when yonder spheres sublime
Pealed their first notes to sound the march of time,
Thy joyous youth began;—but not to fade.—
When all the sister planets have decayed;
When wrapped in flames the realms of ether glow,
And Heaven's last thunder shakes the world below;
Thou, undismay'd, shalt o'er the ruins smile,
And light thy torch at Nature's funeral pile.

Ye orators! whom yet our councils yield,
Mourn for the veteran hero of your field!
The worthy rival of the wondrous *three!**
Whose words were sparks of immortality!
Ye Bards! to whom the Drama's Muse is dear,
He was your master—emulate him *here!*
Ye men of wit and social eloquence!
He was your brother—bear his ashes hence!
Long shall we seek his likeness—long in vain,
And turn to all of him which may remain,
Sighing that nature formed but one such man
And broke the die—in moulding SHERIDAN!
When the loud cry of trampled Hindostan,
Arose to Heaven in her appeal from man,
His was the thunder—*his* the avenging rod.
The wrath—the delegated voice of God,
Which shook the nations through his lips—and blazed,
Till vanquished senates trembled as they praised!

* Pitt, Fox and Burke.

He who created the earth and "hung it upon nothing," made it an abode fit for angels. Spotless as the shining robe of day, it rolled on obedient to that great central attraction which first traced out its path in the heavens, when "the morning stars sang together, and all the sons of God shouted for joy." Sweet was the dawn of every morning—serene the shutting in of every evening. More gentle than the dew that afterward descended upon Zion, was the mist that went up from the earth and watered the whole face of the ground. The breath of every breeze was health; the voice of all nature was praise. Man, created in the image of God, and reflecting that image back to the skies, stood pre-eminent, in the midst of beauty and harmony and life and happiness.

The melancholy days have come, the saddest of the year,
Of wailing winds, and naked woods, and meadows brown and sear.
Heaped in the hollows of the grove, the withered leaves lie dead;
They rustle to the eddying gust, and to the rabbit's tread.
The robin and the wren are flown, and from the shrubs the jay,
And from the wood-top calls the crow, through all the gloomy day.

Not many generations ago, where you now sit, circled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared. Here lived and *loved* another race of beings. Beneath the same sun that rolls over your heads, the Indian hunter pursued the panting deer; gazing on the same moon that smiles for you, the Indian lover wooed his dusky maid. Here the wigwam blaze beamed on the tender and helpless, the council fire glared on the wise and daring. Now they dipped their noble limbs in your sedgy lakes, and now they paddled the light canoe along your rocky shores. Here they warred; the echoing whoop, the bloody grapple, the defying death-song, all were here; and when the tiger strife was over, here curled the smoke of peace. Here, too, they worshipped; and from many a dark bosom went up a pure prayer to the Great Spirit. He had not written his laws for them on tables of stone, but he had traced them on the table of their hearts.

The poor child of nature knew not the God of revelation, but the God of the universe he acknowledged in everything around. He beheld him in the star that sunk in beauty behind his lonely dwelling; in the sacred orb that flamed on him from his midday throne; in the flower that snapped in the morning breeze; in the lofty pine that defied a thousand whirlwinds; in the timid warbler that never left its native grove; in the fearless eagle whose untired pinion was wet in clouds; in the worm that crawled at his foot; and in his own matchless form, glowing with a spark of that light, to whose mysterious source he bent, in humble though blind adoration.

Across the ocean came a pilgrim bark, bearing the seeds of life and death. The former were sown for you; the latter sprang up in the path of the simple native. Two hundred years have changed the character of a great continent, and blotted forever from its face a whole peculiar people.

Knowest thou the land where the cypress and myrtle
Are emblems of deeds that are done in their clime;
Where the rage of the vulture, the love of the turtle
Now melt into sorrow, now madden to crime?—*Byron.*

How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep-tangled wild wood,
And every loved spot which my infancy knew:—
The wide-spreading pond, and the mill which stood by it,
The bridge and the rock where the cataract fell,
The cot of my father, the dairy house nigh it,
And e'en the rude bucket which hung in the well.

That moss-covered vessel I hail as a treasure,
For often at noon when returned from the field,
I found it the source of an exquisite pleasure,
The purest and sweetest that Nature can yield;
How ardent I seized it with hands that were glowing,
And quick to the white pebbled bottom it fell,
Then soon, with the emblem of truth overflowing,
And dripping with coldness, it rose from the well.

Thou art!—directing, guiding all,—Thou art!
Direct my understanding, then, to thee;
Control my spirit, guide my wandering heart;
Though but an atom midst immensity,
Still I am something fashioned by thy hand!
I hold a middle rank 'twixt heaven and earth,
On the last verge of mortal being stand,
Close to the realms where angels have their birth,
Just on the boundaries of the spirit land.—*Derzhaven.*

In colleges and halls in ancient days,
When learning, virtue, piety, and truth
Were precious, and inculcated with care,
There dwelt a sage call'd Discipline. His head,
Not yet by time completely silvered o'er,
Bespoke him past the bounds of freakish youth,
But strong for service still and unimpaired.
His eye was meek and gentle, and a smile
Played on his lips; and, in his speech, was heard
Paternal sweetness, dignity and love.
The occupation dearest to his heart
Was to encourage goodness. He would stroke
The head of modest and ingenuous worth,
That blushed at its own praise; and press the youth
Close to his side that pleased him. Learning grew
Beneath his care, a thriving, vig'rous plant;
The mind was well informed, the passions held
Subordinate, and diligence was choice.
If e'er it chanc'd, as sometimes chance it must,
That one among so many overleaped
The limits of control, his gentle eye
Grew stern and darted a severe rebuke;
His frown was full of terror, and his voice
Shook the delinquent with such fits of awe,
As left him not till penitence had won
Lost favor back again, and clos'd the breach.—*Cowper.*

SYNTAX.

Syntax treats of the *relation, agreement, government* and Proper *arrangement* of words, phrases and clauses in a sentence.

It is a system of rules and notes for constructing sentences, for detecting errors in construction, and for parsing.

Relation is the dependence which a word, phrase, or clause has upon another, and its connection according to the sense.

Concord is the agreement which one part of speech has with another in gender, person, number or case.

Government is the *power* which one part of speech exercises over another, in *causing* it to assume some particular *form* or *inflection*, or in directing its gender, person, number, or case.

Arrangement is the collocation or relative position of a word, phrase or clause, in a sentence.

As late authors, very generally, are inclined to *exclude* the idea of government, from their grammars, a few remarks on this subject may not be deemed *superfluous* or *irrelevant*. They tell us, *subjects* must be in the *nominative* case and *objects* in the *objective* case, &c., but give no reason why they *must* be so. Ask them the "*why*" and "*wherefore*," and they would reply,—*because our best speakers so speak*. But why do they so speak? The only reply that can be made, is, they *so* speak, "*because*" *they so speak* unless resort is had to the idea of government. This is very much like teaching mathematics without *reasons* for its various operations. The fact is, there is no existence without law; no law, without government; no government, without an object governed; and it would be an anomaly, if language with all its complications, were an exception. But it is not an exception. There is a mutual relation existing between governors and the governed. It is so even in monarchies. The monarch *governs* and the people *limit* his power. There is a *reciprocal* relation between the subject and the predicate. The predicate requires its subject to be in the *nominative* case, and the subject, after having taken the *nominative* form, requires its predicate to be a *finite* verb of the *same* person and number as itself. The predicate having taken this form, the nominative and finite verb can work together and make a correct assertion, and they can do it in no other dress. The best speakers and writers in all languages, have discovered this great law of governors and governed, and in order to avoid confusion and ambiguity in speaking and writing, they conform to it, and thus is its universality accounted for. By reason of this governing power, if understood and applied, we are able to express, without ambiguity, very many sentences elliptically; to change the meaning of a sentence by a slight change in a word; to write with perspicuity; to know whether we write correctly or incorrectly; and to be sure that we write sense instead of nonsense.

"I love her better than him." This is elliptical and can have but one meaning, which is, "*I love her better than I love him*," because the transitive verb "*love*" has caused "*him*" to take the proper form and claims it for its *object*, and no *finite* verb expressed or understood will have it, in this form, for its *subject*. But change "*him*" to "*he*," then the verb "*love*" refuses "*he*" for its *object* because of its *dress*, and the *finite* verb, "*love*" understood, *because* of its *dress*, claims it for its *subject*. By a slight change in this little word, effected by the governing power of another word, the meaning of the whole sentence is changed but it is still without ambiguity. It means, "*I love her better than he loves her*." Without a governing power and something to be governed, it would be rather difficult to tell what the elliptical sentence would mean in either form. From the *paucity* of forms in our language, we can not, in hundreds of sentences, make use of an ellipsis, without ambiguity, because there is nothing to be governed. The governing power ought, therefore, to be supplied with more objects to be governed, rather than to be curtailed in its power. "I love her better than you," is an ambiguous sentence, and it is not in the power of any linguist to give it a *definite* meaning, in its *elliptical* form. Place "*Mary*," "*Susan*," "*John*," or any other *noun* in the place of "*you*," and the ambiguity still remains. What is the reason? Because "*you*" in form being both a gov-

ernor and a governed, neither "*love*" (expressed), nor "*love*" (understood) has power to appropriate it, in its present position. But supply "*I love*" before "*you*," or "*love her*" after "*you*," and it makes the sentence express *definitely* one or the other of the two facts which were ambiguously expressed before. Thus position has much to do with the power of government in our language, much more than in either the Latin or Greek.

"I desire him to become a just man." Why must "*him*" in this sentence, have the *objective* form? Simply because the governing power of the transitive verb "*desire*" requires it, and so governs it, and for no other reason. There is no power in the intransitive verb "*become*," to affect it; for its subject may be in any case, and it expresses its meaning just as well with its subject in one case as in another. "*Him*," therefore, is the *grammatical* object of "*desire*," whatever may be its *logical* object, and they that parse it in any other way have surely lost sight of grammatical government.

"A fair wind is the cause of the vessel sailing." This sentence expresses nonsense, because, by giving to "*of*" a *wrong* relation, to "*vessel*" a *wrong* case, and to "*sailing*" a *wrong* office, it makes the wind the *cause* of the *vessel*, which is not at all the intended idea. What is the matter? Let "*sailing*" assume its office, exert its governing power, and cause "*vessel*" to take the *possessive* form, and all will be right, and then the wind will become the cause of the vessel's *sailing*, or of the *sailing* of the vessel, and not of the *vessel* itself. All the confusion and nonsense expressed in the original sentence, was caused by the author's not understanding the relation, government, power, and office of the words he used, and in not permitting each one to do its duty.

"Thou who has been a witness of the fact canst state it." The difficulty in this sentence can not exist in the *form* of the relative "*who*," because its *form* now is of the first, second or third person, in the nominative case, singular or plural number, and the verb "*has been*," agrees with it in the *third* person *singular*. But, we are told correctly, that the relative must agree with its antecedent "*thou*," in gender, person and number, and that agreement would make "*who*" second person. Why must it so agree? No intelligent answer can be given to this question without admitting the idea of government, and that, too, in constructions of this kind in its *double capacity*. The sentence can not even now be corrected by Rule 2d., "The verb must agree, &c.," because the verb *does* agree, &c., as the sentence now stands. Both, the relative and the verb are in the *third* person *singular*, and there they must remain, so far as Rule 2d is concerned, forever. Admit the true principle of government and construction, and the difficulty disappears. The antecedent must *govern* its relative, and its relative must *obey* and *agree* with it, "*has been*" will become "*hast been*," and the sentence will be correct; and on no other principle can sentences of this kind be properly corrected. All rules of agreement in syntax are but deductions drawn from some principle of government. Governing words require something of the governed, and the governed must *submit* and *agree;* this is the whole secret of agreement. There can be no government without agreement, and no agreement without government. There is a *soul*, a *spirit* in language, which guides and controls its structure, and it is to be feared that those who reject the idea of *government* in language, will never find its real essence.

Rule I. Subject—Nominative.

The (subject in the) nominative case governs the (finite) verb (in person and number); as, "*Thou* readest." "*He* reads." "*They* read." "I *go*." "*Thou* goest." "*He* goes."

This rule, omitting the parts in parenthesis, is applied in parsing the subjects of finite verbs. The *nominative* case, not the possessive or objective, determines the *person* and *number* of its *finite* verb. An inference or corollary from this rule, is, "The subject of a *finite* verb must be in the *nominative* case," which has been made a rule of syntax by many modern grammarians. The reciprocal relation of the subject and its verb, if fully expressed, would require a rule constructed thus:—*The finite verb governs its subject in the nominative case, and the subject in the nominative case governs its finite verb in person and number.* The finite verb *requires* its subject to have the form of the *nominative case*, which it could not *require*, were not its own form that of a *finite verb*, and the subject, *nominative* in form, requires the verb to be *finite* in form and of the *same* person and number as itself.

For convenience in practice, we make one short expressive rule of government, which includes, when understood, the whole meaning of the double rule, and another of agreement, to make sure that the verb obeys the mandates of its nominative. Sometimes the *subject* is disobedient and does not conform to the *regimen* of the finite verb; sometimes

the *verb* is unruly and does not conform to the *regimen* of the nominative; and sometimes *neither* obeys the *other*, and thence arise improper forms, and improper constructions usually called *False Syntax*. All errors in *this* relation can be corrected by Rule 1st, and this rule is more convenient when the error is in the subject alone, or in both the subject and the verb, but Rule 2d is convenient for parsing, and for correcting when the error exists in the verb only.

When such rules as the following, which are found essentially in several of our late grammars, are given as guides to students, it is not strange that some become confused and fail in their efforts. "The subject of a *proposition* or *sentence* is or must be in the nominative case." Why? "A verb must agree with its subject in person and number." What is its subject? It has none. The proposition or sentence has appropriated it, and how can the verb agree with what has no existence? What must the *proposition* agree with in *person* and *number*? How can it agree with any thing in properties which it never had? Thus is the relation of all relations the most important, the *reciprocal governmental relation* between the subject and its finite verb ignored and destroyed, and an absurd, impossible medley substituted in its place.

The nominative is generally placed before the finite verb, but sometimes it is put after the verb, or between the auxiliary and the verb.

1. When a question is asked, a command given, or a wish expressed; as, "Believest *thou* this?" "Go *thou*. "May she be happy."

2. When a supposition is made without a conjunction before the verb, or the clause or sentence is introduced by the expletive "*there;*" as, "Had I gone myself, there would have been no *quarrel*."

3. When "*neither*" or "*nor*" in the sense of "*and not*" precedes the verb, or an emphatic, intransitive verb is used; as, "This was his fear; nor was his *apprehension* groundless." "On a sudden open *fly* the golden *gates*. *Echo* the *mountains* round."

4. When the word "*here*," "*then*," "*thus*," or any word especially emphatic precedes the verb; as, "Here am *I*." "Then went *Joseph*." "Thus saith the *Lord*." "Narrow is the *way*." "Silver and gold have I none; but such as I have give I unto thee."

5. When the verbs "*say*," "*think*," "*reply*," *&c.*, introduce the parts of a representative dialogue; as, "Look around thee, said his *father*, once again." "My name, replied the *stranger*, is Hassan."

Note 1. Every nominative case in a sentence, except the nominative predicate, independent, absolute, or in apposition, should have a finite verb expressed, or properly implied, which it governs.

Note 2. When the subject is a collective noun, conveying unity of idea, it governs its verb in the singular number; but when it conveys plurality of idea, it requires a verb in the plural number.

Ilu.—In general, when an assemblage is represented as agreeing in sentiment, acting in concert, or compact in body, it may be said to convey unity of idea; but when it is represented as divided in sentiment, disconcerted in action, or scattered in body, it is said to convey plurality of idea.

Note 3. When the subject is an adjective used as a noun, it generally requires a verb in the plural number.

N. B.—The order for correcting always refers to the first example under the Rule or Note to which it relates, unless some other example is named. When no order is given, pupils should be required to form one for themselves, which should be free from errors, and as nearly perfect as possible. Sentences should be transposed if necessary, before they are corrected.

False Syntax.

Rule I.—ORDER: Incorrect, because the pronoun "*thee*" which should govern the verb "*has come*" is in the *objective* case, *second* person *singular*, and the verb "*has come*" is in the *third* person *singular;* but according to Rule 1st,—"The *nominative* (emphasize strongly) case *governs* (emphatic) the (finite) verb. Therefore, "*thee*" should be "*thou*" (to be in the *nom.* case), and "*has come*" should be "*hast come*," (to be in the 2d person,) and the sentence read thus: "Thou *hast come* too late."

☞ Students at this stage are expected to be familiar with the declension of nouns and pronouns, and with the conjugations of verbs in their various moods and tenses, persons and numbers; but whether they are or not, constant drill on these should attend all their exercises in syntax. After a sentence has been corrected, the words, phrases and clauses should be rapidly parsed individually or in concert.

FOURTH SENTENCE.—Incorrect, because the pronoun "*her*," which should govern the verb "*deserve*," is in the *possessive* or *objective* case, *third* person *singular*, and the verb "*deserve*" is in the *first* person *singular*, or in the *plural;* but according to Rule 1st, "The *nominative* case *governs* the verb." Therefore, "*her*" should be "*she*," and "*deserve*," "*deserves*," and the sentence read thus: "*She* that is virtuous deserves esteem."

SEVENTH SENTENCE: Incorrect, because the relative "*whom*," which should govern the verb "*was expected*" is in the *objective* case; but according to Rule 1st,—"The *nominative* case governs the verb." "Therefore "*whom*" should be "*who*," and the sentence read thus: "This is the man *who* was expected."

Rule 1.—Thee has come too late. Is thee well? How does thee do? Her that is virtuous deserve esteem. Did thee not hear me? Does thee say it was I? This is the man whom was expected. Him that thinks twice before he speaks will speak the better for it. Them that oppress the poor to increase their riches, shall come to want. I can write as well as him (can write). He can read better than them. Whomsover is contented enjoys happiness. Mary is a better reader than her (is). Whom do you think has arrived? Them that seek wisdom shall find it. Who made that noise? Me (made it). Who broke this slate? Her. They can compose better than us; but we can cipher better than them. You are two or three years older than us (are). Him I most loved fell at Gettysburg. Scotland and thee did each in the other live. That is the boy whom we think deserves the prize. Jane is taller than me, but not so tall as her. What were them and he talking about? Whom do you suppose stands at the head of our class? Him that has been most studious, merit the premium. Them that would honor thee waits without. Them that are well needs not a physician, but them that are sick.

NOTE 1. Incorrect, because the nominative "*who*," which is *not* in the predicate, independent, absolute, or in apposition, has no finite verb expressed or properly implied, which it governs; but according to Note 1,—"Every *nominative* case in a sentence, except the *nominative* predicate, independent, absolute or in apposition, should have a *finite* verb expressed, or properly implied which it governs." Therefore, "*who*" should be expunged and "*and*" supplied, and the sentence read thus: "These evils were caused by Cataline, *and* if he had been punished, &c. **Or** "*who*" should be "*whom*" and "*he*" omitted, and the sentence constructed thus: If Cataline, by *whom* these evils were caused, had been punished, &c.

These evils were caused by Cataline, who, if he had been punished, the republic would not have been exposed to so great dangers. He that

can speak, let him speak. These people instead of doing good, they are continually doing evil. Two nouns, when they come together, and do not signify the same thing, the former must be in the possessive case.

The lamb thy riot dooms to bleed to-day,
Had he thy reason, would he skip and play?

Virtue, however it may be neglected for a time, men are so constituted as to respect genuine merit.

NOTE 2.—Incorrect because the verb "*were*," is in the plural number, and its subject "*party*" is a collective noun, conveying unity of idea; but according to Note 2d,—"When the subject is a collective noun conveying *unity* of idea, it governs its verb in the singular number, but when," &c. Therefore, "*were*" should be "*was*," and the sentence read thus: "Mary's party was entirely broken up."

Mary's party were entirely broken up. The council was divided in their sentiments. The British parliament are composed of lords and commons. The multitude eagerly pursues pleasure. The people rejoices in that which should cause sorrow. The church have no power to inflict corporal punishment. Congress consist of a senate and house of representatives. The public is respectfully informed. Never were any people so infatuated as the Jewish nation. The majority was disposed to adopt the measure. The nation were once powerful, but now it is feeble. The flock are, or ought to be, the object of the shepherd's care. The family was all well when we left home. The audience was generally well pleased.

NOTE 3.—Incorrect, because the verb "*is*" is in the singular number, and its subject "*wicked*" is an adjective used as a noun; but according to Note 3d,—"When the subject is an adjective used as a noun it generally requires a verb in the plural number. Therefore "*is*" should be "*are*" and the sentence read thus: "The wicked are," &c.

The wicked is like the troubled sea; they cannot rest. The generous never extols their good actions. The poor sometimes envies the rich, and the rich sometimes oppresses the poor. The virtuous is happy, but the wicked is miserable. The sincere is always esteemed. The foolish was caught in their own net. The valiant never tastes of death but once.

Rule II. Finite Verbs.

A (finite) verb must agree with its nominative case in person and number; as, "The tree blossoms." "The trees blossom." "Thou didst go." "He did go." "Thou wentest." "He went."

This rule is applied in parsing *all* verbs except *Participles* and *Infinitives*. An error under this rule will be found in the *verb* when it is not in the *same* person and number as its *nominative*.

Note 1. Every *finite* verb must have a nominative case expressed or clearly and properly implied.

Note 2. An intransitive verb standing between two nominatives must agree with that which is naturally its subject.

Ex.—A specific term is naturally the subject rather than a general term; whatever produces rather than what is produced; what is prior rather than what is later.

False Syntax.

Rule 2.—Incorrect, because the verb "*charm*" is in the *first* person *singular*, or in the *plural*, and its nominative "*variety*" is in the *third* person, *singular*; but according to Rule 2d,—"A verb must agree, &c." Therefore, "*charm*" should be "*charms*," and the sentence read thus: "A variety of pleasing objects *charms* the eye."

SECOND SENTENCE.—Incorrect, because the verb "*contains*" is in the *singular* number, and its nominative "*pounds*" is in the *plural* number; but according to Rule 2d,—"A verb must agree, &c." Therefore, "*contains*" should be "*contain*," and the sentence read thus: "Sixty pounds of wheat *contain* forty pounds of flour."

A variety of pleasing objects charm the eye. Sixty pounds of wheat contains forty pounds of flour. There is many occasions in life in which silence and simplicity are true wisdom. Great pains has been taken to reconcile the parties. Has the goods been sold to advantage? The number of inhabitants in Great Britain do not exceed forty millions. We was disappointed. He may pursue what studies he please. In the conduct of Varmenio a mixture of wisdom and folly were very conspicuous. What says his friends on this subject? The mechanism of clocks and watches were totally unknown a few centuries ago. The smiles that encourage severity of judgment hides malice and insincerity. What sound have each of the vowels? Disappointment sinks the heart of man, but the renewal of hope give consolation. One added to nine make ten. There necessarily follows thence, these plain and unquestionable consequences. To obtain the praise of men were their only object. The derivation of these words are uncertain. To live soberly, righteously and piously are required of all men. Peace has at last come, and, with it, has come many changes. There was only seven of us in the house. Does two hogsheads make a tun or a ton? What signifies good opinions, without corresponding practice? Too great a variety of amusements create disgust. Them that seeks wisdom shall find it.

NOTE 1. Incorrect, because the *finite* verb "*would be*" has no *nominative* expressed or clearly and properly implied; but according to Note 1, "Every finite verb," &c. Therefore "*it*" should be supplied, and the sentence read thus: "If the privileges . . . . *it* would be flagrant injustice."

If the privileges to which he has an undoubted right, should now be wrested from him, would be flagrant injustice. He was a man whose inclinations led him to be corrupt, and had great abilities to manage the business. These curiosities have been imported from China, and are similar to those which were brought from Africa. Dear friend, have just received thy note. Am sorry to hear of thy loss. Shall call to see thee next week. There is no man knows better how to make money.

> Will martial flames forever fire thy mind,
> And never, never be to Heaven resigned?—*Pope.*

NOTE 2. Incorrect, because the *intransitive* verb "*was*," standing between two nominatives "*affliction*" and "*sons*," does not agree with the noun "*sons*," which is naturally its subject; but according to Note 2d,—"An intransitive verb," &c. Therefore, "*was*" should be "*were*," and the sentence read thus: "So great an affliction were," &c.

So great an affliction to him was his wicked sons. The wages of sin are death. The cause of his failure was the heavy losses he sustained.

He churlishly said to me, Who is you? The quarrels of lovers is a renewal of love. Two or more sentences united together is called a compound sentence.

Rule III. Transitive Verbs.

Transitive verbs govern (their objects in) the objective case; as "I saw *him*." "They took *them*." "He called *me*."

Transitive verbs are said *to govern* the objective case, because they require an *objective case* after them, when the words in the sentences in which they occur are arranged in their natural order. Hence, the Rule given in several late grammars—"The object of a transitive verb must be in the objective case." A transitive verb often has for its object a phrase or a clause; as, "I desire *to learn*." "He said, *James and John were at school*."

Note.—An intransitive verb should not be followed by a noun or pronoun, as its object; as, "He repented *him* of his folly." "*Him*" should be omitted.

False Syntax.

Rule 3.—Incorrect, because the pronoun "*thou*," which is the object of the *transitive* verb "*have chosen*," is in the *nominative* case; but according to Rule 3—"Transitive verbs govern the *objective* case." Therefore, "*thee*" should be "*thou*," and the sentence read thus: "*Thee* only have I chosen."

Thou only have I chosen. Who did they send to him on so important an errand? He who committed the offense you should correct, not I who am innocent. He invited my brother and I to dine with him. I do not know who to trust. He accosts whoever he meets. They who opulence has made proud, and who luxury has corrupted cannot relish the simple pleasures of nature. You have reason to fear his wrath, which will one day destroy ye both. He and they we know, but who are you? Who did they entertain so freely? He that is idle, reprove sharply. They that honor me I will honor; but them that despise me shall be lightly esteemed. Ye hath he quenched. Who shall I call you? Tell me who you mean. They who never abused any one, he constantly sought to abuse.

Note.—Incorrect, because the *intransitive* verb "*to agree*" is followed by the noun "*conduct*," as its object; but according to Note—"An *intransitive* verb should *not* be followed," &c. Therefore, "*to agree*" should be "*to reconcile*," and the sentence read thus: "It will be very difficult *to reconcile*," &c.

It will be very difficult to agree his conduct with the principles he professes. He will one day repent him of indulgences so unwarrantable. Go! flee thee away into the land of Judah. The nearer his virtue approached him to the great example before him, the humbler he grew. Good keeping thrives the herd. Being weary, he sat him down.

Rule IV. Transitive Participles.

Transitive participles govern (their objects in) the objective case; as, "I hear the birds singing their *songs*."

This Rule is inserted for the benefit of those that regard participles as a separate part of speech. Some transitive verbs and their participles have two objects in apposition; as, "He formed *me man*." "And *Simon* he surnamed *Peter*." Some passive verbs of

teaching, *paying*, *offering*, &c., are sometimes improperly followed by an object; as, "He was paid the *money*," instead of "The money was paid (to) *him*."

Rule 4.—Incorrect, because the interrogative pronoun "*who*," which is the object of the *transitive* participle "*entertaining*," (the *transitive* verb "*were entertaining*"), is in the *nominative* case; but according to Rule 4th,—"Transitive participles govern the objective case." Therefore, "*who*" should be "*whom*," and the sentence read thus: "*Whom* were they entertaining."

Who were they entertaining? They departed, having disguised him and I. Suspecting not only ye, but they also, I was studious to avoid all intercourse. She who merited not her displeasure she was reproving. He who was worthy of no praise, they were continually praising. After having reconciled you and he, I shall leave the country. They who were so active and industrious, she persisted in blaming. Having seen you and she well established, I am content.

Rule V. Object of Prepositions.

Prepositions govern (their objects in) the objective case; as, "He went with *them*." "He did it *for me*."

This rule is applied in parsing a noun, pronoun, or substantive which is the object of a preposition. Prepositions are absolute sovereigns; they always require an *object*, and that object *must* be in the *objective* case.

Note 1.—Two or more prepositions, or a transitive verb and a preposition, should not, in general, refer to the same object, nor should the *object* of a *transitive verb* be made, improperly, the *object* of a *preposition*.

Note 2.—A preposition should generally *precede* the noun or pronoun which it governs, and should never end a clause or sentence when it can be properly avoided.

False Syntax.

Rule 5.—Incorrect, because the relative "*who*," which is the object of the preposition "*of*," is in the *nominative* case; but, according to Rule 5th,—"Prepositions govern the *objective* case." Therefore, "*who*" should be "*whom*," and the sentence should be read thus: "Of whom did you speak?"

Of who did you speak? Will you take it from sister and I? Of who did you purchase the goods? He placed a suspicion on somebody in the company, I know not who. To who are you indebted for your fine clothing? Between you and I there should be no concealment. What concord can exist between those who commit crime, and they whom abhor its commission? I shall go with him and she as companions.

NOTE 1.—Not correct, because the prepositions "*into*" and "*through*" refer to the same object "*cars*;" but according to Note 1st,—"Two or more prepositions," &c. Therefore, the sentence should be constructed thus: "He came into the cars and passed through them."

SECOND SENTENCE.—Not correct, because the noun "*conduct*," which is *properly* the *object* of the transitive verb "*permit*" is *improperly* made the *object* of the preposition "*of*;" but according to Note 1st,—"Two or more prepositions or a *transitive* verb and a *preposition*, &c." Therefore, "*of*" should be expunged and the sentence read thus: "I will not permit such conduct."

He came into and passed through the cars. I will not permit of such conduct. They were refused entrance into and forcibly driven from the house. The army shall not want for supplies. He never interfered with, nor dictated to others, respecting any of their concerns. He first called, and then sent for the sergeant. Though virtue borrows no assistance from, it may often be acompanied by, the advantages of fortune. He boasted of, and contended for, the privilege. It is our duty to assist and sympathize with those in distress.

Rule 5 and **Note 2.**—Incorrect, because the relative "*who*," which is the object of the *preposition* "*to*" is in the *nominative* case; but according to Rule 5th,—"Prepositions, &c." Therefore, "*who*" should be "*whom*," thus: "*Whom* did you give it to?" Still incorrect, because the preposition "*to*" does not precede the *relative* "*whom*" which it governs; but according to Note 2d,—"A preposition, &c." Therefore, "*to*" should precede "*whom*" thus: "To whom did you give it?"

Who did you speak to? Who did you receive that intelligence from? He is a friend who I am highly indebted to. Which school did you go to? Who were you talking about? Who didst thou receive that intelligence from? What firm are you agent for? What country are you a native of? Who was he walking with? Who shall I direct this letter to?

Rule VI. Predicate-Nominative.

Intransitive verbs (passive and neuter verbs and their participles) must have the same case *after* them as *before* them, when both words refer to the same person or thing; as, "*Cicero* was an *orator*." "I know *him* to be my *friend*."

Ex.—The terms *before* and *after* must be understood of words in their natural order; the subject noun *before* and the predicate noun *after* the *intransitive* verb. "What art thou?"="*Thou art what?*" "Art thou that traitor angel?"="*Thou art* that *traitor, angel?*" "I know who she is."="I know *she is who*." "Yet he it is."="Yet *it is he*." "No contemptible orator he was."="*He was* no contemptible *orator*."

"*Intransitive verbs govern the same case after them as is before them*," is doubtless the true fundamental rule, and Rule 6th is merely a deduction from this governmental principle.

Note 1.—When no case *precedes* an intransitive Infinitive or Participle, the noun or pronoun *after* it, must be in the *nominative* case.

Rem.—An intransitive infinitive or participle having a noun or pronoun *after* it, but none *before* it, especially when the phrase is substantive, requires the noun or pronoun after it to be in the nominative case, and it should be parsed in the *nominative* predicate absolute, after the infinitive or participle.

Elu.—Such phrases are formed in *abridging* a *clause*, by changing the *finite* verb to an infinidive or participle and dropping its *subject* nominative, but retaining the nominative *predicate*. "That *one* should be a *liar* is disgraceful." *To be* **or** *being a liar* is disgraceful. *Liar* is still a *predicate* nominative. "That one should have been a student is that one should have become learned." *To have been* **or** *having been* a *student* is to have become learned. In abridging, the indefinite subject nominative *one* is suppressed or dropped, whilst *student* is retained in the *nominative predicate absolute*. "It was dangerous for him to be a bad boy."="For him to be a bad boy was dangerous." In this sentence, in either form, "*boy*" is in the *objective* case after "*to be*," because "*him*" is in the *objective* case before it.

Note 2.—The *Perfect Participle* should not be preceded by a nominative case as its subject; nor the *Perfect Tense* by an auxiliary or any form of the verb "*to be.*"

The expression "*or any form of the verb to be,*" is retained in this note, to gratify those who have no great attachment to our English passive voice, in the formation of which, it is well known that the verb "*to be*" in all its forms is an auxiliary.

False Syntax.

Rule 6.—Incorrect, because the relative "*who*" is in the *nominative* case after the *intransitive* verb "*to be,*" and the pronoun "*me*" is in the *objective* case before it, when both words refer to the same person; but according to Rule 6th,—"*Intransitive* verbs," &c. Therefore, "*who*" should be "*whom*" and the sentence read thus; "*Whom* did you imagine me to be?"

Who did you imagine me to be? I would not act the same part, if I were him. I know not whether it was them, but I know it was not her. I hope it was not me you were displeased with. I believed it to be they. He supposed it to be she, but you thought it was them. He is not the person whom he appears to be. It could not have been her, for she always acts discreetly. Be not afraid, it is me. I saw Thomas, being he of who I spoke. Whom say ye that I am? It was thought to be him. I am going to my cousins being they who you saw yesterday. We thought it was thee.

Note 2.—Incorrect, because the perfect participle "*seen*" is preceded by the nominative "*I*" as its subject; but according to Note 2d, under Rule 6th,—"The perfect participle," &c. Therefore, "*seen*" should be "*saw*" and the sentence read thus: "I saw her yesterday."

I seen her yesterday. He would have went with us if we had asked him. They done it. He had read and wrote much on the subject. I have not saw him these ten years. The house was shook by the violence of the storm. He soon begun to weary of having nothing to do. He was chose first. They came yesterday. I done more than the others done. I seen what you have never saw. His fingers is froze. He has took my book. He run all the way. My shoes were wore out. Mary has tore her book. The tree had fell, and its branches were broke. He has forsook the paths of peace.

Rule VII. Infinitive Mood.

The Infinitive Mood refers to some noun or pronoun expressed or understood (as its subject); as, "*Clay* arose *to address* the assembly." "The *birds* began *to sing.*"

If infinitives are verbs, they express the act, existence or state of somebody or something, and, omitting person and number, they should be parsed like any other form of the verb. Their subjects may be of any gender, person, number, or case, because they neither govern their infinitives nor are governed by them. When the infinitive becomes equivalent to a noun, it should be parsed as a noun; as, "*To enjoy* is *to obey.*"="*Enjoyment* is *obedience.*" "*To enjoy*" is an infinitive used as a noun, the subject of "*is*;" and "*to obey*" is an infinitive used as a noun, the *predicate nominative* after "*is.*" An infinitive may refer to a noun or pronoun as its subject, whilst the phrase it introduces may qualify some other word or part of speech. In the example illustrating the rule, "*to address*" infinitively expresses the action of "*Clay;*" while the phrase "*to address the assembly,*" is *adverbial*, qualifying "*arose*"—telling *for what purpose* he arose.

Note 1. A verb in the infinitive mood, following the verb *bid, dare,* (to venture), *need, make, see* (to behold), *hear, feel, help, let,* or *behold,* in the active voice, should not be preceded by the auxiliary **to.**

Note 2. A verb in the *Infinitive Mood* should not be preceded by the preposition "*for.*"

False Syntax.

NOTE 1. AND 2. Incorrect, because the verb "*call*" in the Infinitive Mood, following the verb "*heard,*" is preceded by the auxiliary "*to,*" but according to Note 1,—"A verb in the Infinitive Mood following *bid,*" &c. Therefore "*to*" should be expunged and the sentence read thus: "I heard him call me."

I heard him to call me. They need not to commence at this late hour. We see many persons to behave very imprudently. Bid the boys to return home immediately. The multitude wondered when they saw the lame to walk and the blind to see. It is the difference of their conduct which makes us to approve the one and to reject the other. I felt a chilling sensation to creep over me. Let no rash promise to be made. I dare not to do it. He came for to study with me. What went ye out for to see? We pray thee for to grant our petition. He went for to visit his friends. He came to school for to learn philosophy.

Rule VIII. Nominative Independent.

A noun or pronoun *addressed,* or *independently* used for rhetorical effect, must be in the *nominative* case independent; as, "*Plato,* thou reasonest well." "Our *fathers,* where are they?"

When a pronoun and a noun are addressed together, the pronoun personates the noun, and is in the Nominative Case Independent, and the noun is in the Nominative Case in Apposition with the pronoun; as, "Wave your tops, *ye* lofty *pines.*" "*Thou sun* acknowledge Him thy greater."

False Syntax.

Order.—Incorrect, because the pronoun "*thee*" is addressed in the *objective* case; but according to Rule 8th,—"A noun or pronoun addressed," &c. Therefore, "*thee*" should be "*thou,*" and the sentence read thus: "O, thou! &c."

SECOND SENTENCE.—Incorrect, because the pronoun "*me*" is independently used for rhetorical effect in the *objective* case; but, &c. Therefore "*me*" should be *I,* thus: "The child is lost, and I, whither shall I go?"

O, thee! whose balance does the mountains weigh. The child is lost, and me, whither shall I go? Hail thee! that art highly favored. O thee! the nymph with placid eye! And thee, too, Brutus, cried Cæsar, overcome.

But him, the chieftain of them all;
His sword hangs on the rustic wall.

Rule IX. Nominative Absolute.

A noun or pronoun placed *before* a participle **or** *after* an intransitive, participial noun (limited by a possessive case), and independent of the finite verb (in the same sentence), must be in the *nominative* case absolute.

Rem.—Absolute phrases result from the abridgment of clauses. If we abridge an adverbial clause expressing time, &c., by retaining its subject, changing its finite verb into a participle and omitting the connective, we form an absolute phrase, introduced by a noun or pronoun in the *nominative* case *absolute, before* a participle; as, "When the *rain ceased* we started."="The *rain having ceased* we started." If we abridge a substantive clause, by changing its subject into a possessive case, and its finite *intransitive* verb into a participial noun, omitting its expletive and retaining its predicate nominative, we form an absolute phrase containing a nominative case absolute *after* an *intrs.* participial noun; as, "That *he is* a young *man* is no crime."="*His being* a young *man* is no crime."

False Syntax.

Order.—Not correct, because the pronoun "*him*," which is placed before the participle "*destroyed*," and independent of the *finite* verb "*will follow*," is in the *objective* case; but according to Rule 9th,—"A noun or pronoun placed *before* a participle," &c. Therefore "*him*" should be "*he*," thus: "He destroyed," &c.

SECOND SENTENCE.—Incorrect, because the pronoun "*them*" which is placed after the *intransitive* participial noun "*being*" (which is preceded by the possessive case *its*), is in the *objective* case; but according to Rule 9th,—"A noun or pronoun," &c. Therefore, "*them*" should be "*they*," thus: "I was not aware of its being *they*."

Him destroyed, all this will follow soon. I was not aware of its being them. Them having departed, it was useless to stay. The sun's having risen, it became very warm. Her being absent, the business was finished by others. Their being willing to improve, the study was rendered agreeable. There all thy graces we display, thee, only thee, directing all our way. They did not know of its being him. I knew of its having been her. Thee being present, he would not speak. I cared not for its being them.

Rule X. Apposition.

A noun or pronoun used to explain, identify, or characterize another noun or pronoun denoting the *same* person or thing, must be by apposition in the *same* case.

Elu.—An apposition noun is **adjective** in office, because it restricts or enlarges the meaning of the noun with which it is in apposition. A noun is sometimes in apposition with a clause, or a clause with a noun; as, "*He permitted me to consult his library*; a *kindness* which I shall not forget." "Remember the *maxim*: "*God helps them that help themselves.*'" Sometimes the apposition noun is connected to the noun with which it is in apposition by "*or*," **or** "*and*;" as, "The *puma*, or American *lion*, is found in South America." "This *scholar*, *critic* and *antiquarian* was destitute of good breeding."

Note.—When the governing word of successive explicative (appositive) nouns in the possessive case is *understood*, the possessive sign should be annexed to the *first* only; but if the governing word is *expressed*, it should be annexed to the *last* only.

False Syntax.

Rule 10.—Incorrect, because the pronoun "*he*" is in the *nominative* case, and the noun "*Varus*," with which it is in apposition, is in the *objective* case; but according to Rule 10th,—"A noun or pronoun used to explain," &c. Therefore, "*he*" should be "*him*," and the sentence read thus: "They slew Varus, *him*," &c.

They slew Varus, he that was mentioned before. Who was the general, him you wished to see? He once saw Adams and Jefferson, they who died on the 4th of July, 1826. Ira Slade, him who you punished, was not to be blamed. Art thou acquainted with Lizzie, the milliner,

she who we met in our walk this evening? We ought to love God, he who created and sustains all things. It was John, him who preached repentance. I saw Ann and her cousin, they that visited you. Tell me, why the cottager and king, him who sea-severed realms obey, and him who steals his whole dominion from the waste, draw sigh for sigh? Dennis the gardener, him that gave me the tulips, promised me a pæony.

NOTE.—Incorrect, because the successive explicative nouns "*Johnson's*" and *cutler's*," which are governed by the noun "*shop*" understood, have each the *possessive* sign; but according to Note under Rule 10th—"When the governing word," &c. Therefore "*cutler's*" should be "*cutler*," and the sentence read thus: "I bought the knives at Johnson's, the cutler."

SECOND SENTENCE.—Incorrect, because the successive appositive nouns "*David's*" and "*father's*," which are governed by the noun "*sake*" expressed, have each the *possessive* sign; but according . . . . thus: "I will not do it for *David* thy father's sake."

I bought the knives at Johnson's, the cutler's. I will not do it for David's, thy father's sake. My knife was lost near Wilkins' the blacksmith's. Such was Peter's, the hermit's eloquence. This palace had been the great Sultan's Mahomet's. Whose works are these? They are Cicero's, that most eloquent man's. This was the Apostle's Paul's advice. He sold the hides at Harper's, the tanner's and currier's.

Rule XI. Adjectives.

Adjectives belong to nouns, pronouns, substantives, or adjectives; as, "A *good* child." "He is *industrious*." "*Pale* blue silk." "*To die for our country* is *glorious*." "*That he should refuse* is not *strange*."

Note 1. Adjectives should be applied to the nouns to which they relate; as, "A piece of *fine* muslin," not, "A *fine* piece of muslin."

Note 2. When two or more adjectives precede a noun, that which more nearly relates to the noun should be placed next to it; as, "A rich *old man*," not, "An *old* rich *man*."

In constructions of this kind, the adjective which more nearly relates to the noun forms with it an expression which the other adjective or adjectives may be said to limit or describe. "*Rich*" may be said to belong to the expression "*old man*."

Note 3. Adjectives or adverbs that have a comparative or superlative signification should not be compared, nor should *double* comparatives or superlatives be admitted.

Note 4.—Definitive adjectives, (except in some technical expressions,) should agree with their nouns in number; as, "He bought *ten* pounds of cheese." It is *five* miles from *this* post to *those* trees."

Note 5.—The pronoun *them* should not be used *as an adjective* instead of *those*.

Note 6.—The adjective "*a*" should be used before a word beginning with a *consonant sound* and "*an*" before the *sound* of a vowel.

Note 7.—A definitive adjective should not be used before a noun, taken in its widest sense, nor omitted before a noun, taken in a restricted sense; it should be repeated before descriptive adjectives in

the same construction, used to describe different objects, but not before descriptive adjectives used to describe the same object.

Note 8.—The comparative degree should be used in comparing two objects, the superlative in comparing more than two.

Note 9.—When the comparative degree is used, the latter term of comparison should not include the former.

Note 10.—When the superlative degree is used, the latter term of comparison should not exclude the former.

Note 11.—When the nouns "*means*," "*amends*" and others that have the same form in both numbers, are defined by adjectives, these adjectives should be *singular* or *plural*, according as the nouns refer to what is *singular* or *plural*, and the noun "*mean*" should not be used instead of "*means*" to express the *cause*, *reason*, or *instrument* of action; as, "He lived temperately, and, by this *means* (not *mean*), preserved his health."

Note 12.—When "*this*" and "*that*" or "*these*" and "*those*" are contrasted, "*this*" and "*these*" refer to the latter of the antecedent terms, and "*that*" and "*those*" to the former.

False Syntax.

NOTE 1.—Incorrect, because the adjective "*strong*," which relates to the noun "*oxen*," is applied to the noun "*yoke*," but according to Note 1st, under Rule 11th,—"Adjectives should be applied," &c. Therefore, "*strong*" should be applied to "*oxen*," and the sentence read thus: "He owns a yoke of strong oxen."

He owns a strong yoke of oxen. He bought a new pair of shoes, and an elegant piece of furniture. He traded a fine span of horses for a poor tract of land. He gave me a fine couple of lemons, and a mellow dozen apples. He sold me a young fine calf for an old poor cow."

NOTE 2.—Incorrect, because the two adjectives "*three*" and "*first*" precede the noun verses, and the adjective "*three*" which more nearly relates to the noun, is not placed next to it; but, according to Note 2d, &c. Therefore, "*three*" should be placed next to "*verses*," and the sentence read thus: "Please to omit the first three verses."

Please to omit the three first verses. He is a young industrious man. The oldest two sons have removed. She has a new elegant house. His brother is a young sickly boy. Learn the two last chapters of Luke. The two first are cherry trees, the two others are pear trees.

NOTE 3.—Incorrect, because the adjective "*supreme*," which has a *superlative* signification is compared; but, according to Note 3d, &c. Therefore "*supremest*" should be "*supreme*," and the sentence read thus: Virtue confers *supreme*, &c.

Virtue confers the supremest dignity upon man. She is more taller than I. He came from the extremest part of the continent. The Most Highest hath created us for his glory and our happiness. He gave the fullest and most sincere proof of the truest friendship. The tongue is like a race-horse, which runs the faster the lesser weight it carries. His assertions were more true than those of his opponent. Gravitation is a most universal law. After the most straitest sect, I lived a Pharisee.

NOTE 4.—Incorrect, because the adjective "*this*" is in the *singular* number, and the noun "*years*" to which it belongs is in the *plural* number; but according to Note 4th, under Rule 11th—"Definitive adjectives," &c.

I have not seen him this ten years. Those sort of persons are wrong. We rode ten mile an hour. I have bought six load of wood. 'Tis for a thousand pound. These kind of apples are not good. They have been

at work this two hours. Who broke that tongs? Extinguish that embers. Throw water on that ashes, and give the horse this oats.

NOTE 5.—Incorrect, because the pronoun *them*" is used *as an adjective* instead of "*those*" but according to Note 5th, &c. Therefore "*them*" should be "*those*," &c.

Give me them books. Look at them foolish children. I saw them same individuals. I mean them trees on the north side of the orchard. Bring me them pears. Which of them three men are the most useful.

NOTE 6.—Incorrect, because the adjective "*an*" is used before the word "*universal*," beginning with a *consonant sound* (y); but according to Note 6th, &c.

This was an universal custom. That is an hard saying. I shall be ready in less than a hour. She evinced an uniform adherence to truth. Will you give me a apple? Few have the happiness of living with such an one. A careless man is unfit for a hostler. This is a honor I did not expect. Passing from a earthly to an heavenly crown.

NOTE 7.—Incorrect, because the adjective "*a*" (article) is used before the noun "*man*" taken in its *widest* sense; but according to Note 7th, &c. Therefore "*a*" should be omitted and the sentence read thus: "Man is the noblest work of God."

SECOND SENTENCE.—Incorrect, because the definitive "*the*" (article) is omitted before the noun "*deed*" taken in a *restricted* sense; but &c. Therefore, "*the*" should be supplied, and the sentence read thus: "I despise not the doer, but *the* deed."

THIRD SENTENCE.—Incorrect, because the adjectives "*north*" and "*south*" are used in the same construction to describe *different* objects and the definitive "*the*" is not repeated before the adjective "*south*;" but according, &c. Therefore "*the*" should be supplied and the sentence read thus: "The north and *the* south lines run east and west."

A man is the noblest work of God. I despise not the doer but deed. The north and south lines run east and west. The courage is requisite in a soldier, and the humility in a christian. An eye is soon lost or bone broken. A candid temper is proper for a man. I have read the Old and New Testament. We have sold the black, bay, and white horse. Highest title in the state is that of the governor. Lawrence is abler mathematician than a linguist. Does Peru join the Atlantic or Pacific Ocean? I have both the large and small grammar. A great and a good man looks beyond time.

NOTE 8th.—Incorrect, because the superlative "*best*" is used in comparing *two* objects, but according to Note 8th,—"The comparative degree, &c." Therefore, "*best*" should be "*better*," thus: "This is the "*better*" of the two."

This is the best of the two. He is the oldest of the two, but not the wisest. She is the better scholar of the three. This is much the handsomest coat of the two. I think this house the more substantial of the three. She is the sweetest singer of the two. Of these five girls, which is the more lovely?

NOTE 9.—Incorrect, because the comparative degree "*more ductile*" is used, and by omitting "*other*" after "*any*," the latter term of comparison, "*metal*" includes the former "*platina*;" but according to Note 9th,—"When the comparative degree &c." Therefore, "*others*" should be supplied after "*any*," thus: "Platina is more ductile than any *other*, &c."

Platina is more ductile than any metal. The Scriptures are more valuable than any writings. Israel loved Joseph more than all his children. The Scriptures informs us that Solomon was wiser than all men. The study of language is more improving than all studies. Jane is more attentive than all the girls. John is more active than all the boys.

NOTE 10th.—Incorrect, because the *superlative* degree "*most constant*" is used, and by using "*other*" after "*the*" the latter term of comparison "*passions*," excludes the former

"*hope;*" but according to Note 10th,—"When the superlative degree is used &c." Therefore, "*other*" should be omitted, thus: "Hope is the most constant of all passions."

SECOND SENTENCE.—Not correct, because the *superlative* degree, "*fairest*" is used and the latter term of comparison "*daughters*," excludes the former, "*Eve;*" but, &c. Therefore, "*fairest*" should be "*fairer*," thus; "Eve was *fairer* than all her daughters."

Hope is the most constant of all the other passions. Eve was the fairest of all her daughters. The Supreme Being is the wisest and best of all other beings. The nightingale is the sweetest singer of all other birds. Of all other ill habits idleness is the worst. Of all other nations, ours has the best form of government. Sarah is the best grammarian of all the other girls.

NOTE 11.—Not proper, because the adjective "*this*" is in the *singular* number, and the noun "*means*," to which it belongs, refers to what is *plural;* namely, "*attentive, industrious* and *obedient;*" but, &c. Therefore, "*this*" should be "*these*," thus: "The scholars were attentive, industrious and obedient, and by *these* means, &c."

The scholars were attentive, industrious and obedient, and by this means acquired knowledge. He lived temperately, and by these means preserved his health. He was frugal, industrious, and persevering, and by this means acquired wealth. Charles was extravagant, and by these means became poor. By the mean of adversity we are often instructed.

NOTE 12.—Improper, because "*these*" and "*those*" are contrasted, and "*these*" refers to the former of the antecedent terms, "*English*," and "*those*" to the latter, "*French;*" but according to Note 12th, &c. Therefore, "*these*" should be "*those*," and "*those*," "*these*," &c.

The English and French are neighbors; these are Islanders, those inhabit the continent. Hope is as strong an incentive to action as fear; this is the anticipation of good, that of evil. Virtue and vice are opposite qualities; this ennobles the mind, that debases it.

Rule XII. Participles.

Participles belong to the nouns or pronouns to which they refer; as, "I hear the *bell ringing*." "The *rain having ceased* we started."

Note 1.—When a *participial* noun is preceded by the definitive **a** or **the** it should be followed by the preposition **of,** both of which should be used or *both* omitted.

Note 2.—When a *participial* noun is immediately preceded by a *transitive* verb or a *preposition*, **and** a *noun* or *pronoun*, it governs the *noun* or *pronoun* in the *possessive* case.

False Syntax.

NOTE 1.—Incorrect, because the participial noun "*obtaining*," is preceded by the definitive "*the*" and is not followed by the preposition "*of;*" but according to Note 1st,—"When a participial noun, &c." Therefore "*of*" should be supplied, or "*the*" omitted, thus: "By the obtaining *of* wisdom," **or** "by obtaining wisdom, &c."

By the obtaining wisdom, you will command respect. This is equal to a rejecting the proposal. By observing of these rules, you may avoid mistakes. The changing times and seasons, the removing and setting

up kings, belong to Providence alone. He spends part of his time in studying of the classics. It is an overvaluing yourselves, to reduce everything to the measure of your own capacities. It is reading of novels that will destroy your intellect. By the studying mathematics, you will improve your mind. By the being more careful, you will avoid mistakes.

NOTE 2.—Incorrect, because the participial noun "*being observed*" is immediately preceded by the preposition "*on*" and the noun "*rule*," and does not *govern* the noun "*rule*" in the *possessive* case; but according to Note 2d,—"When a participial noun is immediately &c." Therefore, "*rule*" should be "*rule's*" thus: "Much depends on this *rule's* being observed."

Much depends on this rule being observed. He was averse to the nation involving itself in war. The time of William making the experiment at length arrived. Much depends on you composing frequently. Such will ever be the effect of them associating with wicked companions. What can be the cause of him neglecting so important a business. There is no reason for hydrogen being an exception. Their principles prevented them doing this deed. Your own conscience forbids you acting thus. I rely on you coming. We insisted on them staying.

Rule XIII. Possessive Case.

A **noun** or **substantive** denoting the *object* possessed, governs the *limiting* noun or pronoun denoting the *possessor* in the *possessive* case; as, "This is *John's book*." "That is *my father's house*."

Note 1.—All possessives should have their own appropriate form; as, *Men's, hers, its, ours, yours, theirs;* not, *Mens, her's, it's, our's, your's, their's.*

Note 2.—When several limiting nouns not in apposition, denote possession, the possessive sign should generally be annexed to each separately; as, "My father's, mother's, and uncle's advice."

Note 3.—Explanatory clauses should not intervene between the *possessive* case and the *noun* by which it is governed; as, "She was much pleased with the countryman's, as she called him, obliging disposition." It should be, "with the obliging disposition of the countryman, as she called him.

Note 4.—An expression used as a *proper name* to *denote* some title or office, when it is *governed* in the *possessive* case by a following noun (expressed or understood), should have the possessive sign affixed to the last word only; as, "The Duke of York's troops." "The Bishop of London's church." "The Bard of Lomond's lay."

Note 5.—When the full possessive sign ('s), would have an unpleasant or hissing sound, the *objective* case with the preposition "*of*" should be used, or the apostrophe only should be retained. "The house's situation," should be, "The situation *of* the *house*." "For conscience's sake." should be, "For conscience' sake." "James's," should be, "James' or *of* James."

Note 6.—When several successive possessive relations are to be expressed, one or more of them should be expressed by the *possessive*

case; as, "The severity of the distress of the son of the king, affected the people," should be, "The severity of the distress of the *king's* son, &c."

Note 7.—When a noun implying *property* is used after the preposition "*of*" and its *governing* noun in the *plural* number is *clearly understood*, it should be in the *possessive* case; otherwise it is in the *objective* case, and should not have the sign of the *possessive;* as, "A brother *of John's*" =of John's *brothers.* "A profile of my friend;" not, "of my friend's."

False Syntax.

Rule 13.—Incorrect, because the substantive (participial noun) "*rebelling*" (rebellion) denoting the *object* possessed, does not *govern* the limiting noun "*man*" denoting the *possessor* in the *possessive* case; but according to Rule 13th,—"A noun or substantive, &c." Therefore, "*man*" should be "*man's*," &c.

Man rebelling against his Maker, brought him to ruin. Johns horse is in the garden. He being a great man, did not make him happy. His brothers offense will not condemn him. A mans manners frequently influence his fortune. Moses rod was turned into a serpent. I will not destroy the city for ten sake. They are wolves in sheeps clothing. Mercurys diameter is 3224 miles. Virgils tomb is at the entrance of the grotto Pansillippo. The horses feet are lame.

NOTE 1, 2, and 3.—Incorrect, because the several limiting nouns, "*physician*," "*surgeon*" and "*apothecary's*," *not* in apposition, denote *possession*, and have not each the *possessive* sign; but according to Note 2d, "When several, &c."

They had the physician, surgeon and apothecary's advice. It was the men, women and children's lot to suffer. This measure gained the teachers as well as the superintendent's approbation. They very justly condemned the prodigal's, as he was called, extravagant conduct. They implicitly obeyed the protector's, as they called him, imperious mandates. The book is her's. These apples are mine; their's are on the stand; your's are on the table. The tree is known by it's fruit. The privilege is not your's any more than it is their's.

NOTE 4, 5, and 6.—Incorrect, because **the expression** "*The Duke of Bridgewater*," which is used as a *proper name* to denote a title, and is *governed* in the *possessive* case by the following noun "*canal*," has the possessive sign affixed to *two* of its words; but according to Note 4th,—"An expression &c."

SECOND SENTENCE.—Incorrect, because the noun "*Achilles's*" with the full possessive sign ('s), has an unpleasant or hissing sound; but according to Note 5th, &c.

The Duke's of Bridgwater's canal. Hector feared not Achilles's wrath. The Bishop's of Landaff's excellent work. This is the Governor's of Ohio's house. He walked to the mayor's of the city's office. If ye suffer for righteousness's sake, happy are ye. He would not do it for conscience's sake. Will he not obey the regent's of Scotland's orders? He did it for Herodias's sake, his brother Phillips wife. James's words justify the boy's proceedings. The writing of the sister of the cousin of Mary is indeed beautiful. The extent of the prerogative of the king of England is sufficiently ascertained.

NOTE 7.—Incorrect, because the noun "*Priestly*," which, implying property, is used after the preposition "*of*," and is clearly *governed* by the noun "*discoveries*" understood, is not in the *possessive* case; but according to Note 7th,—"When a noun," &c. Therefore, "*Priestly*" should be "*Priestly's*," &c.

Vital air was a discovery of Priestly. The Course of Time was a

work of Pollock. This picture of my friend's does not much resemble him. This is a book of my brother. The estate of this corporation's is badly encumbered. He was the subject of the king's.

Rule XIV. Adverbs.

Adverbs *qualify* verbs, participles and other adverbs; as, "We saw, *with pleasure*, our friends approaching *very rapidly*."

Note 1. Adverbs should be so placed as to render the sentences in which they occur the most agreeable and perspicuous; generally *before* adverbs and infinitives, *after* verbs, or *between* auxiliaries or an auxiliary and a principal verb.

Note 2. An adverb should not be placed between the auxiliary **to** and the principal verb of the Infinitive Mood.

Note 3. The adverb **not** instead of **no,** should follow the correlatives *whether* and *or*, when contrast is intended.

Note 4. The adverb "*where*," "*here*," and "*there*," should be used when motion or rest in a place is signified; but, when motion to or from a place is to be expressed, the adverb "*whither*," "*hither*," or "*thither*," should be employed.

Note 5. The adverb **how** should not be used *before* the word **that,** or *instead* of it.

Note 6. The adverb "*where*," "*here*" or "*there*" should not be used for "*wherein*," "*herein*" *or* "*therein*," or instead of a *prepositional phrase* that would better express the meaning.

Note 7. An adjective (in form) should not be used instead of an adverb (in form) to express the manner of a verb; nor should an adverb (in form) be used to define or describe a noun.

Note 8. Preparative adjectives or adverbs ending in **ly** should not drop that termination when used before descriptive adjectives or adverbs, except *exceedingly*, which should be *exceeding* before an adverb ending in **ly.**

Note 9. Two or more *negatives* (unless equivalent to an emphatic repetition of one or more of them), should not be used in one simple sentence or clause to express a *negative* meaning.

Note 10. A *negative* word should not be used to express an *affirmative* meaning, nor an *affirmative* word to express a *negative* meaning.

Note 11. The preposition "*from*" should not precede the adverbs "*whence*," "*hence*" or "*thence*."

False Syntax.

Note 1.—Incorrect, because the adverb "*nobly*" is placed before the verb "*acted*," which injures the perspicuity of the sentence and renders it disagreeable; but according to Note 1st, &c. Therefore "*nobly*" should be placed after "*acted*," &c.

William nobly acted, though he was unsuccessful. He was pleasing not often, because he was vain. The work will be never completed. We may happily live, though our possessions are small. The heavenly bodies are in motion perpetually. Men do deceive not often themselves. We always should prefer our duty to our pleasure.

Note 2. We should strive to daily improve our precious time. She is said to excellently have performed her work. I am resolved to not comply with the proposal. Please to not interrupt me. To always keep in view the uncertainty of time, is the way to rightly esteem its value.

NOTE 3 and 4.—Incorrect, because the adverb *no*" follows the correlatives "*whether*" and "*or*" when contrast is intended; but according to Note 3d, &c.

I know not whether he will go or no. He would go whether his master would let him or no. Whether he is in fault or no, I cannot tell. Where are you all going in such haste? Whither have they staid during all this time? You will soon discover whether I speak the truth or no. He came here last week. He is engaged thither at this time. He traveled there yesterday. They remained hither a month.

NOTE 5 and 6.—Incorrect, because the adverb "*where*" is used instead of "*wherein*" or the phrase "*in which*," which would better express the meaning; but according to Note 6th,—"The adverb "*where*," "*here*" or "*there*," &c.

He drew up a petition where he too freely represented his own merits. He said how that I told him a falsehood. They wrote to me how I was wanted at home. His follies had reduced him to a situation where he had much to fear and nothing to hope. My parents told me how that I should study grammar. There are some styles of writing where too much ornament is used.

NOTE 7, 8, and 9.—Incorrect, because the adjective "*agreeable*" is used instead of the adverb "*agreeably*" to express the manner of the verb "*acted*;" but according to Note 7th,—"An adjective in form," &c.

SECOND SENTENCE.—Incorrect, because the *preparative* adjective "*extreme*" which is used before the descriptive adjective "*prodigal*," has dropped the termination "*ly*;" but according to Note 8th,—"Preparative adjectives or adverbs," &c.

THIRD SENTENCE.—Incorrect, because the two negatives "*not*" and "*nothing*" are used in one simple sentence to express a *negative* meaning; but according to Note 9th, &c.

He acted agreeable to his promise. He was extreme prodigal. He will not give me nothing for them. His property is now near exhausted. Alas! they are miserable poor. He speaks very fluent, but does not reason very coherent. I do not know nothing about it. I did not see nobody there. He was exceeding careful to give no offence.. He conducted himself very unsuitable to his profession. Death never spareth none. His conduct was conformably to his appearance. The country looks beautifully after a shower. He is desperate wicked, and is gaining an exceeding bad name. I think I cannot help him no more. She writes neat, and spells accurate. They behaved exceedingly rudely. We sympathize with thee, knowing thy often infirmities. Nothing never affects him so much as trouble. He spoke exceedingly fluent.

NOTE 10 and 11.—Incorrect, because the negative "*never*" is used to express an affirmative meaning; but according to Note 10th, &c. Therefore, "*never*" should be "*ever*," &c.

Though he were never so rich, he could not purchase contentment. Hearken not to the voice of the charmers, charm they ever so wisely. Seldom or ever can we expect such a fortune. From whence the wits of our age are said to borrow their weapons. They came from thence yesterday. Let a man reflect never so little on himself. From hence we may adduce the following inference. I shall go from hence to-morrow. Though he were never so great, this conduct would debase him. From whence the wits of our age derive their importance.

Rule XV. Prepositions.

Prepositions show the relations between nouns, pronouns, substantives, verbs, participles, adjectives and adverbs.

A preposition generally shows the relation between its object and the word which the phrase qualifies. The antecedent term of relation may be any one of the parts of speech named in the rule. The subsequent term must be a noun, pronoun or substantive.

Note 1. Preparative *prepositions* qualify principal propositions.

Note 2. The preposition "*among*" should not be used before a noun distributively defined, or a collective noun conveying unity of idea.

Note 3. The phrase "*each other*" and the preposition "*between*" or "*betwixt*" should be used in relation to two objects only; but when three or more are implied, the phrase *one another*, and the preposition *among*, *amongst* or *amidst* should be employed.

NOTE 2.—Incorrect, because the preposition "*among*" is used before the noun "*class*" which is distributively defined by "*every*;" but according to Note 2d, &c. Therefore, "*among*" should be "*in*," &c.

Among every class of society we shall find something worthy of praise. The opinion seems to gain ground among everybody. This is found among every species of liberty. Among society are found the rich and the poor. The story was generally believed among the company.

NOTE 3.—Incorrect, because the preposition "*between*" and the phrase "*each other*" are used in relation to more than two objects; but according to Note 3d, &c.

He divided his estate between his five sons, who afterwards lived happily with each other. The builders of Babel understood not each other's language, which produced much confusion betwixt them. These two girls esteem one another, and there is much similarity among them. The two armies fought with one another amongst the mountain and the shore.

Rule XVI. Conjunctions.

Conjunctions connect sentences, clauses, phrases and words of the same class; as, "Not you *or* I, *but* Jane must go."

Rem.—In the application of this rule, nouns and pronouns may be regarded as forming but one class; as, "*Susan* and *I* came to school." When a participle *in form* performs essentially the *office* of an adjective, it may be considered as belonging to the same class; as, "They became *agitated* and *restless*."

Note 1. When conjunctions connect nouns and pronouns, they must be in the same case.

Note 2. When conjunctions connect verbs, they must generally be in the same mood and tense and form of tense; but if a change of mood or tense is necessary, or if the sentence changes from an affirmative to a negative form, or the contrary, the nominative should usually be repeated.

Note 3.—The conjunction "*than*" should be used after "*else*," "*other*," "*rather*," or *words* in the comparative degree.

Note 4.—Certain words require particular correspondents; viz:

"*Though*" or "*although*" requires "*yet*" or "*nevertheless*;" as, "*Though* he was rich, *yet* for our sakes, he became poor."

"*Whether*" requires "*or*;" as, "*Whether* he will go *or* stay."
"*Either*" requires "*or*;" as, "He is *either* ashamed *or* afraid."
"*Neither*"—"*nor*;" as, "*Neither* he *nor* thou shalt go."
"*Both*"—"*and*;" as, "*Both* good *and* bad were gathered together."
"*Not only*"—"*but also*;" as, "*Not only* you, *but* they *also* must go."
"*Such*"—"*as*," with an adverb, or infinitive following, to denote comparison; as, "It was such a scene *as has* rarely *been seen*." "Was he *such* a man *as to do* that deed."
"*Such*"—"*that*," with a finite verb following to express consequence; as, "*Such* is his disposition, *that* he will not submit."
"*As*"—"*as*," with an intervening adjective or adverb, and with a finite verb to express equality; as, "He is *as* tall *as* I am."
"*So*"—"*as*," with a *negative* preceding and an intervening adjective or adverb to deny equality; as, "*None* was *so* mild *as* he." "No girl dresses *so* neatly as she."
"*So*"—"*that*" with a finite verb following to express consequence; as, "He is *so* ill *that* he cannot rest."
"*As*"—"*so*," with two finite verbs to express equality or proportion; as, "*As* two are to four, *so* are six to twelve."
"*So*"—"*as*," with an infinitive following, to express consequence; as, "His difficulties were *so* great *as to discourage* him."
"*So*"—"*as*," with a finite verb and an intervening adjective or adverb, to express degree; as, "*So far as* I know, the work was well done."
"*Nor*"—"*nor*," and "*or*"—"*or*" are used as correspondents by poets.

False Syntax.

NOTE 1 and 2.—Incorrect, because the conjunction "*and*" connects the noun "*wealth*" in the *nominative* case to the pronoun "*him*" in the *objective* case; but, &c. Therefore "*him*" should be "*he*" &c.

SECOND SENTENCE.—Incorrect, because the conjunction "*and*" connects the verb "*to deride*," in the infinitive mood to the verb "*wanting*" in the participial mood; but according to Note 2d, &c. Therefore, "*wanting*" should be "*to want*," &c.

THIRD SENTENCE.—Incorrect, because the conjunction "*and*" connects the verb "*did tell*" in the *perf.* tense, 2d form, to the verb "*entreated*" in the *perf.* tense, 1st form; but according to Note 2d, &c. Therefore, "*entreated*" should be "*entreat*," &c.

FOURTH SENTENCE.—Incorrect, because a change of mood is necessary, and the *nominative*, is not repeated; but, &c. Therefore, "*it*" should be supplied before "*will*," &c.

His wealth and him bid adieu to each other. To deride the unfortunate is inhuman, and wanting compassion is unchristian. Did he not tell me his fault and entreated me to forgive him? Rank may confer influence, but will not necessarily produce virtue. To be moderate and proceeding temperately is the best way to ensure success. My brother and him are tolerable grammarians. The parliament addressed the king and has been prorogued. He would neither do it himself, nor suffered another to do it. Between he and I there is some disagreement; but none between him and they. If thou sincerely desire and earnestly pursuest virtue, she will be found of thee. The master taught her and he to write. To be kind to others, and doing as we would be done by, we fulfill the great commandment. He is very wealthy, but is not happy. He has gone home, but may return. He denied the charge, but is certainly guilty. She and me are associates.

NOTE 3.—He has little more of the great man but the title. We had no other expectation but that. Has he no more shame but to laugh when he is reproved? Have you no other proof except this? I expected something more besides this. Such filching is nothing else but robbery. I would rather have this nor that. It was no other but his own father. Have you nothing else to do but to laugh?

NOTE 4.—Incorrect, because "*neither*" and "*or*" are used as correspondents; but according to Note 4th, "*neither*" and "*nor*" should be used as correspondents. Therefore, "*or*" should be "*nor*," and the sentence read thus: "Neither despise *nor*," &c.

SECOND SENTENCE.—Incorrect, because "*as*" and "*as*" are used as correspondents with a preceding negative and an intervening adjective to deny equality; but according to Note 4th, "*so*" and "*as*" should be used as correspondents with a preceding negative, and an intervening adjective to deny, &c. Therefore, "*so*" should be "*as*" &c.

Neither despise or oppose what you do not understand. This place is not as pleasant as we expected. He would not either do it nor let me do it. His engagements are such as he cannot leave home. Whether he will do so, I cannot tell. Send such goods only, that are adapted to the market. Solid peace consists neither in beauty or riches. Do you think this so good as that? As far as I am able to judge, the book is well written. As the stars such shall thy seed be. The one is equally deserving as the other. Though he slay me, so will I trust in him. It is so clear as I need not explain it.

Rule XVII. Plural Subjects and Verbs.

When a **finite verb** has two or more *different* subjects which are connected by the conjunction **and**, and which are *not* distributively or negatively defined, or in apposition, it must *agree* with them in the *plural* number; as, "Charles *and* Henry *are* idle."

Rem.—When *several* subjects follow the *finite* verb, or the verb *separates* the subjects, it is sometimes for the sake of force and emphasis, made to *agree* with the *first* and must be supplied for *each* of the others. In this construction the conjunction "*and*" connects the members, thus forming a compound sentence, without forming a compound subject with which the verb *must* agree; as, "Thine **is** the kingdom, and the power, and the glory." "Forth in the spring thy beauty **walks**; thy tenderness and love." Parenthetic, emphatic terms or phrases frequently form separate propositions for which separate verbs must be supplied; as, "This man (and, indeed, all such men) *deserves* punishment.

Note 1.—When the subject is a phrase or consists of more than one word, and as a *whole*, denotes but one object or transaction, the finite verb must *agree* with it in the *singular* number; as, "The 'Pleasures of Memory' *was published* in 1792." "Why *is* dust and ashes (man) proud?" "Goldsmith's 'Edwin and Angelina' *is* a beautiful poem." "Descent and fall to us *is* adverse."

Note 2.—When the subject is a noun or pronoun accompanied by an adjunct or by adjuncts, (whether the adjunct or adjuncts are in apposition with the subject or not,) the finite verb must *agree* with it in *person* and *number*; as, "Six month's *interest* with costs *was* due." "The Bible or Holy Scriptures *is* the best book."

Note 3.—When two propositions are connected, *one* of which is *full* and taken *affirmatively*, and the *other* elliptical and taken *negatively*, the finite verb *expressed*, must *agree* with the subject in the *affirmative* proposition.

False Syntax.

Rule 17.—Incorrect, because the finite verb "*overcomes*" is in the *singular* number, and has two different subjects, "*patience*" and "*diligence*," which are connected by the conjunction "*and*" and which are not distributively or negatively defined or in apposition; but according to Rule 17th,—"When a finite verb, &c." Therefore, "*overcomes*" should be "*overcome*," and the sentence read thus: "Patience and diligence *overcome* difficulties."

Patience and diligence overcomes difficulties. In unity consists the welfare and security of every society. How is the gender and number of the relative known? In all his works there is sprightliness and

vigor. Therein consists the force, and use and nature of language. My flesh and my heart faileth. From him proceeds power, sanctification, truth, grace, and every blessing we can conceive. Religion and virtue confers on the mind principles of noble independence. Hill and dale doth boast thy blessing. What signifies the counsel and care of instructors, when youth think they have no need of instruction. To be wise in our own eyes, to be wise in the opinion of the world, and to be wise in the sight of our Creator, is so very different as rarely to coincide. What humanity and what generosity was there displayed. Much does human pride and folly require correction.

NOTE 1, 2, and 3.—Incorrect, because the verb "*are*" is in the *plural* number, and its subject, the phrase, "*the buying and selling of goods*" denotes as a *whole* but one transaction; but according to Note 1st,—"When the subject is a phrase, &c." Therefore "*are*" should be "*is*," and the sentence read thus: "The buying and selling, &c."

SECOND SENTENCE.—Incorrect, because the verb "*were*" is in the *plural* number, and its subject "*general*" accompanied by its adjunct "*with his army*," is in the *singular* number; but according to Note 2d, "When the subject is a noun or pronoun accompanied, &c." Therefore, "*were*" should be "*was*," or "*with*" should be "*and*," &c.

THIRD SENTENCE.—Incorrect, because the verb "*live*" is in the *first* person *sing.*, or in the *plural*, and its subject "*scholar*," accompanied by its adjunct, "*statesman*," in apposition with it, is in the *third* per. *singular;* but according to Note 1st or 2d, &c.

FOURTH SENTENCE.—Incorrect, because the verb "*produce* " in the *full* affirmative proposition, which is connected by the conjunction "*and*" to an elliptical negative proposition, is in the *first* per. *sing.* or in the *plural*, and the noun "*industry*," the subject in the affirmative proposition, is in the *third* per. *singular;* but according to Note 3d, &c. Therefore "*produce*," should be "*produces*," &c.

The buying and selling of goods are sometimes profitable. The general, with his army, were captured. Yonder live a great scholar and statesman. Industry, and not mean savings, produce wealth. The "Pleasures of Hope" were written by Campbell. The chief portion of the exports consist of silks. Wisdom, and not wealth, procure esteem. Nothing but frivolous amusements please the indolent. Not her talents, but her beauty, attract attention. This philosopher and poet were banished from his country. The butler, but not the baker, were restored. Nothing but wailings were heard. Love, and love only, are the loan for love. Not a loud voice, but strong proofs, brings conviction. Not fear, but labor, have overcome him.

Rule XVIII. Singular Subjects and Verbs.

When two or more **singular subjects** are distributively or negatively defined, in apposition, or are connected by the conjunction **or, nor,** or **as well as,** the verb must *agree* with each of them in the *singular* number; as, "James *or* John intends to go."

Note 1.—When *singular* subjects of different persons are connected by the conjunction **or** or **nor**, the finite verb must *agree* with that to which it is nearest, or be appropriately expressed for each; as, "You or I *am* in fault;" **or,** "You *are* in fault or I *am*."

Note 2.—When a *singular* subject and a *plural* one are connected by the conjunction **or** or **nor,** the finite verb must agree with the *plural* subject, which should be placed next to the verb.

Note 3.—When two **propositions** containing subjects of *different* persons or numbers, are connected by the conjunction **as well as,** the finite verb must *agree* with the subject *first* mentioned; as, "The *carriage*, as well as the horses, *was* injured." "*Thou*, as well as he, *wast* present."

False Syntax.

RULE 18.—Incorrect, because the verb "*were*" is in the *plural* number, and has three singular subjects, "*man*," "*woman*" and "*child*," which are *distributively* defined by "*every*;" but according to rule 18th, &c. Therefore, "*were*" should be "*was*," &c.

SECOND SENTENCE.—Incorrect, because the verb "*were*" is in the *plural* number, and has two singular subjects, "*he*" and "*son*," which are connected by the conjunction "*nor;* but according to Rule 18th, &c. Therefore, "*were*" should be "*was*," &c.

THIRD SENTENCE.—Incorrect, because the verb "*like*" is in the *first* person, *singular*, or in the *plural*, and has two *singular* subjects in the *third* person, connected by the conjunction "*nor,*" but according to Rule 18th, &c.

Every man, woman and child were numbered. Neither he nor his son were to be found. Neither John and James like to study. Every desire of the heart, and every secret thought are known to Him who made us. There is many faults in spelling, which neither analogy nor pronunciation justify. Man's happiness or misery are, in a great measure, put into his own hands. When sickness or reverse of fortune affect us, the sincerity of friendship is proved. Each star and each planet are doubtless inhabited. That a drunkard should be vicious, or that a fop should be ignorant, are nothing strange. The prince as well as the peasant, were blameworthy. Every plant and every tree produce others of its kind. Either ability or inclination were wanting. No propensity, no desire, no faculty are useless. No wife, no mother, no child, soothe his cares. Nor want, nor cold, his course delay.

NOTE 1, 2, and 3.—Incorrect, because the verb "*intends*" has two *singular* subjects, "*he*" and "*I*," of *different* persons, connected by the conjunction "*nor*," and does not agree with that to which it is nearer; but according to Note 1st, &c.

SECOND SENTENCE.—Incorrect, because the verb "*was*" has two subjects, "*boys*" in the *plural*, and "*I*" in the *singular*, and does not agree with the *plural* subject, which is not placed *next* to the verb; but according to Note 2d, &c.

THIRD SENTENCE.—Incorrect, because the conjunction "*as well as*" connects two propositions containing subjects of *different* numbers, and the *finite* verb does not agree with "*horses*," which is the subject *first* mentioned; but according to Note 3d, —"When two propositions containing," &c.

Neither he nor I intends to be present. Either the boys or I was in fault. The horses, as well as the carriage, was injured. Neither he nor thou was there. Neither the sailors nor the captain was saved. His health, as well as his possessions, were lost in the undertaking. I or thou am the person chosen. Neither the scholars nor teacher was present. John's companions, as well as he, was imprudent. He, thou, or John art the author. Neither riches nor fame renders a man happy.

Rule XIX. Interjections.

Interjections are generally *independent;* but when they are followed by a noun or pronoun, the *first* person, *singular*, must be in the *objective* case, and all others in the *nominative* case.

When a noun or pronoun follows an interjection it is either in the Nominative Case Independent, or it may be the subject or object of some word which is usually understood.

False Syntax.

Incorrect, because the pronoun *thee*, in the *second* person *singular*, following the interjection "*oh*," is in the *objective* case; but according to Rule 19th,—"Interjections are generally independent; but when," &c. Therefore "*thee*" should be "*thou*," &c.

O thee! who art so unmindful of thy duty! O happy them! surrounded by so many blessings! Ah wretched I! How ungrateful have I been! Welcome thee! who hast been so long expected! O dear I! what shall I do! Hail thee! that art so highly favored!

Rule XX. Personal Pronouns.

Personal Pronouns must *agree* with the nouns for which they stand, in *gender, person*, and *number;* as, "Oscar comes; *his* sword is in *its* sheath."

Eln. 1.—When a pronoun personates a *singular* noun of the *doubtful* or *common* gender, or EACH, EITHER, NEITHER, ONE, &c., as adjectives *used as nouns*, (which may, for convenience in correcting, be called nouns), it should be in the *masculine* gender, unless the gender of the noun understood is *known* to be *feminine* or neuter; as, "Each (person) has done his duty." "Each (girl) has done *her* duty." "Each (kind of fruit) has *its* own flavor." "Every student has *his* lesson."

Note 1.—When a **pronoun** personates two or more nouns which are connected by the conjunction **and,** and which are *not distributively* or *negatively* defined, or in *apposition*, it must *agree* with them in the *plural* number; as, "Nellie and Charlie learn *their* lessons."

Eln. 2.—When a pronoun personates two or more nouns of different persons connected by AND, the *first* person is to be preferred to the *second*, and the *second* to the *third;* as, "He and I and thou are friends to *our* country." "Charles and you love *your* teacher." "Jennie *and* I know *our* friends."

Note 2.—When a **pronoun** personates two or more *singular* nouns which are *distributively* or *negatively* defined, in *apposition*, or connected by **"or," "nor"** or **"as well as,"** it must *agree* with each of them in the *singular* number.

Eln. 3.—When a pronoun personates each of two or more singular nouns of the *doubtful* or *common* gender, or of *different* genders, the *masculine* should be preferred to the *feminine*, and the *feminine* to the *neuter;* as, "No man, woman, child, or living thing would select such a place for *his* abode."

Note 3.—When a **pronoun** personates a collective noun conveying *unity* of idea, it must be in the *singular* number; but when the *noun* conveys *plurality* of idea, the *pronoun* must be in the *plural* number.

Note 4.—A **pronoun** and the **noun** which it personates should not be used in the same simple sentence or clause to perform the same office.

Note 5.—**Its,** the possessive case of **it,** should not be used instead of "*'tis,*" or "*it is;*" as, "It is our right," or, "'Tis our right;" not "Its our right."

False Syntax.

Rule 20.—Incorrect, because the pronoun "*our*" is in the *first* person *plural*, and the noun "*either*," for which it stands, is in the *third* person *singular;* but according to Rule 20th,—"Personal Pronouns must agree," &c. Therefore "*our*" should be "*his*," &c.

Either of us can do our part. I do not think any one should be censured for being tender of their reputation. A man's actions should

correspond with their tongue. Let each of us cheerfully bear our part in the general burden. The mind of man cannot be long without some food to nourish the activity of his thoughts. Every one must judge of their own feelings. A person's success depend on their exertions. Extremes is not in its nature favorable to happiness. Rebecca took goodly raiment and put them on Jacob. Set the tongs in its place. Despise no infirmity of mind or body, for they may be thy own lot. Neither of us have done our duty.

NOTE 1 and 2.—Incorrect, because the pronoun "*it*" is in the *singular* number, and personates two nouns, "*love*" and "*unity*," which are connected by the conjunction **"and,"** and which are not distributively or negatively defined or in apposition; but according to Note 1st,—"When a pronoun personates," &c.

SECOND SENTENCE.—Incorrect, because the pronoun "*their*" is in the *plural* number and personates two singular nouns "*one*" and "*other*," which are connected by the conjunction "*or*," but according to Note 2d, &c. Therefore, "*their*" should be "*his*," &c.

If love and unity continue it will render your condition happy. One or the other must relinquish their claim. Pride and vanity will always render its possessor despicable. Obey the commandment of thy father, and the law of thy mother; bind it continually upon thy heart. Every thought, every word, and every action will be brought into judgment, whether they be good or evil. His politeness and goodness, on failure of its effect, was entirely changed. Each day and each hour bring their portion of duty. A man may see a metaphor or an allegory in a picture, as well as read them in a book. Either work or play are preferable to idleness, because they furnish us with healthful exercise. The time will come when no oppressor, no unjust man will be able to screen themselves from punishment.

NOTE 3, 4, and 5.—Incorrect, because the pronoun "*it*" is in the *singular* number, and the noun "*people*," which it personates, is a *collective* noun, conveying *plurality* of idea; but according to Note 3d, &c. Therefore "*it*" should be "*them*," &c.

SECOND SENTENCE.—Incorrect, because the pronoun "*he*" and the noun "*Clay*" which it personates, are used in the *same* simple sentence, to perform the *same* office; but according to Note 4th, &c. Therefore "*he*" should be expunged, &c.

THIRD SENTENCE.—Incorrect, because "*its*" the *possessive* case of **it**, is used instead of "*tis*" or "*it is*," but according to Note 5th,—**"Its,** the possessive case of "*it*", &c.

Why do the people rejoice in that which should give it sorrow? Clay he arose to address the assembly. Its not my desire to injure her reputation. The crowd was so great, that we had difficulty to pass through them. The cares of this world, they often choke the growth of virtue. I know its that false report that led him to act thus. Disappointments and afflictions, however disagreeable, they often improve us. The jury will be confined till it agrees on a verdict. This court is famous for the justness of their decisions. He thinks its false, because he knows not that its true.

Rule XXI. Relative Pronouns.

Relative Pronouns must *agree* with their *anteceaents* in *gender, person*, and *number*, and must *govern* their *finite verbs* in the *person* and *number* of their antecedents.

Note 1. The relative **who** should relate to *persons* or nouns personified; **which,** to *brutes* or things; and **that,** to either *persons, brutes*, or *things*.

Note 2. The relative **that,** preceded by the adjective "*same*," the *superlative* degree, the interrogative "*who*" or "*which*," or an *antecedent* composed of *persons* and *things*, should be used in preference to "*who*" or "*which*."

Note 3. When a **relative** is preceded by *two* or *more* antecedents of *different* persons, the *relative* and the *verb* may generally agree with either, according to the sense; but when the agreement has been *fixed*, it should be preserved throughout the sentence, both in the *person* and *number* of the verb and its *form*.

Note 4. The **relative** in the *objective case* should *precede* the *verb* which *governs* it, but should usually *follow* the *preposition* by which it is *governed*.

Note 5. When the **relative** relates to *one* only of two nouns in the same sentence, it should be placed as near it as the construction will admit.

Note 6. When a **noun** or **relative** pronoun relates to *two* or *more* antecedent nouns which are connected by the conjunction **and,** and which are *not* distributively or negatively defined, or in apposition, it must *agree* with them, and *govern* its finite verb in the *plural* number.

Note 7. When a **noun** or **relative** pronoun relates to *two* or *more singular antecedent* nouns which are distributively or negatively defined, in apposition, or connected by the conjunction **or, nor,** or **as well as,** it must *agree* with each of them, and *govern* its finite verb in the *singular* number.

Note 8. When "*who*," "*which*" or "*what*" is used in asking a question, the *word* that *answers* the question must *agree* with it in *case*.

Note 9. The phrase "*but that*" or "*but what*" should never be used after a negative proposition, where "*but*" *or* "*that*" would express the meaning; nor should **that** be used instead of **what** to represent the relative and its antecedent.

False Syntax.

Rule 21, and NOTES 1, 2, 3, 4, and 5.—Incorrect, because the relative "*who*" governs the verb "*has been*" in the *third* person *singular*, and its antecedent "*thou*," with which it *agrees*, is in the *second* person *singular;* but according to Rule 21st —"Relative Pronouns . . . must *govern* their finite verbs in the person and number of their antecedents." Therefore, "*who*" should govern its verb in the *second* person *singular*, and "*has been*" should be "*hast been*," &c.

SECOND SENTENCE.—Incorrect, because the relative "*which*" relates to the noun "*man*" for its antecedent; but according to Note 1st, &c. Therefore, "*which*" should be "*who*," &c. Still incorrect, because the relative "*who*" governs the verb "*make*" in the *first* person *singular*, or in the *plural*, and its antecedent "*man*" is in the *third* person *singular*, &c. Still incorrect, because the relative "*which*" relates to "*man*," &c.

THIRD SENTENCE.—Incorrect because the relative "*whom*" is preceded by the adjective "*same*," but according to Note 2d,—"When a relative is preceded," &c.

FOURTH SENTENCE.—Incorrect, because the *verb* "*approves*" and the relative "*who*" are made to agree with the antecedent "*man*" in the *third* person *singular*, which agreement is not preserved in the verb "*recommend*," which is in the *first* person *singular*, or in the *plural;* but according to Note 3d,—"When a relative is preceded," &c.

FIFTH SENTENCE.—Incorrect, because the relative "*whom*" does not *precede* the verb "*respect*," which *governs* it; but according to Note 4th, &c.

SIXTH SENTENCE.—Incorrect, because the relative "*who*," which relates to the noun "*Jonathan*" only, is not placed as near it as the construction will admit; but according to Note 5th, &c. Therefore "*who*," with its clause, should be placed next to "*Jonathan*," and the sentence read thus: "Jonathan, who had never," &c.

Thou, who has been a witness of the fact, can state it. The wheel killed another man, which make the sixth which have lost their life by this means. This is the same man whom we saw before. I am the man who approves of a wholesome discipline, and who recommend it to others. He is a man I greatly respect whom. Jonathan dismissed his servant without inquiry, who had never before committed so unjust an action. I who speaks unto you am he. The tiger is a beast of prey that destroyest without pity. O thou, who has preserved us and who will preserve us! This is the friend which I love. Solomon was the wisest king whom the world ever saw. Thou hast no right to judge another, who art a party concerned. Our benefactors and tutors are the persons we ought to love whom, and whom we ought to be grateful to. Humility is one of the most amiable virtues which we can possess. I am the Lord who maketh all things; who stretches forth the heavens above; who spread abroad the earth by myself. The lady and the lap dog which we saw at the window have disappeared. Whom were you conversing with? That man was the first who entered. They whom much is given to will have much to answer for. The men and things which he has studied has not improved his morals. We speak that we do know. John and James who was present was made a witness. Rye or barley that are scorched, may supply the place of coffee. Whose name did he mention? Andrew. I do not know but that he did it. Your levity and heedlessness, which prevents all improvement, still remain with you. Suffer not jealousy and distrust to enter, which, like a canker, destroys every germ of friendship. Gold and silver are the servant of the wise man. Riches and honor, which is the pursuit of most people, rarely secures happiness. A man is not such a machine as a clock or a watch, which move only as they are moved. Rest or idleness, are conspicuous traits in the character of European Turks. I cannot believe but what you have been sick. Who gave you that book? Him. It is not impossible but that you are mistaken. Who walked with you? My brother and him. I do not know but what I can go. Who gave John those pears? Us. I do not doubt but that he did it for the best. I do not deny but that he has merit.

Rule XXII. Relations of Words.

In the use of **verbs, words, and phrases,** which in point of time relate to each other, such *forms* and *tenses* of verbs, and such *words* and *phrases* should be employed as *correctly* express the *time,* and the *order* of time, intended.

Rem.—Although all errors in the use of verbs and words that express time may be corrected and avoided by the application of this *general* rule, yet *particular* rules and notes are preferable for the student, and should always be used when they are applicable to the sentence under consideration.

Note 1.—The *First* Form of the *infinitive mood* or the *Second* Form of the *potential mood* should always be used to denote an action or event *subsequent* to the *time* expressed by the *preceding* verb; as, "I intended *to go.*" "He thought he *should be ruined.*" But to denote

an action or event *antecedent* to the time expressed by the preceding verb, the *Second* Form of the *infinitive*, or the *Fourth* Form of the *potential* should be employed; as, "It would have given me great pleasure *to have seen* him."

Elu.—To denote cotemporary actions or events, either Form of the infinitive or potential may be employed, but not without regard to the true meaning and time intended; as, "I know him *to be* a good man." "He knew it was his duty, and ought, therefore *to have done it*." "Had he known his duty, he *would have done it*."

Note 2.—When two different *past* actions or events are represented in a sentence, one of which must have been *prior* to the other, the *Preperfect Tense* should be used to represent the *prior past* action or event; as, "When we *had visited* the springs, we *returned* to the inn."

Note 3.—The **Elliptical Future** Tense of the *subjunctive* mood should never be used to denote a *present* conditional action or event, nor the **Present** Tense to express *future* time.

Note 4.—The verb **to be** in the *Subjunctive* mood and **Perfect** tense, should never be used to express either *present* or *future* time; **this** should be expressed by the **Present or Future** *Tense*, which should never be employed to denote *past* time; as, "If I *were* ready, I would go."

Note 5.—The **Prepresent** tense should be used to denote *past* events which are connected with the *present* time; but, if they are *entirely* past, finished and separated from the present time, the *Perfect* Tense should be employed.

After "*when*," "*before*," "*after*," "*till*," "*as soon as*," &c., the present and prepresent *Forms* of the verb are used to express *future* and *prefuture* time respectively, and hence become Future or Prefuture *Tense*. "*Were*" is often used for *would be*, and "*had*" sometimes for *would have*, and when so used should be parsed in the Potential mood; as, "It *were* a shame to do it." "Means, which *had* been blamable in peaceable times, were employed." The proper potential forms of the verb would generally be better.

Note 6.—In declarative sentences, **will** in the first person should be used to express *determination*, *resolution* or *promising*, and **shall** to *foretell;* in the second and third persons, **will** should be used to *foretell*, and **shall** to *promise*, *command* or *threaten*. **Would** in all the persons should be used to express *will* or resolution, or in the second and third to foretell, or to express simple event; and **should,** to foretell or to express obligation or duty.

In interrogative sentences and subordinate clauses the meaning of these auxiliaries is frequently varied or reversed. *Must* and *can*, *shall* and *will*, *should* and *would*, *may* and *can*, *could* and *would*, *may* and *will*, *shall* and *can*, *might* and *would*, *might* and *could*, generally correspond to one another in the different clauses of a complex sentence; as, "He *may* do it, if he *can*." "He *might* have gone, when he *could*."

Note 7.—Propositions which are *always* equally true or false, should be expressed in the *Present* tense; as, "His master taught that happiness *consists* in virtue." "He declared that the sun *sets* in the west."

Note 8.—That **Verb** and **Form** of verb should be used which will *clearly* and *correctly* express the fact intended.

False Syntax.

Rule 22 and NOTES.—Incorrect, because the verb "*shall be*," which is in the *future* tense is used to express *prefuture* time; but according to Rule 22nd, &c. Therefore, "*shall be*" should be "*shall have been*," &c.

SECOND SENTENCE.—Incorrect, because the verb "*would have died*," which is in the *potential* mood, *fourth* form is used to denote an action or event *subsequent* to the *time*

expressed by the *preceding* verb "*feared*;" but according to Note 1st, &c. Therefore, "*would have died*" should be "*would die*," &c.

THIRD SENTENCE.—Incorrect, because the verb "*to have rewarded*," which is in the *infinitive* mood, *second* form, is used to denote an action *subsequent* to the *time* expressed by the *preceding* verb "*intended*;" but according to Note 1st, &c. Therefore, "*to have rewarded*" should be "*to reward*," &c.

FOURTH SENTENCE.—Incorrect, because in this sentence, two *past* events are represented, *one* of which *must* have been *prior* to the other, and the first verb "*was*," by which the *prior-past* event is represented is not in the *preperfect* tense; but according to Note 2d, &c. Therefore, the first "*was*" should be "*had been*," &c.

FIFTH SENTENCE.—Incorrect, because the verb "*censure*" which is in the *subjunctive* mood, *elliptical future* tense, is used to denote a *present* customary, conditional action; but according to Note 3d, &c. Therefore, "*censure*" should be "*censurest*," &c.

SIXTH SENTENCE.—Incorrect, because the verb "*was*," which is in the *subjunctive* mood, *perfect* tense, is used to denote *present* time; but according to Note 4th, &c. Therefore, "*was*" should be "*were*," &c.

SEVENTH SENTENCE.—Incorrect, because the verb "*has been*," which is in the *pre-present tense* is used to express an event which is *entirely past, finished, and separated* from the present time; but according to Note 5th, &c. Therefore, "*has been*" should be "*was*," &c.

EIGHTH SENTENCE.—Incorrect, because the verbs "*shall follow*" in the *third* person, and "*will dwell*" in the *first*, are used to foretell; but according to Note 6th, &c. Therefore, "*shall*" should be "*will*," and "*will*," "*shall*," &c.

NINTH SENTENCE.—Incorrect, because the verbs "*was*" and "*was*," which are in the *perfect* tense, are used in expressing a proposition which is *always* equally *true* or *false;* but according to Note 7th, &c. Therefore, each "*was*" should be "*is*," &c.

TENTH SENTENCE.—Incorrect, because the verb "*have do*," which is incorrect in form, does not clearly and correctly express the fact intended; but according to Note 8th, &c. Therefore, "*done*" should be supplied and the sentence read thus: "Which they neither have *done* nor can do."

ELEVENTH SENTENCE.—Incorrect, because the intransitive verb "*sat*," which is used instead of the transitive verb "*set*," does not clearly and correctly express the fact intended, but according to Note 8th, &c. Therefore, "*sat*" should be "*set*," &c.

The next New Year's day I shall be in school three years. His seasickness was so great that I often feared he would have died before our arrival. I intended to have rewarded him for his services. The institution of Sabbath schools was three years in existence before one was formed in London. If thou censure uncharitably thou deservest no favor. If I was a Greek, I should resist Turkish despotism. Poland has been once a powerful kingdom. Surely goodness and mercy shall follow me, and I will dwell in the house of the Lord forever. The preacher said whatever was useful was good. Which they neither have nor can do. Whom they sat at defiance. Next Tuesday Congress will be in session four months. When I visited Europe, I returned to America. He hoped to have been a man of letters. If he arrives in time, he will go in the stage. If I was to write he would not regard it. He has been formerly very disorderly. We will then find that this bill was impolitic; and we will have to suffer. We would then be obliged to retreat. He did not know that the sun always rose in the east. Whereunto the righteous fly and are safe. I found him better than I expected to have found him. Had I commanded you to have done this you would thought hard of it. I cannot say that I admire this construction, though it be much used. We expected he would have arrived last week. At the end of this quarter, I shall be at school two years. And he that was dead set up and begun to speak. If he know the way, he needs no guide. The work has been finished last week. See that he does it. (See remark page 63 top.) I would that thou wast either hot

or cold. Remember that thou wert a servant in the land of Egypt. If he think as he speaks he may be trusted. Let him take heed, lest he falls. He will not be pardoned unless he repents. If thou love tranquillity, seek it not abroad. He has been out of employment last week. He was out of employment this fortnight. I have compassion on the multitude because they continue with me now three days. His father is there, and he knows he ought to have gone to see him. Was I to enumerate all his virtues, it would look like flattery. Though he were there, he did not interfere. Anaxagoras affirmed that pure mind governed the universe. Who would not let them appeared? They don't ought to do it. I observed that love constituted the whole character of God. I know the family more than twenty years. He said that truth was immutable. He has done it before yesterday. It was strange to me, for I never saw it before. I wish I was a gipsy. If I was not Alexander I would be Parmenio. Was I him I would accept. We must go to-morrow unless it rains. I wish he was at home. O, that he was wise! I will suffer if I do not take my overcoat. We would have been wanting to ourselves, if we had complied with the demand. I would be a simpleton to take that, and he should be one not to take it. There let him lay. They laid in bed late this morning. They set up late last night. The knife lays on the table. She sets up an hour every day. An effort is making to abolish the law.

Rule XXIII. Dependent Words.

In the use of PREPOSITIONS and **words** that *depend* on each other, particular care should be taken to express relations by *appropriate* words, and to maintain a *regular* and *concordant* construction throughout the sentence; no word should be used or omitted, which, by its use or omission, would injure the perspicuity of the sentence, weaken its force, or be attended with any impropriety.

False Syntax.

Rule 23.—Incorrect, because the preposition **of** does not appropriately express the relation between "*crown*" and "*dependent*;" but according to Rule 23d, &c. Therefore "*of*" should be "*on*," &c.

SECOND SENTENCE—Incorrect, because the auxiliaries "*has*," "*is*," and "*shall be*" equally depend on the participle "*published*," and by omitting "*been*" after "*has*" and unnecessarily using "*is*" the construction is irregular and discordant; but according to Rule 23d,—"In the use of prepositions, &c." Therefore, "*been*" should be supplied and "*is*" omitted and the sentence read thus: "This preface may serve for any book that *has been*, or *shall be*, published."

THIRD SENTENCE.—Incorrect, because the pronoun "*them*" is omitted after "*love*," which omission injures the perspicuity of the sentence and weakens its force; but according to Rule 23d, &c. Therefore, "*them*" should be supplied, &c.

He was totally dependent of the Papal crown. This preface may serve for any book that has, is, or shall be published. We are apt to love who love us. He is now independent on the crown. He found great difficulty of writing. The improbability in his writing correctly vexed him. He accused the ministers for betraying the Dutch. I do likewise dissent with the examiner. He has greatly changed to the better. He was more beloved, but not so much admired as Cynthio. There was several

men died of the scurvy. They stood between the mountain and between the shore. The posture I lay was disagreeable. He spoke to every man, and he spoke to every woman. He possesses a beautiful field and trees. They enjoy a free constitution and laws. Are these books as old or older than tradition? This property has or will be sold. I have purchased a house and orchard. That is the best can be said of it. Cicero was an able man, an eloquent man, a generous man, and a truly patriotic man. He died with a fever. Do not let that cat come in the house. I left my book to home. I have little influence with him. The soil is adapted for wheat or corn. The sultry evening was followed with a storm. He perished with intemperance. His enemy killed him by a dagger. They disembarked in Boston. They lived at London. I was disappointed in the pleasure of meeting you. We were disappointed of the purchase we made. An elegant house and furniture were totally lost. Several alterations and additions have been made to the work. No laws are better than the English. This happened a little after the reformation of Luther. The king of France or England was to be the umpire. This book is preferable and cheaper than the other. The intentions of these philosophers might, and probably were good.

Rule XXIV.

When language is considered with respect to words and phrases, it requires these three qualities: **Purity, Propriety, and Precision.**

Purity of language consists in the use of such words and phrases as properly belong to the language which we speak or write in preference to those that are borrowed from other languages, or which are ungrammatical, obsolete, new-coined, or used without proper authority.

Propriety of language consists in the selection and correct application of such words as the best usage has appropriated to the ideas that we intend to express by them.

Precision, from *præcidere*, (to cut off,) signifies the retrenchment of all superfluities, and so pruning the expression as to exhibit neither more nor less than is intended.

False Syntax.

Rule 24.—Incorrect, because by the use of "*dailily*" instead of "*daily*" the *purity* of language is disregarded; but according to Rule 24th, &c. Therefore "*dailily*" should be "*daily*," &c.

SECOND SENTENCE.—Incorrect, because by the use of "*stands*" instead of "*insists*," the *propriety* of language is disregarded; but according to Rule 24th, &c. Therefore, &c.

THIRD SENTENCE.—Incorrect, because by the use of "*and ambiguous*," "*a formed*" and "*and abuse*," the *precision* of language is disregarded; but according to Rule 24th, —"When language is considered with respect to words and phrases," &c.

We should be employed dailily in doing good. He stands upon security, and will not liberate him, till it is obtained. Such equivocal and ambiguous expressions mark a formed intention to deceive and abuse us. For want of employment he *stroamed* about the fields. They manifested great *candidness*. If I *happen to* have a little leisure *upon*

my hands to-morrow, I intend to visit them. The *hauteur* of Florio was very *disgracious*. He does not *hold* long in one mind. He was very dextrous in *smelling out* (penetrating) the designs of others. Gallileo *discovered* the telescope; Hervey *invented* the circulation of the blood. A candid man *avows* his mistake, and is forgiven; a patriot *acknowledges* his opposition to bad ministers, and is applauded. He was of such a high and independent spirit that he abhorred *and detested* being in debt. This man treated his inferiors with great *haughtiliness and* disdain. A hermit is *rigorous* in his life; a judge is *austere* in his sentences. Poverty induces *and cherishes* dependence; and dependence *strengthens and* increases corruption. He endured pain with great *courage and* fortitude. He feels any sorrow that can *arrive at* man. I will go *except* I should be ill. I saw all unless two or three.

Rule XXV.

When language is considered in respect to sentences and clauses, it requires these four qualities: *Unity, Clearness, Strength* and *Harmony.*

Unity consists in keeping one object predominant throughout a sentence or paragraph. Every sentence, whether its parts are few or many, requires strict *unity.*

In the course of a sentence, the subject should be changed as little as possible. Treat of different topics in separate paragraphs, and distinct sentiments in separate sentences. Avoid parentheses as much as possible, and bring the sentenee to a full and perfect close.

Strength consists in giving the several words, phrases, clauses, and members of a sentence, such an arrangement as exhibits the sense to the best advantage, and presents every idea in its due importance.

Place the most important words in that part of the sentence in which they will make the strongest impression. A weaker assertion should not follow a stronger; and when there are several members, the longest should generally be the concluding one. No short or inconsiderable word should end a sentence when it can be properly avoided.

Clearness consists in freedom from obscurity or ambiguity. It is a quality so essential in every kind of writing, that, for the want of it, nothing can atone.

The words should be such as are easily understood in the sense intended. *Adjectives, relatives, participles, adverbs, phrases,* and *clauses* should be placed as near as possible to the words, clauses or members to which they relate, so that their mutual relation may clearly appear.

Harmony consists in the selection of words, the sound of which is pleasant to the ear, and requires such a distribution of them as will avoid all harsh and disagreeable combinations. This property, however, should never be sought at the expense of either of the others.

Whatever is easy to the organs of speech is generally agreeable to the ear; therefore, such words should be preferred as can be pronounced without difficulty, and such an arrangement of them adopted as renders them easy to be spoken. The harmony or melody of the different periods should be varied by a proper succession of long and short sentences.

False Syntax.

Rule 25.—Incorrect, because by the unnecessary change of subject from "*we*" to "*they*," "*I*" and "*who*," the *unity* of the sentence is impaired; but according to Rule 25th,—"When language is considered in respect to sentences and clauses," &c. Therefore, the sentence should be constructed thus: "Having come to anchor, I was put on shore, where I was welcomed by my friends, and received with the greatest kindness."

SECOND SENTENCE.—Incorrect, because by placing "*only*" after "*mean*" the *clearness* of the sentence is obscured; but according to Rule 25th,—"When language is considered in respect to sentences and clauses," &c. Therefore "*only*" should be placed after "*such pleasures*," &c.

THIRD SENTENCE.—Incorrect, because by the unnecessary use of the words "*back*," "*again*," "*same*," "*from*," and "*forth*," the *strength* of the sentence is impaired; but according to Rule 25th,—"When language is considered with respect to sentences and clauses," &c. Therefore, the sentence should be read thus: "They returned to the city, whence they came."

FOURTH SENTENCE.—Incorrect, because by placing the relative "*which*" after "*treasures*," the meaning of the sentence is obscured; but, &c. Therefore the phrase, "*by heaping up treasures*," should be inserted between "*to pretend*" and "*to arm*;" and "*against which*," with the relative clause, should be placed next to "*life*," &c.

FIFTH SENTENCE.—Incorrect, because the *meaning* and *clearness* of the sentence is obscured by a *wrong* collocation of its members; but according to Rule 25th, &c. Therefore, the *latter* member should *precede* the *former*, thus: "Sloth *saps*, &c.

After we came to anchor, they put me on shore, where I was welcomed by my friends, who received me with the greatest kindness. By the pleasures of the imagination, I mean only such pleasures as arise originally from sight. They returned back again to the same city from whence they came forth. It is folly to pretend to arm ourselves against the accidents of life, by heaping up treasures which nothing can protect us against, but the good providence of our Creator. Sloth pours upon us a deluge of crimes and evils, and saps the foundation of every virtue. Desires of pleasure usher in temptation, and the growth of disorderly passions is forwarded. By greatness I do not only mean the bulk of a single object, but the largeness of the whole view. It is true what he says, but it is not applicable to the point. Never delay till to-morrow, (for to-morrow is not yours, and, though you should live to enjoy it, you must not overload it with burdens not its own), what reason and conscience tell you ought to be performed to-day. Reverence is the veneration paid to superior sanctity, intermixed with a certain degree of awe. They are now engaged in a study which they have long wished to know the usefulness of. If we trace a youth from the earliest period of life who has been well educated, we shall perceive the wisdom of the maxims here recommended. May the happy message be applied to us, in all the virtue, strength, and comfort of it. The Greek is doubtless much superior in riches, harmony and variety to Latin. Praise, like gold and diamonds, owes to its scarcity only its value. There is not any beauty more in one of them than another.

Promiscuous Exercises in False Syntax.

The property of James, I mean his books and furniture, were wholly destroyed. Teach me to feel another's woe. Though remorse sleep sometimes during prosperity, it will awake surely in adversity. He has spoke often on the subject. Neither the pens or the ink was on the table. An army present a painful sight to the feeling mind. Those are the men who I saw yesterday. I intend to set out on my journey to-morrow, if the weather proves favorable. You and us enjoy many privileges. By exercising of our memories, it is improved. Thou, Lord, who hath permitted affliction to come upon us, shall deliver us in due time. I need not to solicit him to do a kind action. Whoever has had experience with young persons, will have seen how early the propensities to human nature displays itself. I have lately been in

Gibralter, and saw the commander. These men were under high obligations to have adhered to their friends. His class thinks a great deal before they move a step. James was resolved to not indulge himself in such amusement. He is a recent created knight, and his dignity sets awkward upon him. Every church and sect have opinions peculiar to themselves. He will divide his estate among his two sons; she will divide hers between her three daughters. Its gratifying to see science flourishing rapid. Jupiter is larger than any planet. Jupiter is the largest of all the other planets. No fish seems more fiercer and dangerous than the shark. His voice was broke with sighs.

> And night's swarth cheek pained by his gazing eye,
> Blush like Aurora's, as he passes by.

I had never saw the White Mountains before. If it were them that acted so ungrateful, they was doubly at fault. No human happiness is so complete as does not contain some imperfection. What can be the reason of them having delayed this business? A good and well cultivated mind is far preferable than rank or riches. His greatest concern and highest enjoyment were to be approved in the sight of his Creator. The furniture were purchased at Wentworth's the joiner's. Whether virtue promotes our interest or no, we must adhere to her dictates. Neither flatter or contemn the rich or the great. Steady application, as well as genius and abilities, are necessary to produce eminence. The disappointments he has met with, or the loss of his friend has occasioned a total derangement of his mental powers. No person feels the distresses of others so much as them that has experienced distresses itself. He did not know who to suspect. The rise and fall of tides in this place makes a difference of about twelve feet. There was much spoke and wrote on both sides of the question; but I have chose to suspend my decision. Many persons will not believe but what they are free from prejudices. Maria always appears amiably; she never speaks severe or contemptuous. To do good to them that hates us, and, on no occasion, to seek revenge are the duty of a christian. Especially be careful that thou givest no offence to the aged and helpless. Charity to the poor, when it is governed by knowledge and prudence, there are none who will not admit it to be a virtue. No person could speak stronger on this subject, or behave nobler than our young advocate. The peoples happiness is the statesmans honor. I know not whether Charles was the author, but I understood it to be he. I have wrote four long letters yesterday. Having thus begun to throw off restraint, he was hurried in deplorable excesses. If it was possible, they should deceive the very elect. Pure carbon is knew only in the diamond.

> Reason's whole pleasure, all the joys of sense,
> Lies in three words: health, peace and competence.

It was too strong to be shook by enemies. From the raspberry a fine blue has and is prepared. Let him to be informed how yellow ink may be made. The same instinct may be found among every kind of fish. From whence it follows. Where shall we fly? He was informed how that from the pith of the rush candle wicks are made often. He went for to see whether the leaves of clover follow the sun or no. Who are

you indebted to for this? He seen the picture in the museum. Vegetable medicines has constituted the physic of our ancestors. There are many people live indolent, and are nuisances to society. I intended, last year, to have visited the Stromboli volcanic mountain, which burn without ceasing. The doctor said fear always produced thirst. He can read better than me. Sincerity is as valuable, and even more valuable than knowledge. I remember the family more than twenty years. I have known him when he was in good circumstances. My friend was so ill that he could not set up at all, and was obliged to lay continually in bed. He died with violence, for he was killed by a sword. Richard is more active, but not so studious as his companions. And when they was set down, Peter set down with them. The man is prudent which speaks little. The number of persons, men, women, and children, which were lost at sea were very great. He and they we own as rulers, but who do you submit to? I know who he means. Who do you believe him to be? They were more earnest than him or her. Their schemes defeated, and both him and them disgraced, they retired from public notice.

There all thy gifts and graces we display,
Thee, only thee, directing all our way.

The officer, with his guard, are in pursuit of the fugitive. Not only his business, but his character, also, have been impaired. The judge, too, as well as the jury, were very severe. Charles intended to have purchased an estate. He, and not we, are to be blamed. They, but not he, is mistaken. The letter, from which the extract were taken, and came by mail, is lost. It is not him whom you thought it was. The troops pursued, without waiting to rest, the enemy to their gates. His servants ye are, to whom ye obey. He was not returned an hour ago. They shall not want for encouragement. Who, having not seen, we love. Much depends on who are his advisers. We touched in Liverpool on our way for New York. I cannot go, I don't think. Is that a good knife? I should not think it was. That is not a fair statement, it don't seem to me. The man was digging a well, with a Roman nose. Beyond this period the arts cannot be traced, of civil society. He being rich, did not make him happy. I am opposed to him going. The following verses were written by a young man, who has long laid in his grave, for his own amusement. Every change is not to the better. Changed for a worse shape it cannot be. This remark is founded with truth. Ask John if he know when Congress meets. Though the sky were clear it was cold. Let him that standeth take heed lest he falls. If it snows all night the roads will be impassible. See that thou dost it not. If it was not so, I would have told you. I wish I was at home. You need not to be so serious. They learned him to say it. They obliged him to do it. I was not sure of its being him.

An idler is a watch that wants both hands,
As useless when he goes, as when he stands.

This was equal to a rejecting the proposal. My brother was sick four weeks, and is now better. He said that heat always expanded metals. He has lately lost an only son. When I came, he was gone. We expected that he would have come to-day. Kirstall Abbey, now in ruins, appears to be an extensive building. The then emperor was noted for

cruelty. He spoke eloquent. He departed from thence into a desert. Where art thou gone? Come up here. He will never be no taller. They seemed to be nearly dressed alike. He only read one book, not two. We should be taught to carefully scrutinize sentiments advanced in books. To make perspicuous this sentence, it would be necessary to entirely remodel it. Traveling in the mountains then was not as pleasant as it is now. The old coach drawn by usually six horses sped on its way. I will come, for I love you better than all the world. To be a Roman was greater than a king. John will earn his wages, when his service is completed. It was not expected that he would have defended his authority. He writes as good authors would have wrote, had they writ on the same subject. He heapt up great riches, but past his time miserable. It is not me he is engaged with. His excuse was admitted of by his master. My father writes me very frequent. Whom is that person who I saw you introduce and present him to the duke? He rode to town and drove twelve cows, on horseback. The Greeks, fearing to be surrounded on all sides, wheeled about with the river on their backs.

FIGURES OF LANGUAGE.

Figures of **Speech** are *changes* in the FORM, regular Construction, or literal signification of words.

A **Figure** of **Etymology** changes the usual FORM of a word. 1.—**Aphæresis,** which cuts off a letter or a syllable from the *beginning* of a word; as, *'gainst,* for *against; 'gan,* for *began.* 2.—**Syncope,** which removes a letter, or syllable, from the *middle* of a word; as, *ne'er,* for *never; lov'd,* for *loved.* 3.—**Apocope,** which cuts off a letter or syllable from the *end* of a word; as, *tho',* for *though; yond,* for *yonder.* 4.—**Prosthesis,** which adds a letter or syllable to the *beginning* of a word; as, **a** *down,* for *down;* **en** *chain,* for *chain.* 5.—**Paragoge,** which adds a letter or syllable to the *end* of a word; as, *bounden,* for *bound.* 6.—**Synæresis,** which contracts *two* syllables into *one;* as, *tis',* for *it is; don't* for *do not.* 7.—**Diæresis,** which separates two vowels which otherwise might form a diphthong or digraph; as, *co-ordinate, pre-eminent.* 8.—**Tmesis,** which separates a compound word by inserting a word *between* its parts; as, *to* **us** *ward,* for *toward us.*

A **Figure** of **Syntax** is a deviation from the usual construction of words. 1.—**Ellipsis,** which is the omission of a word, phrase, or clause that must be supplied in complete construction; as, "We were absent (during) yesterday." 2.—**Pleonasm,** which is the use of superfluous words for rhetorical effect; as, "I saw it *with these eyes.*" "My friends, do *they* now and then send, &c." 3.—**Enallage,** which is the use of *one* part of speech for *another,* or some *inflection* of a word for another; as, *We,* for *I; you,* for *thou.* "What is *writ* is *writ.*" 4.—**Hyperbaton,** which changes the usual order of words in construction; as, "He wanders *earth around.*" "*Lightly* from fair to fair *he flew.*"

Figures of Rhetoric.

A SIMILE is a simple comparison, in which the resemblance between two objects is expressed in form; as,

"The Assyrian came down, like a wolf on the fold,
And his cohorts were gleaming with purple and gold;
And the sheen of their spears, was like stars on the sea,
When the blue wave rolls nightly on deep Gallilee."

A METAPHOR is a comparison in an abridged form, which expresses the resemblance between two objects, by applying the name, or some attribute of the one directly to the other; as, "He is the *pillar* of the state." "Thou art my *rock* and my *fortress*." "Thy word is a *lamp* to my feet, and a *light* to my path."

An ALLEGORY is a continued narration of events in metaphorical language, designed to represent and illustrate important realities. Thus the Psalmist represents the *Jewish Nation* under the symbol of a vine: "Thou hast brought a vine out of Egypt; thou hast cast out the heathen and planted it. Thou preparedst room for it, and didst cause it to take deep root; and it filled the land," &c.

METONOMY is a change of names, by which the cause is put for the effect, or the effect for the cause; the container for the thing contained, or the sign for the thing signified; as, "They read Virgil;" i. e. *Virgil's works*. "*Grey hairs* should be respected." "The *kettle* boils."

SYNECDOCHE is naming the whole for a part, or a part for the whole; as, "This *roof* protects you."

HYPERBOLE is extravagant exaggeration, and consists in magnifying an object beyond its natural bounds; as, "I saw their chief, tall as a rock of ice; his spear the blasted fir; his shield the rising moon; he sat on the shore like a cloud on the hills."

VISION is a figure by which objects of the imagination are represented as actually before the eyes and present to the senses; as, "I hear the sound of the hammer—I see the smoke of the furnaces, where manacles and fetters are still forged for human limbs."

An APOSTROPHE is an address to some person, either absent or dead, as if he were present and listening to us. By this figure inanimate objects are personified; as, "O *Death!* where is thy sting? O *Grave!* where is thy victory?"

PERSONIFICATION is a figure by which animate life and action are ascribed to inanimate objects; as, "The *wilderness* and *solitary place shall be glad;* and the *desert shall rejoice* and *blossom* as the rose."

EROTESIS is an interrogation, not generally used to express a doubt, but confidently and strongly to assert the reverse of what is interrogated; as, "Hast thou an arm like God? or canst thou thunder in a voice like him?"

ECPHONESIS is a pathetic exclamation, denoting some strong emotion of the mind; as, "O that I had wings like a dove! for then would I fly away and be at rest!"

ANTITHESIS is the placing of things in opposition, to heighten their effect by contrast; as, "If you wish to enrich a person, study not to increase his stores, but to *diminish* his desires."

CLIMAX consists in heightening all the circumstances of an object or action, which we wish to exhibit in the strongest light; as, "What a

piece of work is man! how noble in reason! how infinite in faculties! in form and moving, how express and admirable! in action, how like an angel! in apprehension, how like a God!"

IRONY is expressing ourselves in a manner contrary to our thoughts; not with a view to deceive, but to add force to our remarks; as, "Elijah mocked them and said, 'Cry aloud, for he is a God, either he is talking, or he is pursuing, or he is on a journey, or, peradventure, he sleepeth, and must be awaked.'"

PUNCTUATION.

Punctuation is the art of separating written composition into sentences and parts of sentences, by means of *points* or *marks*, in order to *designate* the different *pauses* which the sense requires.

The **Comma** (,) represents the shortest pause; the **Semicolon** (;) a pause double that of the comma; the **Colon** (:) double that of a semicolon; and the **Period** (.) double that of a colon. The other points commonly used in writing are the **Dash** (—); the **Note** of **Interrogation** (?); the **Note** of **Exclamation** (!) and the **Parenthetic Curves** (), which denote a pause varying according to the structure of the sentences in which they occur.

As the rules of Punctuation are founded altogether on the grammatical construction of sentences, their correct application presupposes on the part of the student a thorough knowledge of the principles of Etymology and the rules of Syntax.

The meaning of a sentence may either be entirely altered or completely perverted by the improper use or omission of points. The following examples will illustrate this remark: "Mr. Jared Hurton, having gone to sea his wife, desires the prayers of this church." "Tyron, who escaped from jail last Friday, has sandy hair, light eyes, thin visage, with a nose turned up about five feet high."

THE COMMA.

The **comma** separates those parts of a sentence, which, though closely connected in sense and construction, require a pause between them.

Rule 1.—Short, simple sentences, though slightly interrupted by an adjunct word or phrase, require no point except their own at the close; but, if the sentence is long and the nominative is accompanied by an inseparable adjunct, a comma should be inserted before the finite verb; and, if the connection of the parts of the sentence is interrupted by a parenthetical word or phrase of importance, such word or phrase should be separated form the context by commas; as, "The fear of the Lord is the beginning of wisdom." "Too many of the pretended friendships of youth, are mere combinations in pleasure." "His works are, in many respects, very imperfect." "What are you doing?"

Rule 2.—Two words or phrases in the same construction closely connected by a conjunction should not be separated by a comma; but if the conjunction is understood, or there are three or more with or without a conjunction, they should be separated by commas; and, if the words or phrases are adverbs, or come before a finite verb a comma

should be inserted after the last, also; as, "Honor and fame from no condition rise." "Plain, honest truth needs no covering." "The husband, wife, and children, suffered severely."

Rule 3.—Full members in a compound sentence, unless a longer pause is necessary, and clauses in a complex sentence, unless they are short and closely connected by a conjunction or a relative, or as a subject or object, should be separated by commas; as, "He speaks eloquently, and he acts wisely." "If we study diligently, we shall improve rapidly." "She is as old as he." "They remembered she was their friend."

Rule 4.—When words are joined in pairs by conjunctions, they should be set off in pairs by commas; as, "Hope and fear, pleasure and pain, diversify our lives."

Rule 5.—Independent words, independent, absolute, appositive, adjective, and participial phrases and relative clauses, should generally be separated from the context by commas; but, when an adjective, a participle, or relative immediately follows its noun, and is taken in a restrictive sense, or when the appositive words form only a proper name or are unconnected by "*as*" or "**or,**" and unmodified; the comma should not be used before the phrase nor between the appositive words; as, "Take, O boatman, thrice thy fee." "Great source of day, best image here below of thy Creator, on nature write, with every beam, His praise." "His father dying, he succeeded to the estate." "Young Edwin, lighted by the evening star, lingering and listening, wandered down the vale." "Faithful to his promise, he assisted me in obtaining employment." "There is no charm in the female sex, which can supply the place of virtue."

Rule 6.—When a substantive phrase or clause is long, and is used as a subject or predicate nominative, it should generally be separated from its finite verb by a comma; as, "The obvious remedy is, to withdraw from all associations with bad men." "To be pressed down by adversity, has nothing in it of disgrace." "That every day has its pains and sorrows, is universally experienced." "To be wise in the sight of our own eyes, is, to be unwise in the sight of our Creator."

Rule 7.—When a relative pronoun or a conjunction is separated by a phrase or clause, from the simple sentence or clause to which it belongs, such intervening phrase or clause should be set off by commas; as, "They started early, and, before the close of day, arrived at the destined place." "When the verb *to be* is followed by an infinitive, which, by transposition, might be made its nominative, the verb *to be* is generally separated from the infinitive by a comma."

Rule 8.—Transposed, antithetic, and parenthetic words, phrases, and clauses, and such as are introduced by "*say*," "*reply*," &c., should usually be set off or separated from the context by commas; as, "Doubtless, the man is guilty: the evidence, however, is not conclusive." "Though deep, yet clear; though gentle, yet not dull." "I say unto you all, watch."

Rule 9.—When a verb is understood a comma should usually be inserted to supply its place; as, "War is the true law of violence; peace, the law of love."

Rule 10.—Repeated words, modal and other adverbs, such as *nay, no, hence, again, secondly, formerly, lastly, once more, therefore, however, above all, on the contrary, in the next place, in short, at present,* &c., should generally be separated from the context by commas; and a comma should be inserted, whenever ambiguity or any impropriety would arise from the omission; as, "Verily, verily, I say unto you." "Indeed, you must wait." "He has a house with five rooms, and two out-buildings."

Exercises.

1.—The intermixture of evil in human society serves to exercise the suffering graces of the good. The tear of repentance brings its own relief. To be totally indifferent to praise or censure is a real defect in human character. Gentleness is in truth the great avenue to mutual enjoyment. I remember with gratitude his kindness to me. 2. In a letter we may advise exhort comfort and discuss. Success generally depends on acting prudently steadily and vigorously in what we undertake. David was a brave wise and pious man. Innocent pleasures are the most rational the most delightful and the most durable. We hear nothing of causing the blind to see the lame to walk the deaf to hear and the lepers to be cleansed. Benefits should be long, and gratefully remembered. 3. When thy friend is calumniated openly, and boldly espouse his cause. When our vices leave us we flatter ourselves that we leave them. 4. Truth is fair and artless simple and sincere uniform and consistent. 5. Continue my dear child to make virtue thy principal study. To you my worthy benefactors am I indebted under Providence for all that I enjoy. Peace of mind being secured we may smile at misfortune. The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness. The gentle mind is like a smooth stream which reflects every object in its just proportion. 6. The great business of life is to prepare for eternity. The greatest misery that we can endure is to be condemned by our own hearts. 7. Let us march boldly on and before the sun goes down the booty will be ours. We saw a wild beast which by its near approach seemed to threaten us with destruction. 8. To enjoy present pleasure he sacrificed his future ease and reputation. He was not only the king but the father of his people. He invented it is said the theory of moral science. By threads innumerable our interests are interwoven. It hurts a man's pride to say I do not know. He replied I cannot tell. He asked "why are you so melancholy." 9. The young are slaves to novelty, the old to custom; the middle-aged to both; the dead to neither. 10. I will never lay down my arms no never never never. This however is the task of criticism.

THE SEMICOLON.

The **Semicolon** is used to separate those parts of a compound or a compound complex sentence, which are not so closely connected as those distinguished by a comma, nor so independent as those that require the colon.

Rule 1.—When the members of a compound sentence are long, or their parts are separated by commas, or their connective is understood,

if a longer pause than a comma is necessary, they should be separated by a semicolon; as, "In the regions inhabited by angelic natures, unmingled felicity forever blooms; joy flows there with a perpetual and an abundant stream, nor needs any mound to check its course." "I take no notice of his brutal conduct; I do not speak of his treachery and malice."

Rule 2.—When the members of a compound sentence have a common dependence by means of a personal or relative pronoun, or when several short members or clauses, elliptical or complete, follow one another in succession, if a pause longer than that of a comma is required, they should be separated by a semicolon; as, "The man is useful; he is benevolent; he is happy." "The pride of wealth is contemptible; the pride of learning is pitiable; but the pride of bigotry is insupportable."

Rule 3.—When antithesis or contrast is *strongly* expressed between the members of a compound sentence, or when different clauses or phrases, which are dependent on the same initial or final proposition, are continued in the same construction, the antithetic or contrasted members, and the dependent clauses or phrases should be distinguished by the semicolon; as, "My pleasures are past; hers are to come." "Were a human soul thus at a stand in her accomplishments; were her faculties full blown, and incapable of further enlargment; I could imagine she could fall away insensibly, and drop at once into a state of annihilation.

Rule 4.—A semicolon should be inserted before *as, namely, to-wit, viz, &c.*, used to introduce an example or an illustration, and frequently before *for, but, and, so, &c.*, used to introduce an inferential, explanatory, comparative, causative, or contrasted clause, and also before an appositive word, phrase, or clause, (which might with *propriety* be introduced by "*namely*" or "*to-wit*,") in apposition with some word or words in a preceding sentence or clause; as, "Some men distinguish the period of the world into four ages; viz., the golden age, the silver age, the brazen age, and the iron age." "Never value yourself upon your fortune; for it is a sign of a weak mind." "I shall point out only a threefold vanity in human life; disappointment in pursuit, dissatisfaction in enjoyment, and uncertainty in possession."

Exercises.

1.—Contentment produces in some measure all those effects which the alchymist usually ascribes to the philosopher's stone and if it does not bring riches it does the same thing by banishing the desire of them. Everything has its time to flourish everything grows old everything passes away. 2. Wisdom hath builded her house she hath hewn out her seven pillars she hath killed her beasts she hath mingled her wine she hath also furnished her table. There is no enjoyment of property without government no government without a magistrate no magistrate without obedience no obedience where every man acts as he pleases. Cowards die many times the valiant never taste of death but once. Stones grow vegetables grow and live animals grow live and feel. 3. Levity is frequently the forced production of folly or vice cheerfulness is the natural offspring of wisdom and virtue. His deeds deserve

reward yours disgrace. The wise man is happy when he gains the approbation of others the fool when he obtains the approbation of those around him. I only know that I had been torn from my dromedary that I had been dragged along and buried in the sand and that the young child was with me. To be delivered from trouble to be relieved from power to see oppression humbled to be freed from sickness and distress how pleasing the prospect. Philosophers assert that nature is unlimited in her operations that she has inexhaustible treasures in reserve that knowledge will always be progressive and that future generations will continue to make discoveries. The great tendency and purpose of poetry is to carry the mind above and beyond the beaten dusky walks of ordinary life to lift it into a purer element and to breathe into it more profound and generous emotion. 4. Prepositions govern the objective case as "She gave the book to *him*." Straws swim on the surface but pearls lie at the bottom. As the desire of approbation where it works according to reason improves the amiable part of our species in everything that is laudable so nothing is more destructive where it is governed by vanity and folly. Let us be animated to cultivate those amiable virtues which are here recommended to us this humility and meekness this penitent sense of sin and this ardent desire after righteousness. The noblest prophets and apostles were once children lisping the speech laughing the laugh thinking the thought of boyhood.

THE COLON.

The **Colon** is used to separate those parts of a sentence, which are not so closely connected as those that require the semicolon, nor so independent as separate distinct sentences.

Rule 1.—When a member or clause of a sentence is complete in itself, but is followed by some additional remark or illustration, or when a quotation, example, or speech is introduced without dependence on a verb or conjunction, the colon should generally be used to separate the members or clauses; as, "Nature felt her inability to extricate herself from guilt: the gospel reveals the plan of divine interposition and aid." "In his last moments he uttered these words: 'I fell a sacrifice to sloth and idleness.'"

Rule 2.—When one semicolon has been introduced, or more than one, and a greater pause is required within the period, the colon should be inserted before the last member or clause; as, "Princes have courtiers, and merchants have partners; the voluptuous have companions, and the wicked have accomplices: none but the virtuous have friends.

Rule 3.—When a compound sentence can be divided into two parts, and these parts are separated by semicolons, and these last parts by commas, the two divisions should be separated by the colon; as, "There is one above, and there is not a second; yea, he hath not a child or brother: yet, is there no end of all his labor; neither is his eye satisfied with seeing."

Exercises.

Great works are performed not by strength, but by perseverance yonder palace was raised by simple stones. All our conduct should be

influenced by the precept, "Do unto others as you would have others do unto you." A brute arrives at a point of perfection that he can never pass in a few years he has all the endowments he is capable of, and were he to live ten thousand more he would be the same thing he is at present. He sometimes contemplated the towering height of the oak monarch of the hills, and sometimes caught the gentle fragrance of the primrose eldest daughter of the spring all his senses were gratified all care was banished from his heart. By degrees he infuses into it the poison of his own ambition he breathes into it the fire of his own courage. The discourse consisted of two parts in the first was shown the necessity of exercise; in the second the advantages that would result from it.

THE PERIOD.

Rule 1.—When a declarative or imperative sentence is complete in sense and independent in construction a period should be inserted at its close, and sometimes between sentences that have a general connection by means of a conjunction or some other word; as, "Virtue is its own reward." "Honor the king." Riches and pleasures are the chief temptations to criminal deeds. Yet those riches, when obtained, may possibly overwhelm us with unforseen miseries. Those pleasures may cut short our health and life.

Rule 2.—The period should be placed after every abbreviated word, after letters used as numerals, and after titles, headings, &c.; as, A. M. Va. Mr. Chap. XIX. "Whitlock & Co." "The Adverb." But it should not be placed after such abbreviations or contractions as have become words; as, *Tom*, *Ben*, *per cent*, &c.

The period after abbreviations being considered a part of the abbreviated words, the same points should be used after them as would be required in the sentence, if all the words were fully expressed: as, Kansas is bounded on the N. by Min.; on the E. by Mo.; on the S. by the I. Ter.; and on the W. by Colorado.

The **Interrogation Point** (?) should be inserted at the end of every interrogative sentence, whether an answer is expected or not; but if a question is only said to have been asked, this point should not be used at its close; as, "Who adorned the heavens with such exquisite beauty?" The Cyprians asked me *why I wept.*

The **Exclamation Point** (!) should be placed at the close of exclamative sentences, and expressions denoting strong emotion, and often when they take the form of earnest address or that of an indirect question; as, "Oh! Time! Time! it is fit that thou shouldst strike thy murderer to the heart!" "How art thou fled forever!" "How bright the sun is!"

The **Dash** (—) should be placed between the parts of a sentence to denote a sudden interruption, or an abrupt change of meaning or construction; and sometimes it may be used after another point to denote a longer pause than is indicated by the one first used; as, "If thou art he, so much respected once—but, Oh! how fallen! how degraded!" "Behold the picture!—is it like?—like whom?" "He looked like his works, —nimble, vigorous, and gentle." "Why should I mention his neglect? —*neglect*, did I say?—call it rather contempt." "Revere thyself;—and yet thyself despise."

Parenthetic Marks ( ) should be used to enclose a phrase or clause that breaks the unity of a sentence too much to be incorporated with it, and unless the sentences differ in construction, the curves should have the same point *before* the latter that is placed *before* the former, **or** the latter curve should have the same point *after* it that is required but omitted *after* the last word before the former; as, "He loves nobly, (I speak of friendship,) who is not jealous when he has partners of love." If I grant his request, (and who could refuse it?) I shall secure his esteem and attachment." "She had managed this matter so well, (oh, she was the most artful of women!) that my father's heart was gone, before I suspected it was in danger."

The **Apostrophe** (') is used to indicate the omission of one or more letters, to denote the possessive case, or to express the plurals of letters, figures, marks, &c.; as, *O'er*, for over; *'tis*, for it is; *tho'*, for though. "You're o'erwatched, my lord." "A man's property." "Dot your i's, and cross your t's." "Cast out the 9's." "Read the next two §'s, containing six ¶'s."

The **Quotation Marks** (" ") are used to distinguish a phrase, clause, sentence, or paragraph taken from an author or speaker in his own words; as, "The proper study of mankind is man." Cowper says, "Slaves cannot breathe in England." A **Quotation** included within another should be distinguished by a single quotation mark before and after it; as, "Always remember this ancient maxim: 'Know thyself.'"

The **Hyphen** (-) is used to connect the parts of many compound words, and also at the end of a line to denote that one or more syllables of a word are carried forward to the next line. The **Index** (☞) points out a remark or passage thought worthy of particular attention.

The **Paragraph** (¶) denotes the beginning of a new subject, and the **Section** (§) the small divisions of the contents of a book.

The **Diæresis** (¨) denotes that the two vowels over one of which it is placed are not a diphthong, but form separate syllables. The **Caret** (∧) used only in writing, shows where an omitted word, letter, or phrase should be inserted. The **Macron** (¯) placed over a vowel denotes a long sound, and the **Breve** (˘) a short sound; as mēte, mĕt.

The **Acute Accent** or *rising slide* (´) marks an accented syllable, or turns the voice upward; the **Grave Accent** or *falling slide* (`) denotes a depressed sound, or turns the voice downward; the **Circumflex** (ˇ) or (^) is a union of both inflections, denoting a broad sound, or a significant twisting of the voice up and down, or down and up.

A **long Dash** (——) or several **Stars** (* * * * * *), or several **Dots** (. . . . .) in a horizontal line denote the omission of letters in a word, of words in a sentence, or sentences in a paragraph.

The **Asterisk** (*), the **Obelisk** or **Dagger** (†) the **Diesis,** or **Double Dagger** (‡), the **Parallels** (‖), *small letters* or *figures*, and sometimes the (¶) or (§) are used to refer to marks or notes in the margin or at the bottom of the page.

PROSODY.

Prosody treats of the *laws* of VERSIFICATION. A **Verse** is a line consisting of accented and unaccented syllables. A **Couplet** consists of *two* lines or verses; A **Triplet** consists of *three*. **Discourse** is written either in PROSE or VERSE. **Prose** is discourse written in language as commonly used. **Poetry** is written in metrical language. A **Stanza** consists of several lines forming a division of a POEM or SONG. **Rhyme** and **Blank Verse** constitute the *two* kinds of POETRY. **Rhyme** is the correspondence of the last sound or sounds of one line to that or those of another. **Blank Verse** is without RHYME.

A **Foot** is a certain portion of verse, combined according to Accent. In ENGLISH an *accented syllable* is considered long; and a syllable unaccented, short.

The principal feet used in our language, are the *Iambus*, the *Trochee*, the *Anapæst*, the *Dactyl*, and the *Amphibrach*. The **Iambus** consists of one short and one long syllable; as, "A man | of lear- | ning and | of sense." The **Trochee** consists of one *long* and one *short* syllable: as, "Ruin | seize thee | ruthless | king." The **Anapæst** consists of *two* short syllables and *one* long syllable; as, "All at once | with a might- | y uproar." The **Dactyl** consists of *one* long syllable and *two* short syllables; as, "Heed not the | corpse though a | king's in your | path." The **Amphibrach** consists of one short, one long and one short syllable; as, A pretti- | er person | I never | set eyes on."

A line consisting of one foot is called *Monometer;* of two, *Dimeter;* of three, *Trimeter;* of four, *Tetrameter;* of five, *Pentameter;* of six, *Hexameter;* of seven, *Heptameter;* of eight, *Octometer.*

Verse is named from the *kind* of feet that predominate in a line; as, *Iambic*, from Iambus; *Trochaic*, from Trochee; *Anapæstic*, from Anapæst, &c. Verse may, therefore, be *Iambic Monometer*, *Iambic Dimeter*, &c.: *Dactylic Monometer*, *Dactylic Dimeter*, &c.; *Trochaic Monometer*, *Trochaic Dimeter*, *Trochaic Trimeter*, &c., &c., according to the number of feet in a line. **Iambic** of *five* feet (*Pentameter*) is called HEROIC VERSE: **that** of *six* feet (*Hexameter*) is called ALEXANDRINE. **Iambic** of seven feet (*Heptameter*) is usually separated into two lines, the first containing *four* feet, and the second, *three*. This is called COMMON METER. Each line in **Long Meter** contains *four* iambic feet. In **Short Meter**, the first, second, and fourth lines contain each *three* iambic feet; the third contains *four*.

Two pauses occur in Poetry which are distinct from those required in Prose. The **Final Pause** occurs at the end of each line. The **Cæsural Pause** occurs within the line; as,

"Warms in the sun, ‖ refreshes in the breeze,
Glows in the stars ‖ and blossoms in the trees."

Poetic LICENSE is the indulgence granted to Poets in the use of *peculiar*, *antiquated*, and sometimes even of *ungrammatical* words, forms, and expressions.

Scanning is a kind of Analysis of Versification. It consists in separating a verse into the feet that compose it.

STUDENTS will now please *to scan* the following stanzas, tell w[illegible] *kind* of verse is used, point out the *Caesural* pause, *analyze* the sent[illegible]ces, and *parse* the words, phrases and clauses, and, then, all that have made themselves complete masters of the principles explained and illustrated in this book, will either have finished their Grammatical course, or will be well prepared for the study of the PHILOTAXIAN UNIVERSITY GRAMMAR.

"When all thy mercies, O my God,
My rising soul surveys,
Transported with the view, I'm lost,
In wonder, love, and praise."

"The curfew tolls the knell of parting day,
The lowing herds wind slowly o'er the lea,
The plowman homeward plods his weary way,
And leaves the world to darkness and to me."

"The lofty hill, the humble lawn, with countless beauties shine,
The silent grove, the solemn shade, proclaim thy power divine.

"Praise God from whom all blessings flow,
Praise Him all creatures here below,
Praise Him above ye heavenly host,
Praise Father, Son, and Holy Ghost.

"Around their posts hung helmets, darts, and spears,
And captive chariots, axes, shields, and bars,
And broken beaks of ships, the trophies of their wars.

"On a mountain, stretched beneath a hoary willow,
Lay a shepherd swain, and viewed the rolling billow.

Blest land of Judea! thrice hallowed in song;
Where the holiest of memories pilgrim-like throng;
In the shades of thy palms, by the shores of thy sea,
On the hills of thy beauty, my heart is with thee.
With the eye of a spirit, I look on the shore,
Where pilgrim and prophet have lingered before;
With the glide of a spirit I traverse the sod,
Made bright by the steps of the angels of God.

Know ye the land where the cypress and myrtle
Are emblems of deeds that are done in their clime;
Where the rage of the vulture, the love of the turtle,
Now swell into sorrow, now madden to crime?
Know ye the land of the cedar and vine,
Where the flowers ever blossom, the beams ever shine?

Ye've tracked me through the forest; ye've trailed me o'er the stream,
And struggling through the everglade, your bristling bayonets gleam.

NOTICES AND RECOMMENDATIONS.

CONTINUED FROM PAGE 8.

From the Michigan Teacher, October, 1870.

This book presents, in a small compass, all the matter which need be contained in a text book on Grammar. Let us be thankful for small books! Perhaps they foreshadow a day when teachers shall really understand what they would have their pupils learn. It seems to us that the different subjects in this book are presented with *accuracy* and *clearness*, and that in the hands of a live teacher, it will do good service.

From Prof. Ben L. Cozier, A. M., Superintendent of Public Schools, Mt. Pleasant, Iowa.

Prof. Howe's work on English Grammar, has been used, for the past two years, as a Text Book in the Common Schools of this city. It is admirably arranged, and *well* calculated to awaken thought in the mind of the pupil, and to insure *thorough* mental discipline. It combines, with all that is good in other works, several original and valuable features, in both Etymology and Syntax, which must, at once, commend themselves to the practical educator. Simple and natural in its arrangement, concise and clear in its definitions, philosophical and thorough in its analysis, it is a work pleasing to both Teacher and Pupil. We *know from experience*, that the student will gain a better knowledge of the structure of the English Language, by using this work than by the use of any other on the same subject. In a word, this Grammar is not the result of preconceived, theoretical notions, but the ripe fruit of a long and practical experience in teaching: it will meet with success wherever it may be introduced.

From Prof. J. M. Mansfield, A. M., Principal of the Burlington High School, Iowa.

Professors Howe have put their Grammatical System into their book, and given it the life of their peculiar method. Their Grammar imparts a *critical spirit* to all its students, preparing them not only to understand the meaning and arrangement of Language, but also readily to correct all errors. After passing through this book, Rhetoric and Logic become easy and attractive. For these and numerous other good qualities, I recommend this work to all students and teachers as indispensable to their *most successful* progress. I think the Philotaxian Grammar the best ever placed in our schools. "*This work is without a peer, if not without a co[illegible]r.*"

From Prof. Geo. W. Thompson, Superintendent of Public Schools, Henry County, Iowa.

Having carefully examined your system of English Grammar, having tested its merits as a text book in the school room, and, during the past two years, having seen its *superior* worth demonstrated in the best schools in the county, I take pleasure in recommending it to both teachers and students. From *personal experience* and *observation*, I am convinced that a better knowledge of the English Language may be obtained from your Philotaxian Grammar, in *three* months, than can possibly be gained from any other work on the science of language in *nine* months, with *equally good* instruction.

From Prof. C. C. Wright, Superintendent of Public Schools, Bloomfield, Iowa.

After a thorough examination of the Philotaxian Grammar, I unhesitatingly pronounce it a work of transcendent merit. I have taught it with much satisfaction and profit both to myself and pupils, and I am convinced that it stands preeminently above all other text books on the same subject, being alike adapted to the capacity of both the beginner and the advanced student. It is lucid, concise, and comprehensive. While it dispenses with many of the minutiae commonly found in grammars, it is replete with the principles of the science with which it deals. In no other work have I seen the subject of False Syntax so thoroughly and admirably canvassed. An examination of this treatise must secure for it the hearty endorsement of all interested in the cause of education.