

Obs 1 — From the above Paradigm, notice,

1. That Pronouns of the *Third Person Singular only* are varied to denote the *sex*.
2. That the Pronoun *you* is not varied to denote the *Number*.
This is a modern innovation; but the idiom is too well established to yield to criticism or protest.
3. That the principal variations are made to distinguish the *Cases*
4. That, to distinguish the *PERSONS*, *different words* are employed.

Obs. 2.—*Mine, thine, his, hers, ours, yours, and theirs*, are commonly used “to specify or otherwise describe Nouns and Pronouns”; and when thus used, they are therefore *Adjectives*. They are placed here to denote their *origin*, and to accommodate such teachers as, by force of habit, are inclined to call them Pronouns in all conditions. (See Possessive Specifying Adjectives, p. 98.)

Obs. 3.—*Mine, thine, his, hers, ours, yours, and theirs*, are sometimes used Substantively, i. e., as the Subjects or the Objects of a Sentence—the Objects of Phrases, or as Independent Substantives; and when thus used, they are therefore *Substantives*. (See “Adjective Pronouns.”)

EXAMPLES.

Subject of a Sentence.—“My sword and yours are kin.”—*Shakspeare*.

Object of a Sentence.—“You seek your interests; we follow ours.”

Object of a Phrase.—“Therefore leave your forest of beasts for ours of brutes, called men.”—*Wesley to Pope*.
“John is a friend of mine.”

Independent.—“*Thine* is the kingdom.”
“Theirs had been the vigor of their youth.”

Obs. 4.—The Pronoun *it* is often used indefinitely, and may have an Antecedent of the First, the Second, or the Third Person, of the Singular or the Plural number; and sometimes it has no antecedent.

EXAMPLES.—“It is I.” “Was it thou?”—Is it you.
It was John.—Was it the boys?
It snows.—It blows.—It seems.

Obs. 5.—That for which a Pronoun is used may also be a Phrase or a Sentence

EXAMPLES.

A Phrase.—1. “It is good to be zealously affected in a good thing.”
A Sentence.—2. “It remains that we speak of its moral effects.”

RELATIVE PRONOUNS.

DEF. 83.—A *Relative Pronoun* is a Pronoun used to introduce a Sentence which qualifies its own antecedent.

- EXAMPLES.—1. The youth *who was speaking*, was applauded.
2. We saw the man *whom you described*.
3. “Mount the horse *which I have chosen for thee*.”
4. There is something in their hearts *which passes speech*.

Obs. 1.—In Example (1), “*who*” relates to “youth,” and introduces the Auxiliary Sentence (“*who was speaking*,”) whose office it is to describe “youth.”

The word “*who*” not only introduces the Adjunct Sentence, but is also an Element in that Sentence—a Principal Element—the Subject.

In Example (2), “*whom you described*,” is an Auxiliary Sentence, used to describe or point out a particular “man”; “*whom*” introduces that Adjective Sentence, is the *object* of “described,” and relates to “man.”

LIST.

The Words used as Relative Pronouns are, *who, which, that, and what*.

Obs. 2.—The Words *as* and *than* are sometimes, by ellipsis, used as Relative Pronouns.

- EXAMPLES.—1. “Such as *I have* give I unto thee.
2. “We have more *than heart could wish*.”

But, generally, on supplying the ellipsis, we may make those words supply the offices of Prepositions or of Conjunctions. Thus,

1. “I give unto thee such [things] as [those which] I have.”
2. “We have more [things] than [those things which] heart could wish.”

Obs. 3.—*Who* is varied in Declension to indicate the *Cases* only.

Which, that, and what, are not declined. But the word *whose* is also used as the Possessive of *which*.

Nom.	Pos.	Obj.	Indep.
Who,	Whose,*	Whom,	Who or whom,
Which,	Whose,	Which,	Which,
That,		That,	That,
What,		What,	What.

* *Whose* is always a definitive, attached to Nouns, and may relate to persons or to things; as, “*Whose* I am, and whom I serve.”—“*Whose* body Nature is, and God the soul.”

Obs. 4.—*Who* is applied to man, or to beings supposed to possess intelligence.

EXAMPLES.—He *who* studies will excel those *who* do not. “He *whom* sea-severed realms obey.”

Obs. 5.—*Which* and *what* are applied to brute animals and to things.

EXAMPLES.—The books *which* I lost. The pen *which* I use, is good. We value most *what* costs us most.

Obs. 6.—*That* is applied to man or to things.

EXAMPLES.—Them *that* honor me, I will honor.

“Where is the patience now,

That you so oft have boasted to retain.”—*Lear*.

Obs. 7.—*What*, when used as a Relative, is always compound; and is equivalent to *that which*, or the *things which*.

The two Elements of this Word never belong to the same Sentence; one part introduces a Sentence which qualifies the antecedent part of the same word.

“Our proper bliss depends on what we blame.”

In this example, “what” is a Compound Relative, equivalent to the two words, *that which*. *That*, the Antecedent part, is the object of “on;” “*which*,” the Relative part, is the object of “blame.” The Auxiliary sentence, “we blame which,” is used to qualify “that.” [See page 48, last Diagram.]

Obs. 8.—The Compounds, *whoever*, *whosoever*, *whichever*, *whichever*, *whatsoever*, and *whatsoever*, are construed similarly to *what*.

INTERROGATIVE PRONOUNS.

DEF. 84.—An *Interrogative Pronoun* is a Pronoun used to ask a question.

EXAMPLES.—“*Who* will show us any good?”

“*Which* do you prefer?”

“*What* will satisfy him?”

LIST.

Obs. 1.—The Interrogative Pronouns are,

Who, applied to man.

Which, } applied to man or to things.

What, }

ADJECTIVE PRONOUNS.

Obs. 2.—A Sentence is made *Interrogative*,

1. By a transposition of the Principal Elements,—the Predicate being placed before its Subject.

EXAMPLES.—*Will* you go?

“*Did* Claudius waylay Milo?”

2. By the use of an Interrogative Pronoun.

EXAMPLES.—“*What* will a man give in exchange for his soul?”

“*Who* will show us any good?”

Obs. 3.—The Antecedent—technically so called—of an Interrogative Pronoun, is the Word which answers the question.

EXAMPLES.—*Who* gave the valedictory? *William*.

Whom shall we obey? *Your parents*.

Obs. 4.—*Which* and *what* are often used as *Interrogative Adjectives*.

EXAMPLES.—*Which* book is yours? “*What* evil hath he done?”

Obs. 5.—A Word which asks a question is to be construed as is the Word which answers it.

EXAMPLES.—*Who* has the book? *John* [has the book.]

Whose book is it? [It is] *William's* [book.]

“*Who*” is the Subject of the Sentence given; hence in the Nominative Case.

“*John*” is the Subject of a similar Sentence; hence in the Nominative Case.

“*William's*” describes “book”; hence an *Adjunct* of “book.”

“*Whose*” has the same construction; hence an *Adjunct* of “book.”

ADJECTIVE PRONOUNS.

DEF. 85.—An *Adjective Pronoun* is a Definitive Word, used to supply the place of the Word which it limits.

EXAMPLE.—“*Some* [] said one thing, and *some, another* [].”

Obs. 1.—In this Example, “some” defines *people* (understood), and is, therefore, used Adjectively. It is substituted for the Word “people,” constituting the Subject of the Sentence; hence it is used Substantively. But the Substantive office being the principal office, the Word is properly called a Pronoun. Its secondary office being Adjective, it is properly called an *Adjective Pronoun*.

Obs. 2.—An Adjective Pronoun always performs, at the same time, two distinct offices—an *Adjective* office and a *Substantive* office; and it may have, at the same time, an *Adjective* and an *Adverbial* Adjunct.

EXAMPLE.—“*The professedly good* are not always really so.”

“Good” describes people (understood), thus performing an Adjective office.

“Good” is the Subject of the Sentence; hence a Substantive.

As a *Substantive*, “good” is limited by the Adjective “*the*.”

As an *Adjective*, “good” is modified by the Adverb, “*professedly*.”

Obs. 3.—Words thus used are, by some grammarians, called “*Nominal Adjectives*.” We prefer the term, “*Adjective Pronoun*,” because the *Principal* office is *Substantive*—the Adjective office being *secondary* in the structure of Sentences and Phrases.

Obs. 4.—The following Words are often thus used:—

All,	Former,	Neither,	Such,
Both,	Last,	None,	That,
Each,	Latter,	One,	These,
Either,	Least,	Other,	Those,
Few,	Less,	Several,	This.

Most specifying and all qualifying Adjectives may be thus used.

EXAMPLES.—“*The good* alone are *great*.” “*The poor* respect the *rich*.”
“One step from the *sublime* to the *ridiculous*.”

Obs. 5.—*Mine*, *thine*, *his*, *hers*, *ours*, *yours*, and *theirs*, are used—in common with other *Definitives*—substantively, *i. e.*, as the *Representatives* of *Nouns*, which it is their primary office to specify. They are then properly called *Adjective Pronouns*.

EXAMPLES.—“*He* is a friend of *mine*.” “*Thine* is the kingdom.”
“*Theirs* had been the vigor of his youth.”

PROMISCUOUS EXAMPLES OF ADJECTIVE PRONOUNS.

1. “*Brutus* and *Aruns* killed *each other*.”
2. “*Thou* shalt be *all* in *all*, and *I* in *thee*.”—*Milton*.
3. “*They* sat down in ranks, by *hundreds* and by *fifties*.”
4. “*Teach* me to feel another’s woe, to hide the fault *I* see;
The mercy *I* to *others* show, that mercy show to *me*.”—*Pope*.
5. “*Who* are the *called*, according to his purpose.”

RECAPITULATION.

WORDS are distinguished by their	Forms	Radical,	{ Separable, Inseparable.
		Derivative,	{ Prefix, Root, Suffix.
	and	Simple,	{ Basis Adjunct.
Uses.	Compound,		
	Nouns are	Proper	Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Exclamation,
or			{ Substantive, Abstract, Collective, Verbal.
PRONOUNS are	Common.		
	Personal, Relative, Interrogative, Adjective.		

MODIFICATION OF NOUNS AND PRONOUNS.

Nouns and Pronouns are modified by	Gender,	Masculine, Feminine, Neuter.
		Person,
	Number	Singular, Plural.
		Case,

QUESTIONS FOR REVIEW.

- PAGE
- 88.—What is a *Pronoun*? See Def.
Why are Pronouns used? See Rem.
 What is an *Antecedent* of a Pronoun? See Obs. 1.
 Antecedents may consist of what? See Obs. 2.
Why are Pronouns classified? See Rem.
 How are Pronouns classified? See Prin.
 What is a *Personal Pronoun*? See Def.
- 89.—How are Personal Pronouns distinguished? See Obs.
 How are Pronouns modified? See Prin.
 Decline the Personal Pronoun.
- 90.—What Pronouns are varied in form to denote *Gender*? See Obs. 1.
 For what are the principal variations made? See “
 How do we distinguish the *Persons* of Pronouns? ... See “
 Why are Possessive Specifying Adjectives placed
 with Pronouns? See Obs. 2.
 When are *mine*, *thine*, *his*, *hers*, *ours*, *yours*, and *theirs*
 used as *Substantives*? and why? See Obs. 3.
 Make Sentences having each of these Words as
Subjects—as *Objects*—as *Objects of Phrases*—in
 Predicate with a Verb.
 What may be some of the different Antecedents of it? See Obs. 4.
- 91.—What is a *Relative Pronoun*? See Def.
 Give the List of Relative Pronouns.
 What is said of the words *as* and *than*? See Obs. 2.
 Which of the Relative Pronouns are varied in form? See Obs. 3.
- 92.—What are the peculiar uses of *who*, *which*, and *that*? See Obs. 4, 5, 6
 What is there peculiar in the use of the Word *what*? See Obs. 7.
 What other Double Relatives have we? See Obs. 8.
 What is an *Interrogative Pronoun*? See Def.
 Give the List of Interrogative Pronouns See Obs. 1.
- 93.—Sentences are made Interrogative—*how*? See Obs. 2.
 What is the *Antecedent* of an Interrogative Pronoun? See Obs. 3.
 An Interrogative Pronoun is to be construed—*how*?—See Obs. 5.
 What is an *Adjective Pronoun*? See Def.
- 94.—What *distinct offices* are performed by Adjective Pronouns? See Obs. 2.
 Why is the term Adjective Pronoun given to this class of
 Words? See Obs. 3.
 Give the List of Words most frequently used as Adjective
 Pronouns See Obs. 4.

ADJECTIVES.

REM.—As things possess individuality, and have points of difference in each other, so we have Words which point out and describe those things, and mark their differences from other things. Hence,

DEF. 86.—An *Adjective* is a Word used to qualify or otherwise describe a Noun or a Pronoun.

EXAMPLES.—Good—amiable—the—our—earnest—falling—young—conscientious—correct—famous.

A good boy.
 An amiable young lady.
 Our national resources.
 An earnest culture.
 A loving sister.

Falling leaves.
 Conscientious Christian.
 Correct expression.
 Famous orators.
 Injured fruit.

CLASSIFICATION.

REM.—Adjectives are used—

1. To express a quality—as, *good* boy—*red* rose—*sweet* apple.
2. To specify or limit—as, *the* book—*thy* pen—*three* boys.
3. To express, incidentally, a condition, state, or act—as, *loving*—*wheeling*—*injured*. Hence,

PRIN.—Adjectives are distinguished as

Qualifying Adjectives,
Specifying Adjectives, and
Verbal Adjectives.

DEF. 87.—A *Qualifying Adjective* is a Word used to describe a Substantive by expressing a quality.

EXAMPLES.—Good—sweet—cold—honorable—amiable—virtuous.

An honorable man.
 An amiable disposition.
 A virtuous woman.

Some good fruit.
 Three sweet oranges.
 Much cold water.

DEF. 88.—A *Specifying Adjective* is a Word used to define or limit the application of a Substantive without denoting a quality.

EXAMPLES.—A—an—the—this—that—some—three—my.

<i>A</i> man of letters.	<i>That</i> mountain in the distance
<i>An</i> educated man.	<i>Some</i> good fruit.
<i>The</i> question at issue.	<i>Three</i> sweet oranges.
<i>This</i> road.	<i>My</i> enemy.

OBS. 1.—Adjectives derived from Proper Nouns are called *Proper Adjectives*.

EXAMPLES.—Arabian—Grecian—Turkish—French.

OBS. 2.—*Which, what,* and sometimes *whose,* when used as Adjectives, are called *Interrogative Adjectives* when they indicate a question

- EXAMPLES.—1. *Which* side will you take?
2. *What* evil hath he done?
3. *Whose* book is that?

REM.—Adjectives may specify—

1. By simply pointing out things—by limiting or designating
2. By denoting relation of ownership, adaptation, or origin.
3. By denoting number, definite or indefinite. Hence,

PRIN.—*Specifying Adjectives* are distinguished as *Pure, Numeral,* and *Possessive.*

DEF. 89.—A *Pure Adjective* is a Word used only to point out or designate things.

EXAMPLES.—The—that—those—such—next—same—other.

Thou art <i>the</i> man.	The <i>next</i> class.
<i>That</i> question is settled.	The <i>same</i> lesson.
<i>Those</i> books are received.	<i>Other</i> cares intrude.
" <i>Such</i> shames are common."	<i>Any</i> man may learn wisdom.

DEF. 90.—A *Possessive Adjective* is a Word that describes a being or thing by indicating a relation of ownership, origin, fitness, &c.

EXAMPLES.—My—our—their—whose—children's—John's—Teacher's.

<i>My</i> father— <i>my</i> neighbor.	<i>Children's</i> shoes.
<i>Our</i> enemies.	<i>John's</i> horse.
<i>Their</i> losses are severe.	<i>Teacher's</i> absence.

"O *my* offense is rank: it smells to heaven;
It hath the primal, eldest curse upon it,
A *brother's* murder."

'He heard the *king's* command, and saw that *writing's* truth

NOTE.—A Possessive Adjective is generally derived from a substantive, by changing the Nominative into the Possessive form.

NUMERAL ADJECTIVES.

DEF. 91.—A *Numeral Adjective* is a Word used to denote *Number.*

EXAMPLES.—One—ten—first—second—fourfold—few—many.

OBS. 1.—*Numeral Adjectives* may be,

Cardinal.—One—two—three—four.

Ordinal.—First—second—third—fourth.

Multiplicative.—Single—double—quadruple.

Indefinite.—Few—many—some (denoting number).

OBS. 2.—*A* and *an,* when they denote number, are to be classed as *Numeral Adjectives.*

EXAMPLES.—"Not *a* drum was heard, nor *a* funeral note."
"Not *an* instance is on record."

VERBAL ADJECTIVES.

DEF. 92.—A *Verbal Adjective* is a Word used to describe a Noun or a Pronoun, by expressing, incidentally a condition, state, or act.

OBS.—This class of Adjectives consists of Participles, used primarily to describe Nouns and Pronouns.

EXAMPLES.

A <i>running</i> brook.	I saw a boy <i>running</i> to school.
A <i>standing</i> pond.	Another <i>standing</i> by the way.
<i>Disputed</i> territory.	It is a truth <i>undisputed</i> .
<i>Undoubted</i> fact.	It is a fact <i>undoubted</i> .

“*Scaling* yonder peak,
I saw an eagle *wheeling* near its brow.”

In this example the Sentence is, “*I saw eagle*.” and “*scaling yonder peak*,” is a Phrase used to describe “*I*.” “*Wheeling near its brow*,” describes “*eagle*.” *Scaling* and *wheeling* are Participles used to describe a Noun and a Pronoun—hence they are, in their office, Adjectives. (See Def. 86.) They describe by expressing (not in the character of Predicates, but), “*incidentally, a condition, state, or act*,” of “*I*” and “*eagle*”—hence they are Verbal Adjectives.

REM. 1.—To render the classification more simple, I have preferred to class all Participles used *chiefly* to describe Nouns and Pronouns, as *Adjectives*—and, because they are derived from Verbs and retain more or less of the properties of the Verbs from which they are derived, I use the term *Verbal Adjectives*.

But Teachers who are unwilling to do more than simply to call them Participles, will not find it difficult to adapt their views to the *plan* of this work; the Pupil being taught that—

“*Participles, like Adjectives, belong to Nouns and Pronouns.*”

And, in the use of Diagrams—

“*Participles used to limit Substantives, occupy the same position as Adjectives.*”

REM. 2.—Participles used as Adjectives, commonly retain their verbal character, and like their Verbs, may have Objects after them. Hence,

PRIN.—Verbal Adjectives are distinguished as *Transitive* and *Intransitive*.

EXAMPLES.

Intransitive.—“He possessed a *well-balanced* mind.”
“Truth, *crushed* to earth, will rise again.”
Transitive.—“*Scaling* yonder peak, I saw an eagle.”
“We saw the children *picking* berries.”

MODIFICATION OF ADJECTIVES.

REM.—Most Qualifying Adjectives express, by variations in form, different degrees of quality. Hence,

PRIN.—Some Adjectives are varied in form to denote
Comparison.

There may be four degrees of Comparison.

1. *Diminutive*, . . . bluish, saltish.
2. *Positive*, blue, salt.
3. *Comparative*, . . . bluer, saltier.
4. *Superlative*, . . . bluest, saltiest.

DEF. 93.—The *Diminutive Degree* denotes an amount of the quality less than the Positive.

It is commonly formed by adding *ish* to the form of the Positive.

DEF. 94.—The *Positive Degree* expresses quality in its simplest form, without a comparison.

EXAMPLES.—Large—pure—rich—good—glimmering.

“Now fades the *glimmering* landscape on the sight.”

DEF. 95.—The *Comparative Degree* expresses an increase or a decrease of the Positive.

It is commonly formed by adding *er*, or the Words *more* or *less*, to the form of the Positive.

EXAMPLES.—Larger—purer—richer—*more* common—*less* objectionable.
“*Richer* by far is the heart’s adoration.”

DEF. 96.—The *Superlative Degree* expresses the highest increase of the quality of the Adjective.

It is commonly formed by adding *est*, or the Words *most* or *least*, to the form of the Positive.

EXAMPLES.—Largest—purest—*most* ungrateful—uppermost.
“The purest treasure mortal times afford
Is—*spotless* reputation.”

Obs. 1.—By the use of other Words, the degrees of Comparison may be rendered indefinitely numerous.

EXAMPLES.—Cautious—*somewhat* cautious—*very* cautious—*unusually* cautious—*remarkably* cautious—*exceedingly* cautious—*too little* cautious—*uncautious*—*quite uncautious*.

Obs. 2.—Comparison descending, is expressed by prefixing the Words *less* and *least* to the Adjective.

EXAMPLES.—Wise, *less* wise, *least* wise—ambitious, *less* ambitious, *least* ambitious.

Obs. 3.—Most Adjectives of two or more syllables, are compared by prefixing the words *more* and *most*, or *less* and *least*, to the Positive.

EXAMPLES.

Positive.	Comparative.	Superlative.
Careful,.....	<i>more</i> careful,.....	<i>most</i> careful.
Careful,.....	<i>less</i> careful,.....	<i>least</i> careful.

Obs. 4.—Some Adjectives may be compared by either method specified above.

EXAMPLES.

Positive.	Comparative.	Superlative.
Remote,.....	<i>remoter</i> ,.....	<i>remotest</i> .
Remote,.....	<i>more</i> remote,.....	<i>most</i> remote.

IRREGULAR COMPARISON.

PRIN.—Some Adjectives are irregular in comparison.

EXAMPLES.

Positive.	Comparative.	Superlative.
Good,.....	<i>better</i> ,.....	<i>best</i> .
Bad,.....	<i>worse</i> ,.....	<i>worst</i> .
Little,.....	<i>less</i> ,.....	<i>least</i> .
Many,.....	<i>more</i> ,.....	<i>most</i> .
Much,.....	<i>more</i> ,.....	<i>most</i> .
Far,.....	{ <i>farther</i> ,.....	{ <i>farthest</i> ,
	{ <i>further</i> ,.....	{ <i>furthermost</i> .
Old,.....	{ <i>older</i> ,.....	{ <i>oldest</i> ,
	{ <i>elder</i> ,.....	{ <i>eldest</i> .

Obs. 5.—Some Adjectives want the Positive.

EXAMPLES.—After, aftermost—*nether*, *nethermost*.
“He was in the *after* part of the ship.”

Obs. 6.—Some Adjectives want the Comparative.

EXAMPLES.—Top—*topmost*.
“He stood upon the *topmost* round.”

Obs. 7.—Some Adjectives can not be compared—the qualities they indicate not being susceptible of increase or diminution.

EXAMPLES.—Round—square—triangular—infinite.

RECAPITULATION.

ADJECTIVES are distinguished as	{	Qualifying,.....	{ Superlative, Comparative, Positive, Diminutive.
		Specifying,.....	{ Pure, Numeral, Possessive.
		Verbal,.....	{ Transitive, Intransitive.

EXERCISES.

☞ Let the Pupil determine which of the following Adjectives are Qualifying, which are Specifying, and which are Verbal. Of the Qualifying Adjectives, which can be compared, and how compared—of the Specifying Adjectives, which are Pure, which Numeral, which Possessive—of the Verbal, which are Transitive, which are Intransitive.

Able,	False,	That,	Forgotten,
Bold,	Good,	Three,	Standing,
Capable,	Honest,	Tenth,	Loving,
Doubtful,	Infinite,	Twice,	Admonished,
Eager	Just,	*Several,	Unknown.

☞ Let the Pupil point out the Adjectives, Nouns, and Pronouns, in the following Sentences, and name their classes and modifications. Let him be careful to give a reason for the classification and modification of each, by repeating the appropriate definitions and observations

1. *Good scholars secure the highest approbation of their teacher.*
2. *Some men do not give their children a proper education.*
3. *A trifling accident often produces great results.*
4. *An ignorant rich man is less esteemed than a wise poor man.*
5. *The richest treasure mortal times afford, is, spotless reputation*
6. *"These dim vaults,*
These winding aisles, of human pomp or pride,
7. *Report not. No fantastic carvings show*
The boast of our vain race, to change the form
8. *Of thy fair works. Thou art in the soft winds*
That run along the summits of these trees
9. *In music: thou art in the cooler breath,*
That, from the inmost darkness of the place,
10. *Comes, scarcely felt: the barky trunks, the ground,*
The fresh, moist ground, are all instinct with thee."

FIRST MODEL.

These...describes "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."

" Specifies; hence Specifying—for "an Adjective used only to specify is a Specifying Adjective."

Dim...qualifies "vaults;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."

" Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective."

Vaults...is a Name; hence a Noun—for "the Name of a being, place, or thing, is a Noun."

" Name of a sort or class; hence common—for "a Name used to designate a class or sort of beings, places, or things, is a Common Noun."

" Spoken of; hence, Third Person—for "the Name of a person or thing spoken of, is of the Third Person."

" Denotes more than one hence Plural Number—for "Nouns denoting more than one, are of the Plural Number."

" Subject of the Sentence; hence Nominative Case—for the subject of a Sentence is in the Nominative Case."

Winding...describes "aisles;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."

Describes, by expressing a condition; hence Verbal—for "a Word used to describe a Noun by expressing incidentally a condition, state, or act, is a Verbal Adjective."

Humar...describes "pomp" or "pride;" hence an Adjective—for "a Word used to qualify or otherwise describe a Noun or Pronoun, is an Adjective."

Expresses a quality; hence Qualifying—for "a Word used to describe a Noun by expressing a quality, is a Qualifying Adjective."

[It is profitable to repeat the Definitions until they become familiar after that they may be omitted—the parts of speech and the classes and modifications of the several Words being simply named, as in the following exercise.]

SECOND MODEL.

"No fantastic carvings show
The boast of our vain race, to change the form
Of thy fair works."

		Class.	Person.	Number.	Case.
No	is an Adjective	Specifying,	—	—	limits "carvings."
Fantastic	" Adjective	Qualifying,	—	—	qualifies "carvings."
Carvings	" Noun	Common,	Third,	Plu.	Nom. to "show."
The	" Adjective	Specifying,	—	—	limits "boast."
Boast	" Noun	Common,	Third,	Sing.	Obj. of "show."

The Teacher will abridge or extend these Exercises at pleasure. Then let four Sentences be made, each containing the Word *good*, so that, in the first, it will qualify the Subject—in the second, the Object—in the third, the Object of a Phrase attached to the Subject—in the fourth, the Object of a Phrase attached to the Object.

In like manner use the Words *amiable—honest—industrious—wise—this—some—loving—loved*. Thus,

1. That *amiable* young lady was at the lecture.
2. We saw the *amiable* gentleman.
3. The benefits of an *amiable* disposition are numerous.
4. She possesses the advantages of an *amiable* temper

ADJECTIVE PHRASES AND SENTENCES.

REM.—Things may be described not only by *Words* but also by *Phrases* and by *Sentences*.

EXAMPLES.

Adjective Phrases.—1. "The *TIME* of *my departure* is at hand."

2. "Night is the *TIME* for rest."

3. "Turn, gentle *HERMIT* of the vale."

Adjective Sentences.—1. "He *that getteth wisdom* loveth his own soul."

2. Mount the *HORSE* which I have chosen for thee.

3. "Thou, *whose spell* can raise the dead,
Bid the prophet's form appear."

QUESTIONS FOR REVIEW.

- PAGE
- 97.—What is an *Adjective*? See Def. 86.
Why are *Adjectives* used? See Rem. 1.
For what various purposes are *Adjectives* used? ... See Rem. 2.
How are *Adjectives* distinguished? See Prin.
What is a *Qualifying Adjective*? See Def. 87.
- 98.—What is a *Specifying Adjective*? See Def. 88.
What is a *Proper Adjective*? See Obs. 1.
What is an *Interrogative Adjective*? See Obs.
How are *Specifying Adjectives* distinguished? See Prin.
What is a *Pure Specifying Adjective*? See Def. 89.
What is a *Possessive Specifying Adjective*? See Def. 90.
- 99.—How are *Possessive Adjectives* formed? See Note.
What is a *Numeral Adjective*? See Def. 91.
What is a *Verbal Adjective*? See Def. 92.
- 100.—How are *Verbal Adjectives* distinguished? See Prin.
- 101.—How are *Adjectives* modified? See Prin.
How many *Degrees of Comparison* may some *Ad-*
jectives have? See Prin.
- When is an *Adjective* of the *Diminutive* form? See Def. 93.
When " " *Positive* " See Def. 94.
When " " *Superlative* " See Def. 96.
- 102.—What is said of *Comparison descending*? See Obs. 2.
When do we *prefix* a *Word* to denote comparison? See Obs. 3.
What *Adjectives* are compared *irregularly*? See Prin.
- 103.—Are *all Adjectives* compared? See Obs. 7

VERBS.

REM.—As all things in the universe *live, move, or have a being, we* necessarily have a class of *Words* used to express the *act, being, or state* of those things. Hence,

DEF. 97.—A *Verb* is a *Word* used to express the *act, being, or state* of a person or thing.

CLASSIFICATION.

REM.—The act expressed by some *Verbs* *passes over* to an *Object*. Hence,

PRIN.—*Verbs* are distinguished as

Transitive or *Intransitive*.

DEF. 98.—A *Transitive Verb* is a *Verb* that expresses an action which terminates on an *Object*.

EXAMPLES.—John *saws* wood—God *created* heaven and earth.

DEF. 99.—An *Intransitive Verb* is a *Verb* that expresses the being or state of its *Subject*, or an action which does not terminate on an *Object*.

EXAMPLES.—Animals *run*—I *sit*—John *is* sleepy.

OBS. 1.—Some *Verbs* are used *transitively* or *intransitively*.

EXAMPLES.—"Cold *blows* the wind."

"The wind *blows* the dust."

"It has *swept* through the earth."

"Jane has *swept* the floor."

"God *moves* in a mysterious way."

"Such influences do not *move* me."

DEF. 100.—The *Verbs* *be, become, and other Intransitive Verbs*, whose subjects are not represented as performing a physical act, are called *Neuter Verbs*

EXAMPLES.—He *is*—God *exists*—we *become* wise—they *die*.

LIST.

Obs.—The Verbs commonly called Neuter are—*appertain*—*be*—*become*—*belong*—*exist*—*lie*—*rest*—*seem*—*sleep*.

MODIFICATION OF VERBS.

REM.—Verbs that denote action have two methods of representing the action.

1st—As done *by* its Subject—as, *Jane loves Lucy*

2d—As done *to* its Subject—as, *Lucy is loved by Jane*.

Hence,

PRIN.—Transitive Verbs have two *Voices*—
Active and *Passive*.

DEF. 101.—The *Active Voice* represents the Subject as performing an action.

EXAMPLE.—Columbus *discovered* America.

DEF. 102.—The *Passive Voice* represents the Subject as being acted upon.

EXAMPLE.—America *was discovered* by Columbus.

Obs. 1.—The same fact may commonly be expressed by either the Active or the Passive form.

EXAMPLES.—William *assists* Charles.
Charles *is assisted* by William. } The same fact stated.

“William,” the Subject of the Active Verb, becomes the Object of “by,” when the Verb becomes Passive; and “Charles,” the Object of the Active Verb, becomes the Subject of the Passive.

Obs. 2.—In the English language, the formation of the Passive Voice is less simple than in many other languages. Thus, the corresponding assertions,

IN LATIN—*Doceo*, in the Active Voice, has *Doceor* in the Passive.

IN ENGLISH—*I teach*, “ “ “ *I am taught* “ “

Hence, the English Verb does not form its Passive Voice by an “inflection of the form of the Active,” but by combining the Verb *to*, in its various modifications, with a Participle of the given Verb.

EXAMPLES.

Active.—To see, I love, They applaud, Man worships
Passive.—To be seen, I am loved, They are applauded, God is worshipped.

Obs. 3.—Most Transitive Verbs may take the Passive form.

Obs. 4.—A Verb taking the Passive form becomes grammatically intransitive. The action is directed to no object. The Subject receives the action.

Obs. 5.—But few Intransitive Verbs take the Passive form.

EXAMPLES.

We *laughed* at his clownish performances.—(Active Intrans.)

His clownish performance *was laughed at*.—(Passive.)

MODE.

REM.—In addition to their primary signification, Verbs perform a secondary office—*i. e.*, they indicate some attendant or qualifying circumstances. This is indicated by the variations of the form of the Verb, or by prefixing Auxiliary Words.

1. A Verb may simply express a fact.
2. It may express a fact as *possible, probable, obligatory, &c.*
3. It may express a fact *conditionally*.
4. It may express a *command* or request.
5. It may express the *name* of an act, or a fact unlimited by a subject. Hence,

PRIN.—Verbs have five modes of expressing their signification—

<i>Indicative,</i>		<i>Subjunctive,</i>
<i>Potential,</i>		<i>Imperative, and</i>
		<i>Infinitive.</i>

DEF. 103.—A Verb used simply to indicate or assert a fact or to ask a question, is in the

Indicative Mode.

EXAMPLES.—“God *created* the heaven and the earth.”
“*Is* he not honest?” “Whence *comes* wars?”

DEF. 104.—A Verb indicating *probability power, will, or obligation*, of its subject, is in the

Potential Mode.

OBS.—Words which may be regarded as signs of the Potential Mode, are, *may—might—can—could—must—shall—should—will—would*, either alone, or followed by the Word *have*.

EXAMPLES.—*I may go—you might have gone—John should study—Mary can learn—It could not be done—John shall study.*

DEF. 105.—A Verb expressing a fact conditionally (hypothetically) is in the

Subjunctive Mode.

EXAMPLES.—“If he *repent*, forgive him.”

OBS.—*If, though, unless*, and other Conjunctions, are commonly used with the Subjunctive Mode. But they are not to be regarded as the signs of this Mode, for they are also used with the Indicative and the Potential.

EXAMPLES.—If the boat *goes* to-day, I shall go in it.
I *would* stay if I *could* conveniently.

The condition expressed by “if the boat *goes*,” is assumed as a fact—hence, “*goes*” is in the Indicative Mode.

NOTE.—The Subjunctive Mode is limited to Auxiliary (Adverbial) Sentences.

DEF. 106.—A Verb used to command or intreat is in the

Imperative Mode.

EXAMPLES.—1. “If he *repent*, forgive him.”
2. “*Come* to the bridal chamber, Death!”

OBS.—As we can command only a person or thing addressed, the subject of an Imperative Verb must be of the Second Person; and, as a person addressed is supposed to be present to the speaker, the name of the subject is usually understood.

EXAMPLES.—*Cry* aloud—*Spare* not.

But it is often expressed.

“Go *ye* into all the world.”

DEF. 107.—A Verb used without limitation by a Subject, is in the

Infinitive Mode.

OBS. 1.—The Preposition *to*, is usually placed before the Infinitive Verb.

EXAMPLES.—“*To* enjoy is *to* obey.”
“I came not here *to* talk.”

OBS. 2.—But that Word is sometimes suppressed.

EXAMPLES.—“Let me hear thy voice, awake, and bid her
Give me new and glorious hopes.”

OBS. 3.—As a Verb in the Infinitive has no grammatical Subject, it cannot be a Predicate. It is used, in combination with its Preposition,

1. Substantively; as—*To do good* is the duty of all.
2. Adjectively; as—The way *to do good*.
3. Adverbially; as—I ought *to do good*.

PARTICIPLES.

REM.—In the three Sentences,

1. Birds *sing*,
2. Birds are *singing*,
3. *Singing* birds delight us,

the Word “*sing*” (in Example 1) is a Verb—used to assert an act of “birds.”

In Example (2) “*singing*” is derived from the same Verb; and *with the aid of the Auxiliary Verb “are,”* it makes the same assertion.

In Example (3), “*singing*” does not *assert*, but it *assumes* the same act. The same signification remains in the three Words, while they perform different grammatical offices. Hence,

DEF. 108.—A *Participle* is a word derived from a Verb, retaining the signification of its Verb, while it also performs the office of some other “part of speech.”

OBS. 1.—Participles are Derivative Words, formed from their Radicals—commonly by the addition of *ing* or *ed*.

EXAMPLES.—Be, . . . being. Love, . . . loving, . . . loved.
Have, . . . having. Walk, . . . walking, . . . walked.