

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.

4. An **Adjective** is a word used to describe or define a noun; as, *small* birds, *four* boys, *that* fox.

Point out the nouns and adjectives in the following sentences:

1. A poor cripple lives in that cottage. 2. Those pupils are very studious. 3. Each soldier drew his battle blade. 4. Furious storms sweep over these lovely isles. 5. Seven vessels were wrecked in the late storm. 6. There are twenty dimes in two dollars. 7. The dry, hot air was still and oppressive.

In the sentence, "I gave him my book, and he studied his lesson," *I* and *my* are used instead of the name of the person speaking, and *him*, *his*, and *he*, instead of the name of the one to whom the book was given. In the sentence, "Who has the book which you were reading?" *who* is used instead of the name of the person inquired for; *which*, instead of the word *book*; and *you*, instead of the name of the person addressed. Each of these words is called a *Pronoun*, which means *instead of a noun*.

5. A **Pronoun** is a word used instead of a noun; as, "*He* is my uncle," "*Who* came with you?"

Point out the nouns, adjectives, and pronouns in the following sentences:

1. I do not know where you live. 2. Who gave her that pencil? 3. She came from home an hour ago. 4. What have you there, my son? 5. Their house is much larger than our uncle's. 6. Your father is her mother's brother. 7. Whose farm is for sale in your neighborhood?

In the sentence, "Horses run," *run* expresses *action*: in the sentence, "I am," *am* expresses *being*: in the sentence, "The boy sleeps," *sleeps* expresses *state* or *condition*. These words are used to affirm action, being, or state of their subjects. They are called *Verbs*. Verbs may also express action, being, or state without affirming it; as, *to run*, *to be*, *to sleep*.

6. A **Verb** is a word which expresses action, being, or state; as, *Mary plays*, *I am*, *the house stands*.

Point out the nouns, pronouns, and verbs in the following sentences:

1. The farmer plows in the spring and fall. 2. Their father gave them money. 3. The great tears sprang to their eyes. 4. They followed the cattle home. 5. The landlord answered his question. 6. He ordered him to go. 7. The pupils who had passed a good examination, went home with joyful hearts.

In the sentence, "I saw a boy writing with a pencil," *writing* denotes what the boy was doing, but it does not affirm any thing of the boy. It modifies *boy*, like an adjective. In the sentence, "I saw a letter, written by a boy," *written* is used as a modifier of *letter*. Both of these words are derived from the verb *to write*, and each of them modifies a noun. They partake, therefore, of the properties of the verb and the adjective; *i. e.*, they express action, and they modify nouns. Such words are called *Participles*, which means *partaking of*. Some participles partake of the properties of the verb and the noun.

7. A **Participle** is a word derived from a verb, and partakes of the properties of a verb and of an adjective or a noun; as, "I saw a bird *flying*;" "A letter, *written* in haste."

Point out the participles in the following sentences:

1. A light was seen, shining from afar. 2. He sent me a shell, picked up on the sea-shore. 3. A deer was killed by a man, running at full speed. 4. The house struck by lightning belonged to Mr. Ellis. 5. The letter, folded neatly, was put into an envelope. 6. My photograph, taken twenty years ago, has been lost. 7. The enemy, driven from the field, rallied at the fort.

In the sentence, "The man then drove very rapidly over the bridge," *then* and *rapidly* modify *drove*—*then* denoting the *time*, and *rapidly* the *manner* of driving. *Very* modifies *rapidly* by denoting the *degree of rapidity* with which the man drove. These words, and all words used in a similar manner, are called *Adverbs*. Adverbs may also modify adjectives and participles.

8. An **Adverb** is a word used to modify a verb, an adjective, a participle, or an adverb; as, "He runs *swiftly*;" "You are *very* kind;" "The letter was written *hastily*." "He came *too* slowly."

Point out the adverbs, verbs, and adjectives in the following sentences:

1. He who gives cheerfully gives twice. 2. His affairs were managed imprudently. 3. Proceed slowly and cautiously. 4. We shall never see his like again. 5. You have not acted wisely. 6. We must study diligently. 7. Our dinner, cooked hastily, was eaten greedily.

In the sentence, "Vessels sail on the ocean," the group of words, *on the ocean*, modifies *sail* by telling where the vessels sail. The word *on* connects *ocean* and *sail*, and is said to show the relation between them. In the sentence, "We reached the summit of the mountain," *of* shows the relation between *mountain* and *summit*. Words used in this manner are called *Prepositions*. *Ocean* is called the object of *on*; *mountain*, the object of *of*.

9. A **Preposition** is a word used to show the relation between its object and some other word; as, "He came *from* Troy."

Point out the prepositions in these sentences:

1. The boy fell over a chair into a tub of water. 2. I came from Boston to Cincinnati in 1875. 3. We rested by the roadside. 4. He walked up the valley towards the house of his friend. 5. Walk with me in the garden. 6. I went to the doctor for advice, but he was not at home.

In the sentence, "John and Henry study algebra," *and* joins, or connects, the two nouns *John* and *Henry*. In the sentence, "I will go, if you will stay," *if* connects the two sentences, *I will go* and *you will stay*. Words used in this manner are called *Conjunctions*. They may connect words, groups of words, or sentences.

10. A **Conjunction** is a word used to connect words, sentences, or parts of sentences; as, "John *and* Elisha are brothers;" "I must go, *but* you may stay."

Point out the conjunctions and prepositions in these sentences:

1. He is wise and prudent. 2. James or John will call upon you. 3. I study because I wish to learn. 4. Neither Jane nor Sarah was in the room. 5. I shall not go, if it rain. 6. He is rich, but is very unhappy. 7. Worship the Lord, for he is our God.

In the sentence, "Oh, how tired I am!" the word *oh* denotes feeling or emotion. It is not used in the statement of a fact, or in asking a question. Many words denoting grief, joy, pity, pain, etc., are used in a similar manner. They are called *Interjections*.

11. An **Interjection** is a word used to denote feeling or emotion; as, *Ah, alas, pshaw*.

Point out the interjections in the following exercises:

1. Hurra! we have won! 2. Pshaw, that is nonsense. 3. Ha, ha, ha! I am glad of it. 4. Hem! did he say so? 5. "O," said John. 6. What! tired so soon?

THE NOUN.

20. ORAL LESSON.

Write on your slates the names of five objects in the school-room. These words, as you perceive, are not the objects themselves, but their *names*. Now write the names of five objects not in the school-room. What are these words called? *Ans.*—Nouns. Why? *Ans.*—Because they are names. Write the names of five of your school-mates. What are these words called? *Ans.*—Nouns. Why? *Ans.*—Because they are names.

Are there not other names by which your school-mates are called? *Ans.*—Yes; they may be called *girls* and *boys*. Can the name "girl" be applied to all the girls in the room? *Ans.*—Yes. Can the name "Sarah" be applied to all the girls

in the room? *Ans.*—It can not. Why? *Ans.*—All the girls are not named "Sarah." There are Mary, and Charlotte, and Jane, and Susan, and many other names for girls.

We have, then, two kinds of Nouns, or names. One kind can be applied to each one of a class, and the other kind can be applied to a particular one only. The first kind are called *Common Nouns*—they are names *common* to all the individuals of a class; the second are called *Proper Nouns*—they are names of *particular* objects, and are used to distinguish their objects from the classes to which they belong. What kind are the names *horse, book, boy, girl, map, blackboard*? *Ans.*—Common Nouns. Why? *Ans.*—Because they can be applied to each one of a class. What kind are the names *John, Charles, Washington, Boston, Europe*? *Ans.*—Proper Nouns. Why? *Ans.*—Because they can be applied to particular persons, or particular places, only, and distinguish them from the classes to which they belong.

21. DEFINITION.

A **Noun** is a name; as, *desk, Richard, goodness, army.*

22. CLASSES.

1. There are two classes of Nouns: *Common* and *Proper*.

2. A **Common Noun** is a name which may be applied to any one of a kind or class of objects; as, *boy, child, book, radiation.*

3. A **Proper Noun** is the name of some particular person, place, people, or thing; as, *Charles, Cincinnati, The French, The Sun.*

Rem. 1.—A *proper noun* is used to distinguish an object from the class to which it belongs. A word not used for that purpose is not a proper noun.

Rem. 2.—Whenever a *proper noun* is used in such a manner as to admit of its application to each individual of a class, it

becomes a *common noun*; as, "He is the *Cicero* of our age;" "Bolivar was the *Washington* of South America;" "He piled *Ossa* upon *Pelion* to accomplish his purpose."

Rem. 3.—Whenever a *common noun* is used to distinguish one individual from another of the same class, it becomes a *proper noun*; as, *The Havana; The Falls; The Laurel Ridge.*

Rem. 4.—When two or more words form but one name, they are taken together as one noun; as, *New York; Niagara Falls; John Milton; Lord Bacon; Chief Justice Chase.*

Rem. 5.—Common Nouns may be divided into four classes: *Class Nouns, Abstract Nouns, Collective Nouns, and Participial Nouns.*

Class Nouns are names which can be applied to each individual of a class or group of objects; as, *horse, apple, man.*

An **Abstract Noun** is the name of a quality considered apart from the object in which it is found; as, *brightness, cohesion.*

A **Collective Noun** is a name singular in form, though denoting more than one; as, *herd, jury, swarm, school, assembly.*

A **Participial Noun** is the name of an action, or a state of being; as, *singing, standing, seeming.*

Rem. 6.—Words, phrases, and clauses used as nouns, or in the relations in which nouns occur, are called **substantives**, and when thus used have all the properties of nouns.

Rem. 7.—Such words as *mass, heap, furniture*, names of collections of objects without life, are *class nouns*, not *collective nouns*. They are sometimes called **mass nouns**.

23. PROPERTIES.

The **Properties** of the Noun are *Gender, Person, Number, and Case.*

24. GENDER.

1. **Gender** is a distinction of nouns and pronouns with regard to sex.

Rem.—*Sex* is a natural distinction of objects—*gender* is a grammatical distinction of words used to represent objects.

2. There are four genders: *Masculine, Feminine, Common, and Neuter.*

3. The **Masculine Gender** denotes males; as, *father, uncle, king, governor.*

4. The **Feminine Gender** denotes females; as, *mother, aunt, queen, governess.*

5. The **Common Gender** denotes either males or females, or both; as, *parent, children, bird, cattle.*

6. The **Neuter Gender** denotes neither males nor females; as, *stove, city, pen, ink, tree, house.*

Rem. 1.—By a figure of speech, called *Personification*, sex is sometimes ascribed to inanimate objects. The nouns denoting them are then regarded as either masculine or feminine.

Ex.—"The *ship* has lost *her* rudder." "The meek-eyed *morn* appears, *mother* of dews." "The *sun* in *his* glory; the *moon* in *her* wane."

Rem. 2.—Names of animals are regarded as either masculine or feminine according to the qualities ascribed.

Ex.—"The *nightingale* sings *her* song." "The *lion* meets *his* foe boldly." "The *fox* made *his* escape."

Rem. 3.—Nouns used to denote both genders, though strictly applicable to males only, or females only, are usually regarded as masculine.

Ex.—"Heirs are often disappointed." "The *English* are a proud people." "The *poets* of America."

Rem. 4.—The distinction of sex is not observed in speaking of inferior animals, or sometimes even of children.

Ex.—"The *bee* on *its* wing." "The *child* in *its* cradle."

7. There are three ways of distinguishing the masculine and feminine genders:

1. By using different words:

Ex.—Bachelor, maid, spinster; bridegroom, bride; brother, sister; boy, girl; cock, hen; drake, duck; earl, countess; father, mother; gentleman, lady; hart, roe; male, female; man, woman; Mr., Mrs.;

Sir, Madam; nephew, niece; son, daughter; uncle, aunt; Charles, Caroline; Augustus, Augusta.

2. By different terminations:

Ex.—Abbot, abbess; baron, baroness; host, hostess; actor, actress; prior, prioress; benefactor, benefactress; executor, executrix; murderer, murderess; sorcerer, sorceress.

3. By prefixes and suffixes:

Ex.—Man-servant, maid-servant; he-bear, she-bear; male-descendant, female-descendant; cock-sparrow, hen-sparrow; Mr. Smith, Mrs. Smith, Miss Smith; pea-cock, pea-hen.

25. PERSON.

1. **Person** is that property of a noun or pronoun which distinguishes the speaker, the person spoken to, and the person or object spoken of.

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

3. The **First Person** denotes the speaker; as, "*I, John, was in the isle that is called Patmos.*" "Many evils beset *us* mortals."

4. The **Second Person** denotes the person addressed; as, "*James, be more careful.*" "*Fellow Citizens, the crisis demands the utmost vigilance.*"

5. The **Third Person** denotes the person or object spoken of; as, "*Milton was a poet.*" "*Rome was an ocean of flame.*" "I am reading *Tennyson's Poems.*"

Rem. 1.—The writer or speaker often speaks of himself, or the person he addresses, in the third person; as, "*Mr. Johnson has the pleasure of informing Mr. Mason that he has been elected Honorary Member of the Oriental Society.*"

Rem. 2.—A noun in the predicate is of the third person, though the subject may be of the first or second.

Ex.—"You are the *man* wanted." "We are *strangers.*" "I am *he* whom you saw."

26. NUMBER.

1. **Number** is that property of a noun which distinguishes one from more than one.
2. There are two numbers: *Singular* and *Plural*.
3. The **Singular Number** denotes but one; as, *apple*, *flower*, *boy*, *girl*.
4. The **Plural Number** denotes more than one; as, *apples*, *flowers*, *boys*, *girls*.

27. FORMATION OF THE PLURAL.

1. Nouns whose last sound will unite with the sound represented by *s*, form their plurals by adding *s* only to the singular; as, *book*, *books*; *boy*, *boys*; *desk*, *desks*.
2. Nouns whose last sound will not unite with the sound represented by *s*, form their plurals by adding *es* to the singular; as, *church*, *churches*; *box*, *boxes*; *witness*, *witnesses*.
3. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and add *es*; as, *glory*, *glories*; *mercy*, *mercies*.
4. Most nouns ending in *f* change *f* to *v*, and add *es*; those ending in *fe* change *f* to *v*, and add *s*; as, *beef*, *beeves*; *wife*, *wives*.
5. Most nouns ending in *o* preceded by a consonant, add *es*; as, *cargo*, *cargoes*. Nouns ending in *o* preceded by a vowel, add *s*; as, *folio*, *folios*.
6. Some nouns form their plurals irregularly; as, *man*, *men*; *ox*, *oxen*; *tooth*, *teeth*; *mouse*, *mice*.
7. Letters, figures, marks, and signs add *'s*; as, "Mind your *p's* and *q's*;" the *9's* and *11's*; the **'s*; the *+'s*; "Those *3's* and *9's*."
8. In compound words, the part which is described by the rest is generally pluralized; as, *brothers-in-law*, *courts-martial*; *wagon-loads*, *ox-carts*.

9. Compound words from foreign languages form their plurals according to (1) and (2); as, *tête-à-têtes*, *piano-fortes*, *ipse-dixits*, *scire-faciases*.

10. Some compound words have both parts made plural; as, *man-servant*, *men-servants*; *knight-templar*, *knights-templars*; *ignis-fatuus*, *ignes-fatui*.

11. Compound terms composed of a proper noun and a title, may be pluralized by adding a plural termination to either the name or the title, but not to both; as, the *Miss Browns*, the *Misses Brown*; the *Messrs. Thompson*; "May there be *Sir Isaac Newtons* in every science?"

12. When the title is preceded by a numeral, the name is always pluralized; as, the three *Miss Johnsons*; the two *Dr. Bensons*; the two *Mrs. Kendricks*.

13. Some nouns have two plurals, but with a difference in meaning; as, *brother*, *brothers* (of the same family), *brethren* (of the same society); *die*, *dies* (stamps for coining), *dice* (for gaming); *fish*, *fishes* (individuals), *fish* (quantity, or the species); *genius*, *geniuses* (men of genius), *genii* (spirits); *index*, *indexes* (tables of contents), *indices* (algebraic signs); *penny*, *pennies* (pieces of money), *pence* (how much in value); *pea*, *peas* (individuals), *pease* (in distinction from other vegetables).

14. Proper nouns, and words generally used as other parts of speech, are changed as little as possible, and usually add *s* only in forming their plurals; as, *Mary*, *Marys*; *Sarah*, *Sarahs*; *Nero*, *Neros*; "The novel is full of *ohs*, *bys*, *whys*, *alsos*, and *nos*." There is good authority, however, for using *Maries*, *Neroes*, *whies*, *noes*.

15. Many nouns from foreign languages retain their original plurals, changing *us* to *i*; *um* and *on* to *a*; *is* to *es* or *ides*; *a* to *æ* or *ata*; and *x* or *ex* to *ces* or *ices*; as, *calculus*, *calculi*: *arcanum*, *arcana*; *criterion*, *criteria*; *thesis*, *theses*; *ephemeris*, *ephemerides*; *nebula*, *nebulae*; *calix*, *calices*; *index*, *indices*.

28. GENERAL REMARKS ON NUMBER.

1. Abstract nouns, and names of material substances, have no plural forms; as, *silver*, *vinegar*, *hemp*, *tar*, *frankness*, *darkness*.

When different kinds of the same substance are referred to, a plural form may be used; as, *sugars, vinegars, wines, oils*.

2. Some nouns have no singular forms; as, *ashes, assets, bellows, billiards, compasses, clothes, drawers, lees, scissors, shears, tongs*. *News* and *molasses* have the plural form, but are regarded as singular. *Lungs, bowels*, and a few others, have a singular form denoting a part of the whole; as, "The left *lung*."

3. Some nouns have no singular forms, but are singular or plural in meaning; as, *alms, amends, corps, mumps, measles, nuptials, odds, riches, series, suds, tidings, wages*, and some others.

4. The names of some of the sciences are either singular or plural in meaning, according as they denote the science or the objects of which the science treats; as, *ethics, mechanics, mathematics, optics, pedagogics, physics, etc.*

5. Some nouns are alike in both numbers; as, *sheep, deer, vermin, couple, salmon, trout, dozen, gross, hose, yoke*.

29. CASE.

Case is the relation of a noun or pronoun to other words. Nouns have four cases: *Nominative, Possessive, Objective*, and *Absolute*, or *Nominative Absolute*.

Rem.—The term *case* is also applied to the *form* of a noun or pronoun when used independently, or as a part of a sentence.

30. NOMINATIVE CASE.

The **Nominative Case** is the use of a noun or pronoun as the subject or the predicate of a proposition.

Ex.—"The *sun* is shining." "That man is a *sailor*." In the first sentence, "sun" is in the nominative case, because it is used as the *subject* of the proposition; in the second, "sailor" is in the nominative case, because it is used as the *predicate* of the proposition.

31. POSSESSIVE CASE.

1. The **Possessive Case** is the use of a noun or pronoun to denote ownership, authorship, origin, or kind.

Ex.—*Susan's* book; *Gray's* Botany; the *sun's* rays; *boys'* hats; *men's* clothing.

2. The Possessive Case *Singular* is formed by annexing 's to the nominative; as, *John's, Clarence's*.

3. The Possessive Case *Plural* is formed by annexing the apostrophe only, when the nominative plural ends with *s*; as, *boys'*; "The Ohio State *Teachers' Association*."

Rem. 1.—Plural nouns not ending with *s*, form their possessive case by annexing 's; as, *men's* hats; *children's* shoes.

Rem. 2.—In *compound names*, the possessive sign is annexed to the last word; as, "*Daniel Webster's* speeches:" in *complex names* it is annexed to the last word; as, "The *Bishop of Dublin's* palace:" in a *series of terms*, and *common possession*, it is annexed to the last term; as, "*Day & Martin's* Blacking:" in a *series of terms*, and *separate possession*, it is annexed to each term; as, "*Webster's* and *Worcester's* Dictionaries."

Rem. 3.—When a noun in the possessive case is limited by a noun in apposition with it, or by a descriptive phrase, the possessive sign is annexed to the noun immediately preceding the object possessed, though not always to the name of the possessor; as, "Her Majesty, *Queen Victoria's* government;" "The captain of the *Fulton's* wife died yesterday." Here "captain" is in the possessive case, and "Fulton" in the objective, governed by the preposition "of."

Rem. 4.—In *compound words*, the sign of possession is placed at the end; as, "The *knight-templar's* costume;" "My *brother-in-law's* residence."

Rem. 5.—"For *conscience's* sake," "For *goodness's* sake," etc., are idiomatic exceptions to the general rule for forming the possessive case singular.

Rem. 6.—The sign ['s] is a contraction of *is* or *es*; as, *John's*, *King's*; anciently written, *Johnis*, *Kingis*, or *Johnes*, *Kinges*.

32. OBJECTIVE CASE.

The **Objective Case** is the use of a noun or pronoun as the object of a transitive verb in the active voice, or of a preposition.

Ex.—“John studies *grammar*.” “The book is on the *table*.” In the first sentence, “*grammar*” is the object of the transitive verb “studies.” in the second, “*table*” is the object of the preposition “on.”

Rem.—A noun or pronoun used to complete the meaning of a transitive verb is called a **direct object**; as, “I bought a *book*.” When added to a verb to denote that *to* or *for* which any thing is or is done, or that *from* which any thing proceeds, it is called an **indirect object**; as, “I bought *him* a book.” In this sentence, “*book*” is the *direct* and “*him*” the *indirect* object of “bought.” When an indirect object precedes the direct, the preposition should be omitted; when it follows, it should be expressed; as, “I gave *him* an apple;” “I gave an apple *to him*.”

33. ABSOLUTE CASE.

The **Absolute or Nominative Absolute Case** is the use of a noun independent of any governing word.

Ex.—“*John*, bring me a book;” “Your *fathers*, where are they?” “*Honor* being lost, all is lost.”

Rem. 1.—A noun or pronoun in this case has the same **form** that it would have were it in the nominative case. Hence, the case may, with propriety, be called *nominative absolute*—this term indicating both the *form* and the *use* of the word.

Rem. 2.—A noun may be in the **nominative absolute case**:

1. *By direct address*; as, “*Charles*, come to me.” This use is sometimes called the **Vocative Case**.

2. *By mere exclamation*; as, “Oh, *Popular Applause!*”

3. *By pleonasm*, or by placing the noun before the sentence in which an affirmation is made concerning it; as, “*Gad*, a troop shall overcome him.”

4. *With a participle*; as, “The *sun* being risen, we pursued our journey.”

5. *By position*; *i. e.*, by using it as the heading of a chapter, as the superscription to a letter, etc.; as, “A *Flood*;” “*Louis Agassiz*.”

34. NOUNS IN APPPOSITION.

A noun limiting the meaning of another noun, denoting the same person, place, or thing, is, by **apposition**, in the same case.

Ex.—“Washington the *general* became Washington the *statesman*.” “We visited New York, the *metropolis* of the United States.” “In her brother *Abraham's* house.”

35. DECLENSION.

The **Declension** of a noun is its variation to denote *number* and *case*.

EXAMPLES.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> Boy,	Boys,	<i>Nom.</i> Fly,	Flies,
<i>Poss.</i> Boy's,	Boys',	<i>Poss.</i> Fly's,	Flies',
<i>Obj.</i> Boy.	Boys.	<i>Obj.</i> Fly.	Flies.
<i>Nom.</i> Charles,	_____	<i>Nom.</i> Goodness,	_____
<i>Poss.</i> Charles's,	_____	<i>Poss.</i> Goodness',	_____
<i>Obj.</i> Charles.	_____	<i>Obj.</i> Goodness.	_____

36. PARSING.

Parsing consists, (1) in naming the part of speech; (2) in telling its properties; (3) in pointing out its relation to other words; (4) in giving the rule for its construction.

37. ORDER OF PARSING.

1. A Noun, and why?
2. Common or Proper, and why?
3. Gender, and why?
4. Person, and why?
5. Number, and why?
6. Case, and why?
7. Rule for construction.

38. MODELS FOR PARSING.

I. "Mary sings."

Mary . . . is a *noun*; it is a name; *proper*, it is the name of a particular person; *feminine gender*, it denotes a female; *third person*, it denotes the person spoken of; *singular number*, it denotes but one; *nominative case*, it is used as the *subject* of the proposition, "Mary sings." Rule I. "The subject of a proposition is in the nominative case."

II. "Horses are animals."

Animals . is a *noun*; *common*, it can be applied to any one of a class or kind; *common gender*, it denotes either males or females; *third person*; *plural number*, it denotes more than one; *nominative case*, it is used as the *predicate* of the proposition, "Horses are animals." Rule II. "A noun or pronoun used as the predicate of a proposition, is in the nominative case."

III. "The poet Milton was blind."

Milton . . is a *noun*; *proper*; *masculine gender*, it denotes a male; *third person*; *singular number*; *nominative case*, in apposition with "poet." Rule IV. "A noun or pronoun used to limit the meaning of a noun or pronoun, by denoting the same person, place, or thing, is in the same case."

IV. "Henry's lesson is learned."

Henry's . is a *noun*; *proper*; *masculine gender*; *third person*; *singular number*; *possessive case*, it denotes possession, and modifies "lesson." Rule III. "A noun or pronoun used to limit the meaning of a noun denoting a different thing, is in the possessive case."

V. "John studies grammar."

Grammar is a *noun*; *common*; *neuter gender*; *third person*; *singular number*; *objective case*, it is used as the object of the transitive verb "studies." Rule VI. "The object of a transitive verb in the active voice, or of its participles, is in the objective case."

VI. "The book lies on the table."

Table . . is a *noun*; *common*; *neuter gender*; *third person*; *singular number*; *objective case*, it is used as the object of the preposition "on." Rule VII. "The object of a preposition is in the objective case."

VII. "William, open the door."

William . is a *noun*; *proper*; *masculine gender*; *second person*; *singular number*; *absolute case*, it is the name of a person addressed. Rule V. "A noun or pronoun used independently, is in the absolute case."

Note.—For models for parsing participial nouns, see §90.

39. EXERCISES.

1. The wind blows.
2. The sun shines.
3. Horses run.
4. The vessel sails.
5. Scholars study.
6. Grass grows.
7. Fire burns.
8. Liberty is sweet.
9. St. Helena is an island.
10. Lead is a metal.
11. Cicero was an orator.
12. Grammar is a science.
13. The storm's fury is past.
14. Henry's health is good.
15. The king's palace is on fire.
16. Jane borrowed Sarah's book.
17. Mr. Johnson sells boys' hats.
18. The defeat of Xerxes' army was the downfall of Persia.
19. John

struck James. 20. Joseph bought the book. 21. Peter studies algebra. 22. The horse kicked the boy. 23. The man wrote a letter. 24. Samuel lives over the river. 25. Martha went with Susan. 26. James is going to Cincinnati. 27. The boy ran by the mill. 28. "Friends, Romans, Countrymen! lend me your ears!" 29. "To arms! they come! the Greek! the Greek!" 30. "My daughter! oh, my daughter!" 31. "Your fathers, where are they?" 32. "My son, have you seen him?"

Parse all the nouns in the following sentences:

1. Johnson the doctor is a brother of Johnson the lawyer. 2. Shakespeare lived in Queen Elizabeth's reign. 3. "Ah, Warwick! Warwick! wert thou as we are!" 4. Temperance is a virtue. 5. "King Agrippa, believest thou the prophets?" 6. The inferior animals are divided into five classes: quadrupeds, fowls, fishes, reptiles, and insects. 7. The little army fought bravely on that day. 8. Where are the Platos and Aristotles of modern times? 9. I have seen Mr. Squires, the book-seller and stationer.

Correct all errors in the following sentences:

1. I have two brother-in-laws. 2. There were three knight-templars in the procession. 3. Nebulas are sometimes called star-dust. 4. I saw the two Mrs. Jackson. 5. He called at Steele's the banker's. 6. The Jones' were all there. 7. The boys slate was broken. 8. The mens' wages should be paid promptly. 9. She is reading in her sister's Susan's book. 10. He studied O. B. Pierce' Grammar. 11. He has octavoës, quartoës, and folioës, among his books. 12. There are three chimnies on that house. 13. We regard them as singular phenomenons.

THE ADJECTIVE.

40. ORAL LESSON.

Here are some apples, nice for eating: what shall we call them? *Ans.*—*Ripe* apples. I have just eaten one, and it

tasted sweet: what else can we call them? *Ans.*—*Sweet* apples. They are quite soft: what else can we call them? *Ans.*—*Mellow* apples. Write on your slates, "*Ripe, sweet, mellow* apples." All these words denote some quality of the apple: what shall we call them? *Ans.*—*Quality-words*. A very good name.

Let us count the apples: *one* apple, *two* apples, *three* apples, *four* apples. Let us also number them: the *first* apple, the *second* apple, the *third* apple, the *fourth* apple. Write these numbers on your slates, as I write them on the blackboard—*one, two, three, four: first, second, third, fourth*. What shall we call these words? *Ans.*—*Number-words*.

When I speak of the apple nearest me, I say, "*This* apple;" when, of one farther from me, "*That* apple." Do the words *this* and *that* denote any quality of the apples? *Ans.*—They do not. What do they do, then? *Ans.*—They point them out. Very well: what shall we call them? *Ans.*—*Pointing-out-words*.

You see that all the words we have used, in some manner describe "apples." Some denote quality; some, number; some merely point out. What is the word "apple?" *Ans.*—A noun. Then they all describe a noun. What are all of these words? *Ans.*—*Adjectives*.

The "quality-words" we will call *Descriptive Adjectives*, because they describe by denoting some quality. The "number-words" and "pointing-out-words" do not denote quality. We will call them *Definitive Adjectives*.

Write, "This is a good book." What is "good?" *Ans.*—An adjective. Why? *Ans.*—It describes the word "book." What kind? *Ans.*—*Descriptive*. Why? *Ans.*—It denotes a quality belonging to the book. Write, "These two books are mine." What are "these" and "two?" *Ans.*—*Adjectives*. Why? *Ans.*—They describe "books." What kind? *Ans.*—*Definitive*. Why? *Ans.*—They define without denoting any quality.

Write, "Every man can do some good." What are "every" and "some?" *Ans.*—*Adjectives*. Why? *Ans.*—They limit nouns. What kind? *Ans.*—*Definitive*. Why? *Ans.*—They define without denoting any quality.