

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.

## 41. DEFINITION.

An **Adjective** is a word used to describe or define a noun; as, *wise* men, *that* book, *three* steamships, the *fourth* stanza.

## 42. CLASSES.

Adjectives may be divided into two general classes: *Descriptive* and *Definitive*.

## 43. DESCRIPTIVE ADJECTIVES.

1. A **Descriptive Adjective** limits or describes a noun by denoting some quality belonging to it.

Ex.—A *round* table, a *square* table, a *sour* apple, a *sweet* apple, a *good* boy, a *bad* boy, an *Italian* sunset, *twinkling* stars, *thick-warbled* songs.

Rem. 1.—Words commonly used as other parts of speech, sometimes perform the office of descriptive adjectives, and should be parsed as such.

Ex.—A *gold* ring, a *silver* cord, the *California* pine, a *make-believe* patriot, *double-distilled* nonsense. “The West is as truly *American*, as genuinely *Jonathan*, as any other part of our country.”

Rem. 2.—An adjective is frequently limited by a word joined to it by a hyphen. The compound term thus formed is called a *Compound Adjective*, and should be parsed as a single word.

Ex.—A *high-sounding* title, an *ill-matched* pair.

Rem. 3.—Adjectives derived from verbs are called *Participial Adjectives*. They are usually placed before the nouns which they modify.

Ex.—We walked across a *plowed* field, and soon came to the *flowing* spring.

Rem. 4.—When a descriptive adjective represents a noun understood, or not expressed, the article must be prefixed; as, “*The wise* are provident;” “*The good* are happy.” Adjectives thus used should be parsed as *adjectives used as nouns*.

*Tell which of the adjectives in the following sentences are Descriptive, and which are Compound and Participial:*

1. The unfortunate man was a hard-working mechanic. 2. The fields looked beautiful. 3. English books are costly. 4. The howling storm is passed. 5. The soil is very productive. 6. The water falls into a marble basin. 7. I prefer a New England winter to an Australian summer.

## 44. DEFINITIVE ADJECTIVES.

1. A **Definitive Adjective** limits or defines the application of a noun without expressing any of its qualities.

Ex.—*The* Ohio, *that* man, *three* dollars, the *third* seal, a *two-fold* reference. “*All* men are mortal.” “*Each* soldier received his pay.”

2. Definitive Adjectives are divided into three classes: *Articles*, *Pronominal Adjectives*, and *Numeral Adjectives*.

## 45. ARTICLES.

1. “**The**” is called the **Definite Article**, because it definitely points out the object which it defines or restricts; as, “*The* book is on *the* table;” “*The* horse ran over *the* bridge.”

2. “**A**” or “**An**” is called the **Indefinite Article**, because it defines or restricts in an indefinite or general manner; as, “*A* book is on *a* table;” “*A* horse ran over *a* bridge.”

“**An**” should be used before words beginning with a vowel sound; “**A**,” before words beginning with a consonant sound. They are spoken of as *one* article, because they are merely an earlier and a later form of the same word.

Rem.—An article sometimes limits not a noun alone, but a noun as limited by other words; as, “*The old* men retired early; *the young* men remained until midnight.” The article here

limits the complex ideas "old men" and "young men." "*An early spring is no sign of a fruitful season.*" The article here limits the complex ideas "early spring" and "fruitful season."

#### 46. PRONOMINAL ADJECTIVES.

1. **Pronominal Adjectives** are definitives, most of which may, without an article prefixed, represent a noun understood; as, *all men, each soldier, yonder mountain.*

2. They may be divided into three classes: *Demonstratives, Distributives, and Indefinites.*

#### 47. DEMONSTRATIVES.

**Demonstratives** point out objects definitely. They are: *this, that, these, those, former, latter, both, same, yon, yonder.*

1. **This** (plural **these**) distinctly points out an object as near in place or time; as, "*This desk and these books.*"

2. **That** (plural **those**) distinctly points out an object as not near, or not so near as some other object; as, "*That desk and those books.*"

3. In speaking of two objects, *that* should refer to the former, and *this* to the latter; as, "*These horses are larger than those.*"

4. **Former** and **latter** are used to designate which of two objects previously mentioned is referred to; as, "The cry of danger to the *Union* was raised to divert their assaults upon the *Constitution*. It was the *latter*, and not the *former*, which was in danger."

5. **Both** implies *the one and the other*; as, "*Both forts were taken;*" "*James and Silas were both tardy.*"

6. **Same** denotes an identical object or one of like kind; as, "*That is the same man we saw yesterday;*" "*Both tables are made of the same wood.*"

7. **Yon** and **yonder** denote in view, but at a distance; as, "*Yon house on the hill;*" "*Yonder mountain is a volcano.*"

#### 48. DISTRIBUTIVES.

**Distributives** represent objects as taken separately. There are four distributives: *each, every, either, neither.*

1. **Each** can be applied to one of two or any greater number; as, "*Each warrior drew his battle blade;*" "*Useless each without the other.*"

2. **Every** denotes all taken separately; as, "*They received every man a penny;*" "*Every person in the room was astonished.*"

3. **Either** should be applied to one of two objects only; as, "*Either of the two roads leads to town;*" "*You may have either house.*"

4. **Neither** means *not either*; as, "*Which of the two shall I take? both? one? or neither?*"

#### 49. INDEFINITES.

**Indefinites** refer to objects in a general way, without pointing out any one in particular. The principal indefinites are: *all, any, another, certain, divers, enough, few, little, many, much, no, none, one, own, other, several, some, sundry, which, whichever, whatsoever, what, whatever, whatsoever.*

1. **All** describes *objects taken together*; as, "*All the men were at work in the fields;*" "*All men are mortal.*"

2. **Any** denotes *a single one of many, or some*; as, "*Have you any wheat to sell?*" "*Neither go into the town, nor tell it to any in the town.*"

3. **Another**, or **other**, means *not the same*; as, "*He took another road;*" "*He will let out his vineyard to other husbandmen.*"

4. **Certain** denotes *one or some*; as, "And there came a *certain* poor widow, and she threw in two mites;" "And I, Daniel, was sick *certain* days."

5. **Divers** means *unlike, various, numerous*; as, "A prey of *divers* colors of needle-work;" "*Divers* miracles."

6. **Enough** denotes a *sufficiency*; as, "I have *enough* for my brother;" "*Enough* has been said already."

7. **Few** denotes a *small number*; as, "Many shall be called, but *few* chosen;" "I have a *few* old books."

8. **Little** means *small in quantity, amount, or duration*; as, "A *little* learning is a dangerous thing."—Pope. "A *little* sleep, a *little* slumber, a *little* folding of the hands to sleep."

9. **Many** denotes a *large number*; as, "*Many* men of *many* minds;" "The mutable, rank-scented *many*."—Shakespeare.

10. **Much** denotes a *large quantity*; as, "There is *much* wealth in this town;" "Thou shalt carry *much* seed out into the field, and shalt gather but little in."

11. **No** means *not any, none*. When used as a noun in the plural number, it means those who vote in the negative; as, "The *noes* have it."

12. **None** means *not one, or not any*; as, "Ye shall flee when *none* pursueth you;" "Thou shalt have *none* assurance of thy life." Use "no one" when *one* only is meant; "none" when *more than one* are referred to.

13. **One** corresponds to *another*; as, "They love *one another*," *i. e.*, each person loves the other.

14. **Own** implies *possession*; as, "My *own* home;" "Our *own* dear mother."

15. **Several** denotes *any small number more than two*; as, "*Several* victories." Also, *single, individual*; as, "I'll kiss each *several* paper for amends."

16. **Some** denotes an *indeterminate number or quantity*; as, "*Some* money;" "I have brought *some* books."

17. **Sundry** means *various, divers*; as, "*Sundry* foes;" "For *sundry* weighty reasons."—Shakespeare.

## 50. NUMERAL ADJECTIVES.

1. **Numeral Adjectives** are those which express number and order definitely; as, *four, fourth, fourfold*.

2. They are divided into three classes: *Cardinal, Ordinal, and Multiplicative*.

3. **Cardinal Numerals** denote simply the number of objects; as, *two, thirteen, fifty, a thousand*.

4. **Ordinal Numerals** mark the position of an object in a series; as, *second, thirteenth, fiftieth, the thousandth*.

5. **Multiplicative Numerals** denote how many fold; as, *twofold, fourfold*.

## GENERAL REMARKS.

1. When *such, many, only, but, and not* are followed by the indefinite article *a* or *an*, the phrases *such a, many a, etc.*, limit singular nouns; as, "If you repay me not on *such a* day;" "*Many a* time;" "He is *but a* man;" "*Not a* drum was heard." These phrases may be parsed as single words.

2. When definitive adjectives are used in connection with descriptive, the former should be placed first; as, "*That* valuable property;" "*Ten* small houses."

3. A *cardinal* numeral used as a noun, requires no article: an *ordinal* should have the article prefixed; as, "Were not *ten* cleansed?" "The *tenth* was rescued."

4. *Each other* and *one another* are sometimes called **reciprocals**, because they are reciprocally related; as, "They mutually assist *each other*;" "They help *one another*." Parse "each" and "one" as *adjectives used as nouns*, in apposition with "they" taken distributively; *i. e.*, as representing a number of individuals taken separately. Use "each" in referring to two individuals, and "one" in referring to more than two. Parse "other" and "another" as *adjectives used as nouns* in the objective case after the verbs that precede them.

5. Adjectives which vary in form to denote number, should agree in that property with the nouns they limit. Say, "*this sort*," not "*these sort*."

### 51. COMPARISON.

1. **Comparison** is a variation of the adjective to express different degrees of quality; as, *wise, wiser, wisest; good, better, best*.

2. There are three **Degrees of Comparison**: the *Positive*, the *Comparative*, the *Superlative*.

3. The **Positive** degree ascribes to an object the simple quality, or an equal degree of the quality; as, "A *mild* winter;" "She is as *good* as she is *beautiful*."

4. The **Comparative** degree ascribes to one of two objects a higher or lower degree of the quality than that ascribed to the other; as, "A *milder* winter than usual;" "Mary is *less studious* than Emma."

5. The **Superlative** degree ascribes the highest or lowest degree of the quality to one of more than two objects; as, "The *mildest* winter ever known;" "The *least skillful* rider could do no worse."

**Rem. 1.**—The suffix *ish*, and the words *rather, somewhat, etc.*, denote the possession of a small amount of the quality; as, *bluish, rather young, somewhat uncomfortable*.

**Rem. 2.**—The words *altogether, far, by far, vastly, much, very, exceedingly, a most, a little, too, very, slightly, greatly, etc.*, denote a high degree of the quality without implying comparison; as, *very useful, exceedingly welcome, a most valuable invention*.

**Rem. 3.**—Adjectives denoting qualities which can not exist in different degrees, can not, with propriety, be compared; but when not taken in their full sense, they may be used in the comparative and superlative degrees.

**Ex.**—Blind, deaf, perfect, right, level, square, straight, perpendicular, equal, naked, honest, sincere, hollow, empty, dead. "My *sincerest* regards." "Our sight is the *most perfect* of our senses."

### 52. COMPARATIVES AND SUPERLATIVES.

1. In **Ascending** comparison, the comparative and superlative degrees are regularly formed,—

1st. By adding to the positive of monosyllables, *r* or *er* for the comparative, and *st* or *est* for the superlative; as, *wise, wiser, wisest; hard, harder, hardest*.

2d. By prefixing to the positive of adjectives of more than one syllable, *more* for the comparative, and *most* for the superlative; as, *honorable, more honorable, most honorable*.

**Rem. 1.**—Most adjectives of two syllables ending in *y* or *le*, after a consonant, or accented on the second syllable, form their comparative and superlative degrees like monosyllables; as, *holy, holier, holiest; gentle, gentler, gentlest*.

**Rem. 2.**—Some adjectives of two syllables, ending in a vowel or liquid sound, form their comparative and superlative degrees like monosyllables; as, *handsome, handsomer, handsomest; narrow, narrower, narrowest*.

**Rem. 3.**—Some words are expressed in the superlative degree by adding the suffix *most*; as, *hindmost, innermost*.

2. In **Descending** comparison, the comparative is formed by prefixing *less*, and the superlative by prefixing *least*, to the positive; as, *wise, less wise, least wise*.

3. Some adjectives are compared *irregularly*; as, *good, better, best; bad, worse, worst*.

**Rem. 1.**—Monosyllables are sometimes compared by prefixing *more* and *most*; as, "A foot *more light*, a step *more true*."—*Scott*.

**Rem. 2.**—Two or more adjectives modifying the same word, may be compared by prefixing *more* and *most* to the first; as, "The *more nice* and *elegant* parts;" "Most *potent, grave, and reverend* seigniors."—*Shakespeare*.

## 53. ORDER OF PARSING.

1. An adjective, and why?
2. Descriptive or Definitive, and why?
3. Compare it, if it admits of comparison.
4. Degree of comparison, and why?
5. What does it describe or define?
6. Rule.

## 54. MODELS FOR PARSING.

I. "Every diligent boy received merited praise."

**Every** . . . is an *adjective*, it is a word used to describe or define the meaning of a noun; *definitive*, it defines without expressing any quality; *distributive pronominal*, it represents objects taken separately; it can not be compared, and belongs to "boy." Rule XII. "An adjective or participle belongs to some noun or pronoun."

**Diligent** . is an *adjective; descriptive*; it describes a noun by denoting some quality; *compared, pos. diligent, comp. more diligent, sup. most diligent: positive degree*, and belongs to "boy." Rule XII.

**Merited** . is an *adjective; descriptive; compared, pos. merited, comp. more merited, sup. most merited: positive degree*, and belongs to "praise." Rule XII.

II. "Many a fine intellect is buried in poverty."

**Many a** . . is an *adjective; definitive; indefinite pronominal*; it refers to objects in a general way: it can not be compared, and belongs to "intellect." Rule XII.

**Fine** . . . is an *adjective; descriptive; compared, pos. fine, comp. finer, sup. finest; positive degree*, and belongs to "intellect." Rule XII.

III. "The first two engravings are American harvest scenes."

**The** . . . is an *adjective; definitive; definite article*; it can not be compared, and belongs to "engravings." Rule XII.

**First** . . . is an *adjective; definitive; numeral*; it denotes number: *ordinal*; it marks the position of an object in a series: it can not be compared, and belongs to "engravings." Rule XII.

**Two** . . . is an *adjective; definitive; numeral; cardinal*; it denotes the number of objects: it can not be compared, and belongs to "engravings." Rule XII.

**American** is an *adjective; descriptive*; it can not be compared, and belongs to "scenes." Rule XII.

**Harvest** . is an *adjective; descriptive*; it can not be compared, and belongs to "scenes." Rule XII.

IV. "The weather is pleasant."

**Pleasant** . is an *adjective; descriptive; compared, pos. pleasant, comp. more pleasant; sup. most pleasant: positive degree*, and belongs to "weather." Rule XII.

## 55. EXERCISES.

Parse the nouns and adjectives in the following sentences:

1. A loud report was heard. 2. Fearful storms sweep over these beautiful islands. 3. Life is but a vapor. 4. These walks are quiet and secluded. 5. I feel sad and lonely. 6. The fields look green. 7. He took a twofold view of the subject. 8. Either road leads to town. 9. Each soldier was a host in himself. 10. Both horses are lame. 11. Such a law is a disgrace to any state. 12. Repeat the first four lines in concert. 13. "My drowsy powers, why sleep ye so?" 14. "One story is good until another is told." 15. The Australian gold-fields are very extensive. 16. The floor was formed of six-inch boards.

17. None think the great unhappy but the great.—*Young*.  
 18. Our birth is but a sleep and a forgetting.—*Wordsworth*.  
 19. To make a long story short, the company broke up and returned to the more important concerns of the election.—*Irving*.  
 20. Grim-visaged war hath smoothed his wrinkled

front.—*Shakespeare*. 21. For nine long years, session after session, we have been lashed round and round this miserable circle of occasional arguments and miserable expedients.—*Burke*. 22. Dim with the mist of years, gray flits the shade of power.—*Byron*.

23. Can storied urn, or animated bust  
Back to its mansion call the fleeting breath?—*Gray*.
24. With secret course, which no loud storms annoy,  
Glides the smooth current of domestic joy.—*Goldsmith*.
25. My opening eyes with rapture see  
The dawn of this returning day.
26. With many a weary step, and many a groan,  
Up the high hill he heaves a huge round stone.—*Pope*.

## 56. CAUTIONS.

**Caution I.**—Do not use *a* before vocals, or *an* before subvocals and aspirates.

**Ex.**—1. An hundred cents make one dollar. 2. Mr. Perry is an humorous person. 3. She is an heroine. 4. We traveled through a open country. 5. We are now an united people. 6. That is a historical fact. (Use *an* before *h* when the following syllable is accented.)

**Caution II.**—Omit the article before a word used as a title or as a mere name.

**Ex.**—1. A rascal formerly meant a servant. 2. He is a better mechanic than a sailor. 3. They gave him the title of a duke. 4. We shall vote for Mr. Webster as a senator. 5. What kind of a man is he? 6. I have a sort of a misgiving about it.

**Caution III.**—Observe that *the* denotes a *particular one*, or is used to distinguish one class or species from another, and that *a* denotes *one*, but not a particular one.

**Ex.**—1. The dime is the tenth part of the dollar. 2. An eagle is the bird of prey. 3. A telephone is a modern invention. 4. The subject of his lecture was a steam engine. 5. A lion is the king of beasts. 6. A horse which you saw belongs to me.

**Caution IV.**—Do not use *them* for *those*, *this here* for *this*, or *that 'ere* for *that*.

**Ex.**—1. He bought ten of *them* horses. 2. I do not like *this here* weather. 3. What have you done with *that 'ere* umbrella? 4. Did you put *them* books on *that 'ere* table? 5. I wish you would write *them* rules on the blackboard.

**Caution V.**—Avoid double comparatives and superlatives.

**Ex.**—1. He seems more cheerfuller to-day. 2. He is the most miserablest man I ever saw. 3. More sharper than a serpent's tooth is vile ingratitude. 4. That is far more preferable than to be imprisoned. 5. Worser evils than poverty can be imagined. 6. "This was the most unkindest cut of all."

**Caution VI.**—In most constructions, place ordinal adjectives before cardinals.

**Ex.**—1. Sing the two first and the three last verses. 2. I built the five first houses on that street. 3. Repeat the three first rules. 4. You may have cherries on the two first trees in the three first rows.

**Caution VII.**—Do not use adverbs as adjectives.

**Ex.**—1. We have arrived safely. 2. I feel badly this morning. 3. The country looks beautifully in June. 4. Things now look more favorably. 5. This rose smells sweetly. 6. The relative should be placed as nearly as possible to its antecedent.

**Caution VIII.**—Use such adjectives as express the exact meaning intended.

**Ex.**—1. I will sell either of the four boats for ten dollars. 2. Neither of my three brothers went to college. 3. He paid all of the laborers two dollars a day. 4. None of the two horses pleases me. 5. They worship both the sun, moon, and stars. 6. Every county is incident to very late frosts. 7. Such as desire may remain. 8. There were not fewer than twenty tons of sugar in the warehouse when it was burned. 9. There are less boys in school now than formerly.