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## ENGLISH GRAMMAR.

## 1. DEFINITIONS.

1. A **Word** is the sign of an idea.
2. **Language** is the expression of thought by means of words. It may be either *spoken* or *written*.  
Spoken Language is the expression of ideas by the *voice*.  
Written Language is the expression of ideas by the use of *written or printed characters* representing sounds.
3. **Grammar** treats of the principles and usages of language.
4. **English Grammar** teaches how to speak and write the English language correctly.
5. English Grammar is divided into four parts: *Orthography, Etymology, Syntax, and Prosody*.
6. **Orthography** treats of elementary sounds, letters, syllables, and spelling.
7. **Etymology** treats of the classification, derivation, and properties of words.
8. **Syntax** treats of the construction of sentences.
9. **Prosody** treats of the quantity of syllables, of accent, and of the laws of versification.

## PART I.

# ORTHOGRAPHY.

### 2. DEFINITIONS.

1. **Orthography** treats of elementary sounds, letters, syllables, and spelling.

2. An **Elementary Sound** is one which can not be separated into two or more distinct sounds.

3. A **Letter** is a character used to represent either an elementary sound or a combination of elementary sounds; as, *a, x*.

*Letters* are divided into *Vowels* and *Consonants*. *Vowels* are used to represent *Vocals*; *Consonants*, to represent *Subvocals* and *Aspirates*.

4. A **Syllable** is a sound or a combination of sounds uttered with one impulse of the voice, and may be represented by a letter or a group of letters; as, *man, man-ner, man-u-mit*.

5. A **Word** is either a syllable or a combination of syllables; as, *hat, men-tion, phi-los-o-phy*.

### 3. ELEMENTARY SOUNDS.

1. There are forty-two elementary sounds in the English language.

2. They are divided into *Vocals, Subvocals, and Aspirates*.

(8)

3. **Vocals** are those sounds which are made with the vocal organs open, and consist of pure tone only. They are also called *Tonics*.

4. **Subvocals** are those sounds which are obstructed by the vocal organs, in the process of articulation. They are sometimes called *Subtonics*.

5. **Aspirates** are mere emissions of breath, articulated by the lips, tongue, teeth, and palate. They are sometimes called *Atonics*.

### TABLE OF ELEMENTARY SOUNDS.

#### 4. VOCALS.

ā long, as in <i>lāte</i> .	ī long, as in <i>time</i> .
ă short, " <i>hăt</i> .	î short, " <i>tîn</i> .
â middle, " <i>âsk</i> .	ō long, " <i>cōld</i> .
ã Italian, " <i>ärm</i> .	ö short, " <i>höt</i> .
ą broad, " <i>ąll</i> .	oo long, " <i>ooze</i> .
â double, " <i>câre</i> .	oo short, " <i>boök</i> .
ē long, " <i>ēve</i> .	ū long, " <i>lūte</i> .
ĕ short, " <i>ĕll</i> .	ŭ short, " <i>cŭp</i> .
ē " <i>ĕrr</i> .	

#### 5. SUBVOCALS AND ASPIRATES.

1. **Subvocals and Aspirates** may be divided into six classes, viz.:

**Labials**, or *lip-sounds*, which are made by the lips;

**Linguals**, or *tongue-sounds*, made by the tongue;

**Linguo-dentals**, or *tongue-teeth-sounds*, made by the tongue and teeth;

**Linguo-nasals**, or *tongue-nose-sounds*, articulated by the tongue, the sound passing through the nose;

**Palato-nasals**, or *palate-nose-sounds*, made by the palate, the sound passing through the nose;

**Palatals**, or *palate-sounds*, made by the palate.

2. The *Subvocals* are arranged on the left of the page, and the corresponding *Aspirates* on the right.

## LABIALS.

b, as in bib.		p, as in lip.
v, " save.		f, " life.
w, " way.		wh, " when.
m, " am.		

## LINGUO-DENTALS.

d, as in lid.		t, as in tat.
th, " thou.		th, " thin.
j, " jar.		ch, " rich.
z, " size.		s, " hiss.
zh, " azure (āzh'ur).		sh, " hush.

## LINGUALS.

l, as in lull.		(Have no corresponding aspirates.)
r, " roar.		

## LINGUO-NASAL.

n, as in man.		(Has no corresponding aspirate.)
---------------	--	----------------------------------

## PALATO-NASAL.

ng, as in song.		(Has no corresponding aspirate.)
-----------------	--	----------------------------------

## PALATALS.

g, as in nag.		k, as in kick.
y, " yes.		(Has no corresponding aspirate.)
		h, " how.

Rem.—The sounds represented by *l*, *m*, *n*, and *r*, are sometimes called *liquids*, because they easily unite with other subvocals or aspirates.

## 6. LETTERS.

There are twenty-six letters in the English alphabet. As there are more elementary sounds than letters, it becomes necessary that some letters represent more than one sound. Letters also combine to represent sounds for which there are no single representatives, and the same sound is frequently common to a number of letters. Letters and combinations of letters are often used as substitutes for other letters.

## 7. DIPHTHONGS, DIGRAPHS, AND TRIGRAPHS.

1. A **Diphthong** consists of two vocals sounded together in the same syllable.

Rem.—There are two diphthongal sounds, represented by four diphthongs, viz.: *ou*, *ow*, *oi*, *oy*, as in *foul*, *now*, *boil*, *cloy*.

2. A **Digraph** consists of two vowels written together in the same syllable, one only being pronounced, or both representing a single elementary sound.

Rem.—There are twenty-five digraphs, viz.: *aa*, Canaan; *ae*, Gaelic; *ai*, gain; *ao*, gaol; *au*, maul; *aw*, maw; *ay*, may; *ea*, meat; *ee*, need; *ei*, ceiling; *eo*, people; *eu*, feud; *ew*, new; *ey*, they; *ie*, lief; *oa*, coat; *oe*, foe; *oi*, avoirdupois; *oo*, moon; *ou*, tour; *ow*, flow; *ua*, guard; *ue*, sue; *ui*, guise; *uy*, buy.

3. A **Trigraph** consists of three vowels written together in the same syllable, one only being pronounced, or the three together representing a single vocal sound, or diphthong.

Rem. 1.—There are eight trigraphs, viz.: *aye*, aye; *awe*, awe; *eau*, beau, beauty; *eou*, gorgeous; *eye*, eye; *ieu*, lieu; *iew*, view; *owe*, owe.

**Rem. 2.**—In such words as *Christian, alien, union*, *i* does not form a digraph with the following vowel, but is a substitute for *y*. In the unaccented terminations *cean, cial, sion, tion*, the combinations *ce, ci, si, ti*, are substitutes for *sh*.

**Rem. 3.**—In such words as *herbaceous, gracious, precious*, *e* and *i* do not form trigraphs with the following vowels, but the combinations *ce, ci* are substitutes for *sh*.

### 8. DOUBLE CONSONANTS.

**Double Consonants** consist of two consonants written together in the same syllable, representing a single elementary sound.

**Rem.**—They are *ch*, chaise, chord; *gh*, laugh; *ph*, physic; *sh*, hush; *th*, thin, thine; *wh*, when; *ng*, sing.

### 9. SUBSTITUTES.

A **Substitute** represents a sound usually represented by another letter or combination of letters.

A *long* has four substitutes: *ê, tête; ei, feint; ey, they; ao, gaol*.

A as in *air* has two substitutes: *e, there; ei, heir*.

A *broad* has two substitutes: *o, cord; ou, sought*.

E *long* has three substitutes: *i, marine; ie, fiend; ay, quay*.

E *short* has three substitutes: *ay, says; u, bury; ie, friend*.

E as in *err* has three substitutes: *i, sir; y, myrrh; o, work*.

I *long* has three substitutes: *y, thyme; ei, Steinway; oi, choir*.

I *short* has six substitutes: *y, hymn; e, England; u, busy; o, women; ee, been; ai, captain*.

O *long* has three substitutes: *eau, beau; ew, sew; oa, goal*.

O *short* has two substitutes: *a, what; ow, knowledge*.

U *long* has five substitutes: *eau, beauty; ieu, lieu; ieu, view; ew, new; ui, suit*.

U *short* has one substitute: *o, son*.

F has two substitutes: *gh, laugh; ph, philosophy*.

J has two substitutes: *g, rage; di, soldier*.

K has four substitutes: *c, can; ch, ehord; gh, lough; qu, pique*.

S has two substitutes: *c* before *e, i*, and *y*; *z, quartz*.

T has one substitute; *ed* final, after any aspirate except *t*.

V has two substitutes: *f, of; ph, Stephen*.

W has one substitute: *u, quick*. It is understood before *o* in *one, once*.

X is used as a substitute for *ks*, as in *wax*; *gz*, as in *exact*; *ksh*, as in *noxious*.

Y has one substitute: *i, alien*. It is frequently understood before *u*, as in *verdure*.

Z has three substitutes: *c, sacrifice; s his; x, Xenia*.

CH has one substitute: *ti, question*.

SH has six substitutes: *ce, ocean; ci, facial; si, losion; ti, motion; ch, chaise; s, sugar*.

ZH has four substitutes: *si, fusion; zi, brazier; z, azure; s, rasure*.

NG has one substitute: *n*, generally before palatal sounds; as in *ink, uncle, conquer*.

### 10. FORMS OF THE LETTERS.

1. Letters are of different styles; as, Roman, *Italic, Script, Old English*,

2. Types for printing are of various sizes:

Great Primer,	Small Pica,	Minion,
English,	Long Primer,	Nonpareil,
Pica,	Bourgeois,	Agate,
	Brevier,	Pearl,
		Diamond,

3. Letters are used either as capital letters or as small letters.

**Rem.**—Printers call small letters *lower case*.

## 11. CAPITAL LETTERS.

I. The first word of every sentence, or the first word after a full pause, should begin with a capital letter.

Ex.—Winds blow. Snow falls. The heavens are aflame.

II. The first word after an introductory word or clause may begin with a capital letter.

Ex.—“*Resolved*, That the sum of three thousand dollars be appropriated,” etc.

“*Be it enacted by the General Assembly of the State of Ohio*, That section fourteen,” etc.

III. Each item of an enumeration of particulars, arranged in paragraphs, should begin with a capital letter.

Ex.—“These expenditures are in proportion to the whole expenditures of government:

In Austria, as thirty-three per cent;

In France, as thirty-eight per cent;

In Great Britain, as seventy-four per cent.”

IV. The first word of a direct quotation, or of an important statement, a distinct speech, etc., should begin with a capital letter.

Ex.—“When thou saidst, Seek ye my face; my heart said unto thee, Thy face, Lord, will I seek.” “Dora said, ‘My uncle took the boy.’” “One truth is clear: Whatever is, is right.”

V. The first word in every line of poetry should begin with a capital letter.

Ex.—“Put your best foot foremost, or I fear  
That we shall miss the mail: and here it comes  
With five at top; as quaint a four in hand  
As you shall see—three piebalds and a roan.”

Rem.—In humorous poetry, when a word is divided at the end of a line, the first letter of the next line may be a capital or a small letter.

Ex.—“Faith, he’s got the Knicker-  
Bocker Magazine.”

“Here doomed to starve on water gruel,  
never shall I see the University of Gottingen.”

VI. Proper names of persons, places, months, days, etc., should begin with capital letters.

Ex.—James, Emma, Boston, July, Wednesday, James Monroe, O. W. Holmes.

VII. Titles of honor or distinction, used alone or accompanied by nouns, should begin with capital letters.

Ex.—*Earl Russell*; the *Duke* of York; *Mr. Wilson*; *Mrs. Smith*; *Dr. Johnson*; *Gen. Harrison*; *Sir Robert Peel*; George the *Third*; Charles the *Bold*; “O had I a thousand a year, *Gaffer Green*,” “The *Elder* spake as follows.”

VIII. Names of things personified should usually begin with capital letters.

Ex.—“Come, gentle *Spring!* ethereal *Mildness!* come.”

“In *Misery’s* darkest cavern known,  
His useful care was nigh,  
When hopeless *Anguish* poured his groan,  
And lonely *Want* retired to die.”

IX. Words or phrases used as names for particular objects, should begin with capital letters.

Ex.—The Falls; Yellow Creek; the Havana; the City of Brotherly Love; the Cape of Good Hope; John o’ Groat’s House; the Round Tower; the Sailor’s Home: “I have read ‘The Tent on the Beach.’”

X. All appellations of the Deity should begin with capital letters.

Ex.—God; the Most High; the Supreme; the Infinite One; Divine Providence; the Father, the Son, and the Holy Ghost; our Lord Jesus Christ.

Rem. 1.—A word referring to the Deity, but not used as an appellation, should sometimes begin with a capital letter.

Ex.—“The *Hand* that made us is divine.”

“The spangled heavens, a shining frame,  
Their great *Original* proclaim.”

Rem. 2.—A pronoun, whose expressed antecedent is the name of the Deity, usually requires no capitals; as, “O *thou* merciful God!” “God provides for all *his* creatures.”

Rem. 3.—The pronouns *he*, *his*, *him*, *thy*, and *thee*, referring to names of the Deity, in sentences where their antecedents are understood, may sometimes begin with capital letters; as, “The hope of my spirit turns trembling to *Thee*,” “Trust in *Him*, for *He* will sustain thee.”

XI. Nouns denoting the race or nation of individuals should begin with capital letters.

Ex.—The French; the Spaniards; the English; the Anglo-Saxons.

XII. Words derived from proper names should begin with capital letters.

Ex.—American, Mainote, Danish, Johnsonian, Icelandic.

Rem.—When such words become common nouns by losing their reference to their original proper nouns, they should not begin with capital letters; as, a louis d’or; a guinea; china-ware.

XIII. Words of special importance may begin with capital letters.

Ex.—The Tariff; the Sub-Treasury Bill; the Commissioner of Common Schools; “Be prepared for the Great Day;” “Angler’s Companion: a Complete and Superior Treatise on the art of Angling.”

XIV. In natural history, *generic* names, or names of genera, should commence with capital letters. *Specific* names, or names of species, if derived from proper nouns, should also commence with capitals; otherwise, with small letters. Scientific terms are usually printed in italics.

Ex.—*Rosa Gallica*, *Rosa alba*; *Anomma Burmeisteri*, *Anomma rubella*; *Spongites Townsendi*, *Spongites flexuosus*.

XV. The pronoun *I* and the interjection *O* should be capitals.

Ex.— “Sleep, O gentle Sleep,  
Nature’s soft nurse, how have I frightened thee.”

### GENERAL REMARKS.

1. Indirect quotations, or words quoted as the peculiar language of authors, should not begin with capital letters; as, “A man is an ‘individual,’ or a ‘person,’ or a ‘party.’” “A fine house is always a ‘palatial residence.’”

2. In writing many compound names of places, usage is not uniform. When the parts remain separate, or are connected by a hyphen, each should begin with a capital letter: when the parts are consolidated, but one capital letter should be used; as, New Castle, New-Castle, Newcastle.

3. In phrases or sentences used as headings or titles, nouns, adjectives, participles, or other important words, only, should begin with capital letters: unimportant words and connectives should begin with small letters.

4. In advertisements, show-bills, etc., different styles and sizes of type are used, and quite frequently the rules for the use of capitals are not observed.

5. Names, signs, titles, and mottoes, designed to attract attention, are printed in various styles: most frequently in capitals.

## 12. EXERCISES TO BE CORRECTED.

1.—it is a pleasant thing to see the sun. man is mortal.  
flowers bloom in summer.

2.—*Resolved*, that the framers of the constitution, etc.

3.—The town has expended, the past year:  
for grading streets, \$15,000.  
for public buildings, 15,000.

4.—He said "you are too impulsive;" Remember the maxim  
"a penny saved is a penny earned."

5.—"The day is past and gone;  
the evening shades appear;  
O may we all remember well  
the night of death draws near."

6.—James and samuel went to baltimore last august; The  
general assembly meets on the first monday in february.

7.—The bill was vetoed by the president; John Jones,  
esq.; Richard the third; "The opposition was led by lord  
Brougham."

8.—"When music, heavenly maid, was young,  
While yet, in early Greece, she sung,  
The passions, oft, to hear her shell,  
Throng'd around her magic cell."

9.—The central park; the Ohio river; I have read "great  
expectations;" the atlas mountains are in Africa.

10.—The lord shall endure forever; Remember thy creator;  
divine love and wisdom; "The ways of providence."

11.—"I know that my redeemer liveth;" "I am the way,  
the truth, and the life;" "The word was made flesh."

12.—Those are chinamen; the turcomans are a wandering  
race; the gypsies of Spain; the indians are fast disappearing.

13.—The swiss family Robinson; a russiãñ serf; "The rank  
is but the Guinea's stamp;" a Cashmere shawl; a Damask  
rose.

14.—The emancipation proclamation; the art of cookery, (a  
title); the Missouri compromise; the whisky insurrection; "A  
treatise on the science of education and the art of teaching."

15.—i don't like to study grammar. i write correctly enough,  
now. o, how i wish school was out.

## 13. ITALICS, SMALL CAPITALS, ETC.

I. Emphatic words, phrases, and clauses are fre-  
quently printed in italics.

Ex.—"Do not you *grieve* at this?" "The truth is, his lordship  
*weps for the press, and wipes his eyes with the public.*"—Curran.

II. Words borrowed from foreign languages should  
be printed in italics.

Ex.—"Each word stood quite *per se.*"—Lamb. This odd *quid*  
*pro quo* surprised me into vehement laughter."—Walpole.

III. The names of authors, annexed to selections  
from their writings, are usually printed in italics.

Ex.—"His coward lips did from their color fly."—*Shakespeare.*

IV. Parenthetical words and phrases are frequently  
printed in italics.

Ex.—Old gentleman (*looking quite unconcerned*), "Run away, has  
she?"

V. Names of ships, books, newspapers, and periodi-  
cals are frequently printed in italics or small capitals.

Ex.—"The *Quaker City* has arrived." "The *JOURNAL* is com-  
mitted to no such policy as that."

VI. Names of important personages are frequently  
printed in small capitals.

VII. Words requiring special emphasis are frequently printed in small capitals or capitals.

Ex.—“I brand him as a *rogue*, a **THIEF**, a **COWARD**.”—*Placard*.

Rem. 1.—Italicized words in the Bible are those supplied by translators to explain the original.

Rem. 2.—In manuscripts, one line drawn under a word indicates *italics*; two lines, **SMALL CAPITALS**; three lines, **CAPITALS**.

Rem. 3.—In this work, **full-faced types** are also used for distinction.

#### 14. SYLLABLES.

1. A **Syllable** may be composed:

1. Of a vowel, diphthong, digraph, or trigraph; as, *o-men*, *ou-ranography*, *eau-de-cologne*.

2. Of a vowel or diphthong, with one or more consonants prefixed or affixed; as, *l-o*, *b-oy*, *a-m*, *a-nd*.

3. Of a vowel or diphthong, with one or more consonants prefixed and affixed; as, *b-a-d*, *fr-a-nk*.

2. A **vocal sound** is an essential part of a syllable.

3. **Synthesis** is the process of combining elementary sounds.

4. **Analysis** is the process of separating a syllable or word into its elementary sounds.

#### 15. MODELS FOR ANALYZING SYLLABLES.

##### MODEL I.

**Lo**.—Give both sounds in quick succession, **L-o**, and pronounce the word.

##### MODEL II.

**Lo** . . is a syllable, containing two elementary sounds.

**L** . . . is a consonant-subvocal-lingual. (*Give its sound.*)

**o** . . . is a vowel-vocal, long sound. (*Give its sound.*)

##### MODEL III.

**Clank**.—Give the five sounds in quick succession, **c-l-a-n-k**, and pronounce the word.

##### MODEL IV.

**Clank** is a syllable, containing five elementary sounds.

**C** . . . is a consonant-aspirate-palatal, substitute for *k*. (*Give its sound.*)

**l** . . . is a consonant-subvocal-lingual. (*Give its sound.*)

**a** . . . is a vowel-vocal, short sound. (*Give its sound.*)

**n** . . . is a consonant-subvocal-palatal-nasal, substitute for *ng*. (*Give its sound.*)

**k** . . . is a consonant-aspirate-palatal. (*Give its sound.*)

##### MODEL V.

**Boy**.—Give the three sounds in quick succession, **b-ā-i**, and pronounce the word.

##### MODEL VI.

**Boy** . . is a syllable, containing three elementary sounds.

**B** . . . is a consonant-subvocal-labial. (*Give its sound.*)

**oy** . . . is a diphthong, representing *a* broad, and *i* short. (*Give the sound of each in quick succession.*)

##### MODEL VII.

**View**.—Give the two sounds in quick succession, **v-u**, and pronounce the word.

##### MODEL VIII.

**View** . is a syllable, containing two elementary sounds.

**V** . . . is a consonant-subvocal-labial. (*Give its sound.*)

**iew** . . is a trigraph, equivalent to *u* long. (*Give its sound.*)

**Note**.—Either set of models may be used in analyzing syllables. The models for complete analysis need not be used after the classification of elementary sounds shall have been thoroughly learned.

*Analyze the following words, omitting all silent letters:*

And, fly, warm, elm, fin, sing, wax, when, sue, light, pot, home, zinc, valve, kid, ask, sun, goat, jolt.



Form syllables by prefixing a consonant to **a, ay, eau, oy**;

By prefixing two or more consonants to **e, oo, aw, i**;

By affixing one, two, or more consonants to any of the vowels or diphthongs.

## 16. WORDS.

### 1. A Word may consist of one or more syllables.

A word of *one* syllable is called a **monosyllable**; as, *care, man*.

A word of *two* syllables is called a **dissyllable**; as, *careful, man-ly*.

A word of *three* syllables is called a **trisyllable**; as, *careful-ness, man-li-ness*.

A word of *four or more* syllables is called a **polysyllable**; as, *com-mu-ni-ty, ec-cen-tric-i-ty*.

2. **Accent** is a stress of voice placed upon a particular syllable. It may be either *primary* or *secondary*, the primary being the more forcible.

3. Every word of more than one syllable has one of its syllables accented.

4. In words having both a primary and a secondary accent, the secondary occurs nearest the beginning; as, *in''compatibil'ity, in''comprehen'sible*.

**Rem.**—Some polysyllables have two subordinate accents; as, *con''stitu'tional'ity, incom''prehen''sibil'ity*.

## 17. MODELS FOR ANALYZING WORDS.

**Tree** . . . . is a word of one syllable: therefore a *monosyllable*.

**Nature** . . . . is a word of two syllables: therefore a *dissyllable*. It is accented on the first syllable.

**Commotion** . is a word of three syllables: therefore a *trisyllable*. It is accented on the second syllable.

**Indefatigable** is a word of six syllables: therefore a *polysyllable*. Its secondary accent is on the first syllable, and its primary accent on the third.

**Note.**—A word having been analyzed according to one of these models, analyze each syllable according to the preceding models. In separating a word into syllables, divide it as it is pronounced. In writing, never divide a syllable at the end of a line. Each line should end with a word or an entire syllable.

Analyze the following words:

Sand, lead, sack; unction, famous, greatly; endeavor, infamous, candidly; unpopular, information, gratuitous; domestication, interrogation, incredulity; incomprehensible, indefensible-ness; incompatibility, incompassionately.

Write each of these words on your slates, and divide them into syllables, marking the accented syllables.

Correct the accent in the following words:

Advertise'ment, prima'ry, contra'ry, legis'lature, lament'-able, seconda'ry, infa'mous, armis'tice, admi'nable, interest'ing.

Change the accent of the following words to the second syllable, and give the meaning of each word before and after the change:

In'sult, fer'ment, reb'el, rec'ord, pre'lude, con'jure, en'-trance, es'cort, in'crease, in'valid, ob'ject, in'cense, es'say.

## 18. CLASSES.

1. **Words** are either *Primitive* or *Derivative*.

2. A **Primitive** or **Radical** word is one in no way derived from another in the same language; as, *mind, faith*.

3. A **Derivative** word is one formed by joining to a primitive some letter or syllable to modify its meaning; as, *re-mind, faith-ful*.

4. A **Compound** word is one formed by uniting two or more primitive or derivative words; as, *man-worship, Anglo-Saxon*.

5. A **Prefix** is that part of a derivative word which is placed before the radical; as, *re-call*, *sub-join*.

6. A **Suffix** is that part of a derivative word which is placed after the radical; as, *faith-ful*, *change-able*.

7. Prefixes and suffixes are called **Affixes**.

**Note.**—The meaning and use of affixes should be learned from some work prepared for that purpose.—See *De Wolf's Instructive Speller and Hand-Book of Derivative Words*, and *Harvey's Graded School Speller*.

## PART II.

# ETYMOLOGY.

### 19. PARTS OF SPEECH.

1. **Etymology** treats of the classification, derivation, and properties of words.

2. With reference to meaning and use, words are divided into nine classes, called **Parts of Speech**.

In the sentence, "The man gave the boy a book, a sled, and a knife," the words *man*, *boy*, *book*, *sled*, and *knife* are names of objects. They are called *Nouns*, which means *names*. All words used as the names of objects are *Nouns*.

3. A **Noun** is a name; as, *bird*, *Mary*, *light*.

*Point out the nouns in the following sentences:*

1. The horses are in the pasture. 2. A needle has a sharp point. 3. The clouds rested on the summit of the mountain. 4. The boys got into the boat, and rowed into the middle of the stream. 5. The king was overtaken by a shower a short distance from the avenue that surrounded the city. 6. Henry and Oliver are living with Mr. Fields, their uncle. 7. Cease from anger, and forsake wrath.

In the sentence, "There are two sweet apples on that plate," *sweet* denotes that the apples possess a certain quality, that of being sweet; *two* denotes the number of apples; and *that* is used to designate, or point out, the plate on which the apples are. These words are called *Adjectives*, and they are said to describe or define the nouns which follow them.