

ESSENTIALS  
OF  
BUSINESS ENGLISH

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"MODERN BUSINESS PUNCTUATION"

"DRILLS IN THE USE OF CORRECT ENGLISH"

AND

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## PRÉFACE

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In the preparation of this text, the authors have made no attempt at originality, except as to the manner of presenting the subject. They have kept uppermost in mind the object to be attained—the ability on the part of the student to use correct English. With this end in view, the material has been selected from various sources, and so modified and arranged as to produce this result with the least expenditure of time on the part of the student, and a minimum of work on the part of the teacher.

No attempt has been made to produce an exhaustive treatise for the few, but rather a book of essentials for the many; nor has any effort been made to speculate upon the technical phases of the subject. The student's need is not theory and comment, but rather the rules and principles, with their proper application. *It is utterly useless to learn rules unless one learns to apply them.*

THE PARTS OF SPEECH.—In Part I the Parts of Speech are clearly defined, and their use fully illustrated by carefully selected sentences. The student is here taught that the part of speech to which a word belongs is determined by its use in the sentence. The work in this chapter lays the foundation for the study of the sentence, treated in Part II.

Part III treats of the Properties and Syntax of the Parts of Speech. The value of the study of Syntax can not be overestimated, for upon a thorough mastery of it depends, in a large measure, the student's ability to use correct

## PREFACE

English. The rules are clearly stated; each rule is illustrated by an example; and abundant exercises are given to thoroughly ground the student in the application of these rules.

**HOW TO WRITE CLEARLY.**—In this chapter no attempt has been made to give an exhaustive treatise of the subject of Rhetoric, but rather to give sufficient rules and illustrations to enable the student to avoid most of the faulty constructions.

**CHOICE OF WORDS.**—This section has been added to give the student a drill in the discrimination of those words most commonly confused either in the use or in the spelling. The words treated are of so practical a nature that we believe this department will be recognized as a valuable feature of the book.

**PUNCTUATION.**—The rules of Punctuation are clearly stated, and are sufficiently comprehensive to give the student a good knowledge of the subject.

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## THE SENTENCE

1. A **sentence** is a group of words that expresses a complete thought.

Examples: Knowledge is power. Labor conquers all things. The laws of nature are the thoughts of God.

2. Every sentence is composed of two parts: a *subject* and a *predicate*.

3. The **subject** of a sentence is the word or group of words that names that about which something is asserted.

4. The **predicate** of a sentence is the word or group of words that asserts something about the subject.

### Exercise 1

Name the subject and the predicate of the following sentences:

Model: *The greatest truths are sometimes the simplest.*

*The greatest truths* is the subject, because it names that about which the assertion is made; *are sometimes the simplest* is the predicate, because it asserts something about the subject.

1. They came without delay.
2. A rolling stone gathers no moss.
3. A small leak may sink a great ship.
4. The way of the transgressor is hard.
5. The path of duty leads to happiness.
6. The fountain of truth will never fail.
7. The children were playing in the street.
8. The path of industry is the path of success.
9. The dew is on the daisies and the clover.
10. A ray of light shone through the window.
11. The lights of the church shone through the door.
12. The mold of a man's fortune is in his own hands.
13. Simplicity in dress and manners indicates a refined mind.

### Classes of Sentences

5. With respect to use, sentences are divided into four classes: *declarative*, *interrogative*, *imperative*, and *exclamatory*.

6. A **declarative sentence** is a sentence that asserts something.

Example: Wealth may seek us, but wisdom must be sought.

7. An **interrogative sentence** is a sentence that asks a question.

Example: Can gray hairs make folly venerable?

8. An **imperative sentence** is a sentence that expresses a command or an entreaty.

Example: Never put off until tomorrow what you can do today.

9. An **exclamatory sentence** is a sentence that expresses strong emotion.

Example: How are the mighty fallen!

### Exercise 2

Tell whether the following sentences are declarative, interrogative, imperative, or exclamatory, and what punctuation mark should follow each sentence:

1. Whom did you call for
2. How swiftly pass a thousand years
3. The day is cold and dark and dreary
4. O, bury me not in the deep, deep sea
5. Life is an enigma that none can solve
6. Shall not the Judge of all the earth do right
7. What real service did you render yesterday
8. Smooth runs the water where the brook is deep
9. How blessings brighten as they take their flight
10. Remember now thy Creator in the days of thy youth
11. What soft, beautiful colors are seen in a winter landscape

## THE PARTS OF SPEECH

10. It is a remarkable fact that while the English language contains more than three hundred thousand words, each differing from every other in meaning, they may be divided, according to their *use* in sentences, into eight classes. These classes are called the **parts of speech**.

11. The names of the parts of speech are: **nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.**

### THE NOUN

12. A **noun** is the name of anything.

13. It may be—

1. The name of a person, place, or thing; as, *James, New York, book.*

2. The name of some attribute that we can see, hear, taste, smell, or feel; as, *beauty, melody, sweetness, odor, pain.*

3. The name of some quality or condition that may be simply thought of; as, *diligence, gentleness, perseverance, happiness, faith.*

4. The name of an action; as, *walking, riding, talking, singing.*

### Classes of Nouns

14. All objects of the same kind have the same general name. To distinguish a particular object from others of the class to which it belongs, it is given a special name not applicable to the rest of its class. Thus, the name *city* is applicable to any large town, while *Boston* is the name of a particular city; hence, there are two kinds of nouns—the names of classes and the names of individuals.

15. Nouns are divided into two classes: *common* and *proper*.

16. A **common noun** is a name that applies to any one of a class of persons or things; as, *boy, city, lake, mountain*.

While the name *geranium* does not apply to all flowers, it does apply to all of the class of flowers called *geraniums*; hence, it is a common noun.

17. A **proper noun** is a name given to an individual object to distinguish it from others of the same class; as, *James, Chicago, Superior, Pacific*.

While *James* is the name of a large number of boys, it does not apply to all boys; hence, it is a proper noun.

### Exercise 3

Give the common nouns corresponding to the following proper nouns:

Chicago	Alps	France	Atlantic
Indiana	Esther	Amazon	Suez
Charles	Monday	August	Mediterranean

### Subclasses of Common Nouns

18. Common nouns are divided into four classes: *abstract, collective, verbal, and class*.

19. An **abstract noun** is the name of a quality, a condition, or an action, considered apart from the object to which it belongs; as, *whiteness, slavery, deception*.

20. Abstract nouns are formed—

1. From adjectives; as, *goodness* from *good*; *honesty* from *honest*; *sweetness* from *sweet*; *truth* from *true*.

2. From verbs; as, *deception* from *deceive*; *knowledge* from *know*; *belief* from *believe*; *growth* from *grow*.

3. From nouns; as, *friendship* from *friend*; *heroism* from *hero*; *childhood* from *child*; *infancy* from *infant*.

21. A **collective noun** is the name of a collection of persons or things; as, *army, jury, flock, audience*.

22. A **verbal noun** is a noun ending in *-ing* that is the name of an action or state of being; as, *singing, standing, seeing, believing*.

23. A **class noun** is any common noun that is not a collective, an abstract, or a verbal noun; as, *book, flower, house*.

### Exercise 4

Copy the italicized nouns, arranging abstract nouns in the first column, collective in the second, verbal in the third, and class in the fourth:

1. If you wish to enjoy the pleasure of *resting*, you must work.
2. The *shepherd* was guarding his *flock*. 3. *Running* is healthful exercise.
4. He was noted for his *nobility* of character and for his *reverence* of sacred things.
5. We saw a *group* of boys in the *yard*.
6. *Simplicity* in dress and *manners* indicates a refined *mind*.
7. The *herd* were quietly grazing.
8. *Hunting, fishing, and rowing* occupied most of my time during vacation.
9. The *jury* asked for further instructions.
10. *Kindness* is commendable.
11. Tecumseh was the chief of a *tribe* of Indians.
12. *Giving* is better than *hoarding*.
13. The *audience* was large and enthusiastic.
14. The *board* will meet tonight.
15. Switzerland is noted for the *beauty* of its scenery.
16. The *class* will meet next Monday.
17. Through the *clouds* of *today* shines the *brightness* of tomorrow.
18. The *committee* is ready to report.
19. He gave us some good advice about *honor* and *obedience*.
20. The *doorstep* to the *temple* of *wisdom* is a *knowledge* of our own *ignorance*.
21. Our *team* has not been defeated this year.
22. *Geniality* and *courtesy* are not small *factors* in *smoothing* the rough way of life.
23. Our greatest glory is not in never *falling*, but in *rising* every time we fall.
24. *Industry, honesty, temperance, and frugality* are among the cardinal virtues.

### THE ADJECTIVE

24. An **adjective** is a word that is used to modify or limit a noun or pronoun.

Examples: A *high* tower; a *rough* road; a *beautiful* flower; *this* book; *two* days.

### Classes of Adjectives

25. Adjectives are divided into two classes: *descriptive* and *limiting*.

26. A **descriptive adjective** is an adjective that expresses quality or kind; as, a *good* book; *rough* roads; *beautiful* flowers; a *fine* building.

A descriptive adjective derived from a proper noun is called a **proper adjective**; as, the *English* language; the *American* Indian. Proper adjectives should usually begin with a capital letter.

27. A **limiting adjective** is an adjective that expresses number or quantity, or that points out; as, *two* weeks; *sufficient* funds; *this* book.

28. A limiting adjective may be used—

1. Merely to point out; as, *this*, *that*, *these*, *those*, *the*, *an*, *yonder*.

2. To express a definite number; as, *one*, *five*, *forty*, *ninety*.

3. To express an indefinite number or quantity; as, *several*, *many*, *any*, *much*, *some*, *few*.

4. To show the order in a series; as, *first*, *second*, *fifth*.

The limiting adjectives *the* and *an* or *a* are called **articles**. *The* is called the definite article, because it is used to point out some particular person or thing. *An* or *a* is called the indefinite article, because it is used to point out any one of a class.

### Exercise 5

Copy, on Form 5, the adjectives and the words they modify (Omit the articles):

1. An honest man is the noblest work of God. 2. It cuts both ways like a two-edged sword. 3. You will find him in the seventh room on the third floor. 4. A good name is rather to be chosen than great riches. 5. This pencil and those pens are mine. 6. A small leak will sink a great ship. 7. Much wisdom often goes with the fewest words. 8. I was there several times. 9. A little learning is

a dangerous thing. 10. There were five members present. 11. A soft answer turneth away wrath, but grievous words stirreth up anger. 12. The moonlight was streaming through a low window in one gable, and a fainter light came through a corresponding window in the opposite end. 13. Great heaps of yellow apples lay under the trees. 14. The lad saw in this demand for the lowest work at the highest prices his golden opportunity. 15. The next day the convention took a formal vote upon the resolution. 16. If we had more time, there would be less haste.

## THE PRONOUN

**29.** A **pronoun** is a word used in place of a noun.

Pronouns are used to avoid the monotonous repetition of nouns. Thus, it is much more pleasing to the ear to say, "Ralph put *his* book into *his* desk," than to say, "Ralph put *Ralph's* book into *Ralph's* desk."

**30.** The word for which a pronoun stands, or to which it refers, is called the **antecedent**.

### Classes of Pronouns

**31.** Pronouns are divided into four classes: *personal*, *relative*, *interrogative*, and *adjective*.

**32.** A **personal pronoun** is a pronoun that shows by its form whether it represents the person speaking, the person spoken to, or the person or thing spoken of.

Example: *We* know that both *you* and *he* will like the subject when you understand *it* better. Here *we* is used in place of the speaker; *you*, in place of the person spoken to; *he*, in place of the person spoken of; and *it*, in place of the thing spoken of.

**33.** A **relative pronoun** is a pronoun that relates to an antecedent and at the same time joins to it a clause.

Example: He *who* would seek for pearls must dive below. In this sentence, *who* is used to join the clause, *who would seek for pearls*, to *he*, the antecedent of the relative, and

is also the subject of the dependent clause, *who would seek for pearls*.

34. The relative pronouns are *who* (*whose, whom*), *which, that*, and *what*, with their compound forms, *whoever, whosoever, whichever, whichsoever, whatever, whatsoever*.

Sometimes the antecedent of a pronoun is not expressed; as, "Who steals my purse steals trash." Here *person* or *he*, understood, is the antecedent of *who*.

The relative *what* is equivalent to *that which* or the *thing which*, and hence combines within itself both the antecedent and the relative. Thus, "Take *what* you want," is equivalent to "Take *that which* (the *thing which*) you want."

35. An **interrogative pronoun** is a pronoun used in asking a question.

Examples: *Who* is that? *Which* of us shall go? *What* did he say?

36. The interrogative pronouns are *who* (*whose, whom*), *which, what*.

*Which* and *what* are sometimes used as limiting adjectives; as, "Which book do you like the better?" "What time is it?"

37. An **adjective pronoun** is a word that may be used either as a pronoun or as a limiting adjective.

Example: *Few* shall part where *many* meet.

38. The principal adjective pronouns are *one, none, some, any, both, few, each, either, neither, other, several, many, all, this, these, that, and those*.

Most of these words may be used either as adjectives or as pronouns. If the word limits a noun that is expressed, it is an adjective; if it stands for a noun that is omitted, it is a pronoun. Thus, in the sentence, "Each person must do his share," *each* is an adjective, modifying the noun *person*. But in the sentence, "Each must do his share," *each* is a pronoun, because it stands for the noun *person*.

### Exercise 6

Copy the italicized pronouns, arranging personal pronouns in the first column, relative in the second, interrog-



ative in the third, and adjective in the fourth, and be prepared to tell what each stands for:

1. Venerable men! *You* have come down to *us* from a former generation. 2. The lady was not at home when *her* friends called, so *she* did not see *them*. 3. A city *that* is set on a hill can not be hid. 4. *What* shall *I* do with *this*? 5. *Few* can sing as well as *she*. 6. Students *who* master *their* lessons merit the approbation of their teacher. 7. *Who* is *that*? 8. *Both* are acceptable. 9. He *that* is not with *me* is against me. 10. As *we* approached the eastern end of the lake, *its* scenery grew far more beautiful. 11. Trust men, and *they* will be true to *you*; treat *them* greatly, and they will show *themselves* great. 12. The song *that* we hear with *our* ears is only the song that is sung in our hearts. 13. As *he* entered the city, he noticed the many changes *that* had taken place since *his* last visit. 14. There were present laborers, mechanics, and merchants, *who* doubted the arguments he offered. 15. If thine enemy hunger, give *him* bread to eat; if *he* be thirsty, give him water to drink. 16. There is the man *whom* you want to see. 17. There were rows of houses *which* he had never seen before, and *those* which had been his familiar haunts had disappeared. 18. *Which* do you prefer? 19. *Whom* do you wish to see? 20. The hall was open to *all who* came, on condition that the guest should leave *his* weapon at the door. 21. The world will little note nor long remember *what* we say here; but *it* can never forget what *they* did here.

### Exercise 7

Tell whether the italicized words are nouns, pronouns, or adjectives, and what the adjectives modify:

1. *All* men are better than they seem. 2. *All* is well that ends well. 3. *Each* did his duty. 4. *Each* pupil who excels will be rewarded. 5. I did not hear *what* you said. 6. *What* man among you is blameless? 7. The *fine* was too heavy. 8. It is a *fine* day. 9. I have but *one* suggestion to make. 10. *Which* of the two is the better? 11. It was a *calm* night. 12. *Those* books are mine. 13. A *calm* precedes the storm. 14. *Those* are my books. 15. *Any* life that is worth living must be a struggle. 16. They did not know *which* road to take. 17. She has a pretty *gold* watch. 18. *Several* were absent today. 19. I saw him *several* days ago. 20. *Gold* was discovered in California in 1848. 21. *Neither* will answer my purpose. 22. A rolling

*stone* gathers no moss. 23. *Neither* proposition is satisfactory. 24. The house was surrounded by a *stone* wall. 25. *One* is sometimes at a loss to know what to do. 26. The *other* boy did well too. 27. *Either* is satisfactory. 28. The *oak* tree was struck by lightning. 29. The desk was made of *oak*. 30. *Either* book will interest you. 31. I prefer the *other*. 32. *Some* men are born great; *some* achieve greatness; and *some* have greatness thrust upon them. 33. *Few* things are impossible to diligence and skill. 34. *Many* are called, but *few* are chosen.

## THE VERB

39. A **verb** is a word that asserts something about some person or thing.

Some verbs express action; as, "Birds *sing*;" some express existence; as, "I *am* here;" and others express state or condition; as, "He *feels* happy."

40. A verb is not always a single word, but is sometimes a group of words; as, *will go*; *can be done*; *shall have been completed*. Such a group of words is called a **verb phrase**.

41. A verb phrase consists of a principal verb and one or more helping words, called an **auxiliary verb**.

Thus, in the sentence, "The work should have been done sooner," *done* is the principal verb, and *should have been* is an auxiliary verb.

The parts of a verb phrase are sometimes separated by other words; as, "He *had*, a few days before, *been elected* president of the society."

42. The principal auxiliary verbs are *be, am, is, are, was, were, can, could, may, might, must, ought, shall, should, will, would, do, does, did, has, have, and had*. Some of these may be used also as principal verbs; as, "Time *is* money." "They *did* the work well." "I *have* a knife."

## Exercise 8

Point out the verbs and the verb phrases and name the principal verb in the verb phrases:

1. Labor conquers all things. 2. Wealth may seek us, but wisdom must be sought. 3. Animals have voice; man alone has speech. 4. They have finished the work. 5. Did you hear the bell? 6. The precious morning hours should not be wasted. 7. He had no time to prepare his speech. 8. If he had not known how to swim, he would have drowned. 9. I do wish that you would go too. 10. A man's manners often affect his fortune. 11. They do our work promptly and satisfactorily. 12. My country is the world; my countrymen are all mankind. 13. We are shipping the goods today. 14. Reputation is gained by many acts, but one act alone will destroy it. 15. He did the work in a satisfactory manner. 16. She has passed in all her studies. 17. No state shall, without the consent of Congress, lay any imposts or duties on imports or exports.

### Classes of Verbs

43. Verbs are divided into two classes: *transitive* and *intransitive*.

44. A **transitive verb** is a verb that requires an object to complete the sense.

Examples: The hunter *shot* a bird. Small courtesies *sweeten* life.

The word *transitive* means *to pass over*; hence, a transitive verb usually implies a passing over of the action from the subject to the object. The action expressed by the verb may be an act of the mind, expressed by such verbs as *think* and *believe*, or an act of the feelings, expressed by such verbs as *wish*, *desire*, *like*, and *admire*. The verbs *own*, *have*, *possess*, etc., while they do not express action, are usually transitive.

45. An **intransitive verb** is a verb that does not require an object to complete the sense.

Examples: The wind *blows*. All grand thoughts *come* from the heart.

Some verbs may be transitive in one sentence and intransitive in another. When followed by an object, a verb is transitive; when not followed by an object, it is intransitive.

Examples: The wind *blows* the leaves (transitive). The wind *blows* hard (intransitive).

### The Direct Object

46. The noun or pronoun that completes the meaning of a transitive verb is called the **direct object**.

Thus, in the sentence, "Columbus discovered America," *America* is the direct object of the verb *discovered*, because it completes the meaning and receives the action expressed by the verb.

### The Attribute Complement

47. Most intransitive verbs make complete sense, but there are a few that require a noun, a pronoun, or an adjective to complete their meaning. Such verbs are called **incomplete intransitive** or **copulative verbs**, because they connect a complement with the subject of the verb.

48. The verb *be* (with its various forms *is, am, are, was, were*) is the only pure copulative verb, though other intransitive verbs are frequently thus used; as, *appear, become, seem, look, feel, taste, smell, etc.*

Test: A verb is copulative when some form of the verb *be* can be substituted for it; as, "He *appears* ill" = "He *is* ill."

49. The complement may be a noun, a pronoun, or an adjective.

50. The noun or pronoun that completes the meaning of an intransitive verb and refers to the subject is called the **attribute complement**, or **predicate noun** or **pronoun**.

The noun or pronoun used as the attribute complement denotes the same person or thing as the subject, while the noun or pronoun used as the direct object denotes a different person or thing.

Thus, in the sentence, "Washington became president," *Washington* and *president* denote the same person; hence, the verb is copulative, and *president* is an attribute complement. But in the sentence, "Washington defeated Cornwallis," *Washington* and *Cornwallis* denote different persons; hence, the verb is transitive, and *Cornwallis* is a direct object.

51. An adjective may be used to complete the meaning of an intransitive verb and to modify the subject; as

“The apple is *sweet*,” “The flowers are *beautiful*.” An adjective so used is called a **predicate adjective**.

52. In such sentences as “The sun is shining,” “The book is torn,” beginners often find it difficult to determine whether the word following a form of the verb *be* is a part of the verb phrase or a complement of the verb. If the predicate expresses action, the word in question is a part of the verb phrase; but if the predicate expresses a quality or condition of the subject, the word is not a part of the verb, but a complement of the verb. In the sentence, “The sun is shining,” *is shining* expresses a continuance of the action; hence, *shining* is a part of the verb. In the sentence, “The book is torn,” *torn* expresses a condition of the subject, not an action; hence, it is not a part of the verb, but an adjective, used as the attribute complement of the verb.

### Exercise 9

Tell whether the italicized words are parts of the verb or attribute complements:

1. The flowers are *blooming*. 2. The debt is *paid*. 3. The debt was *paid* promptly. 4. The debt has been *paid*. 5. The books are *soiled*. 6. Books are *soiled* by use. 7. The boy has *soiled* his new book. 8. The work is *finished*. 9. They have *finished* the work. 10. The house is *deserted*. 11. The house was *deserted* soon after it was built. 12. He is *satisfied* with the goods. 13. The apples are *freezing*. 14. The apples are *frozen*. 15. We are *happy* now. 16. We have been *happy* here. 17. He is *hurt*. 18. He has *hurt* his finger. 19. The coat is *worn* and *faded*. 20. He has *worn* the coat several times. 21. The field is *plowed*. 22. The man is *plowing* the field. 23. The field was *plowed* by the boy. 24. The prisoner is *guilty*. 25. He has *prepared* his lesson. 26. I am not *prepared* to speak on that subject now.

### The Indirect Object

53. Some transitive verbs take, in addition to a direct object, what is called an **indirect object**, which denotes *to*

*whom* or *for whom* an act is-performed. The indirect object is always the object of the preposition *to*, *for*, or *of* understood, and may be so treated.

Examples: He sent me a book=He sent a book to me. The tailor made him a coat=The tailor made a coat for him. He asked me a question=He asked a question of me.

### The Objective Complement

54. Sometimes the direct object is followed by a noun that refers to it or by an adjective that modifies it. Such noun or adjective is called an **objective complement**.

Thus, in the sentence, "They elected Roosevelt president," *president* completes the meaning and refers to the direct object *Roosevelt*. In the sentence, "They found the work difficult," the adjective *difficult* completes the meaning and modifies the direct object *work*.

The objective complement bears the same relation to the direct object that the attribute complement bears to the subject. The attribute complement, completes the meaning, and if a noun, it denotes the same person or thing as the subject, and if an adjective, it modifies the subject; the objective complement completes the meaning, and if a noun, it denotes the same person or thing as the direct object, and if an adjective, it modifies the direct object.

### Exercise 10

Copy the verbs, arranging transitive verbs in the first column, intransitive in the second, and copulative in the third, and be prepared to name the objects of the transitive verbs and the attribute complements of the copulative verbs:

1. Each individual has a place in the world to fill. 2. The flowers are beautiful. 3. Labor conquers all things. 4. Lay the books on the table. 5. The books lay on the table yesterday. 6. Honesty is the best policy. 7. A wise man reflects before he speaks. 8. They were glad, yet they shed tears. 9. Do not stand in the way. 10. Stand the chairs against the wall. 11. The water of the lake reflects the sunlight. 12. The world revolves, yet we do not feel its motion. 13. He became rich. 14. He entered the record on his books. 15. I

feel ill. 16. The gems have life in them; their colors speak. 17. The light entered through the window and fell on his face. 18. Patience is a bitter seed, but it yields rich fruit. 19. Velvet feels smooth. 20. He and I studied and played together in boyhood. 21. He appears indifferent. 22. We studied our lessons in the morning and played games in the afternoon. 23. Every great thought alters the world. 24. If I were he, I should not go. 25. The flowers smell sweet. 26. If you were I, you would think differently. 27. He looks cold. 28. The sun was warm.

### Exercise 11

Copy the complements, arranging direct objects in the first column, predicate nouns and predicate adjectives in the second, indirect objects in the third, and objective complements in the fourth:

1. Wisdom is priceless. 2. The groves were God's first temples. 3. Prosperity gains friends, and adversity tries them. 4. The President appointed Mr. Fuller postmaster. 5. Mary made her doll a new dress. 6. Comparisons are odious. 7. We have appointed you our agent. 8. Please lend me your knife. 9. He looks cold. 10. We can make our lives sublime. 11. A man's manners often affect his fortune. 12. An honest man is the noblest work of God. 13. He painted the house brown. 14. The flowers smell sweet. 15. Books are the legacies of genius. 16. God called the light day, and the darkness He called night. 17. Such an investment would have been profitable. 18. Did you send them a present? 19. The stars are distant worlds. 20. Will you do me a favor? 21. I am the man you are looking for. 22. He appears indifferent. 23. Good clothes are not good habits. 24. His energy made the undertaking a success. 25. They have made him captain of the team. 26. Heaven's decrees are just. 27. The sun feels warm. 28. The laws of nature are the thoughts of God.

### THE ADVERB

55. An **adverb** is a word that is used to modify the meaning of a verb, an adjective, or another adverb.

Examples: He spoke *distinctly*. The house is *very* large. He spoke *very* distinctly.

### Classes of Adverbs

56. According to their use in sentences, adverbs are divided into four classes: *simple*, *interrogative*, *conjunctive*, and *modal*.

57. A **simple adverb** is an adverb that merely modifies the word with which it is used.

Examples: He came *early*. The clouds moved *slowly*.

58. Simple adverbs may be divided into six classes:

1. **Adverbs of time**, answering the question, *When?* as, *now*, *then*, *daily*, *early*, *soon*, *before*, *always*, *to-day*, *yesterday*, *by and by*.

2. **Adverbs of place**, answering the question, *Where?* as, *here*, *there*, *anywhere*, *backward*, *where*, *somewhere*, *yonder*, *up*, *down*, *away*, *below*.

3. **Adverbs of manner**, answering the question, *How?* as, *easily*, *well*, *thoroughly*, *rapidly*, *softly*, *faithfully*, *badly*.

4. **Adverbs of cause**, answering the question, *Why?* as, *therefore*, *why*, *hence*, *wherefore*, *thus*.

5. **Adverbs of degree**, answering the question, *How much?* as, *so*, *too*, *very*, *much*, *almost*, *exceedingly*, *more*, *little*.

6. **Adverbs of number**, answering the question, *How many?* as, *once*, *twice*, *thrice*, *first*, *secondly*, *thirdly*.

59. An **interrogative adverb** is an adverb used to ask a question; as, *when*, *how*, *where*, *why*.

Examples: *When* did he arrive? *How* old is he? *Where* did he go?

60. A **conjunctive adverb** is an adverb that modifies the meaning of some word in the subordinate clause, and at the same time connects the subordinate clause with the principal clause.

In the sentence, "The birds sing when the sun shines," *when* modifies the meaning of the verb *shines* in the subordinate clause, *the sun shines*, and also joins this clause to the principal clause, *the birds sing*.



61. A **modal adverb** is an adverb that modifies the meaning of the entire sentence rather than some particular word in the sentence, and is used to express affirmation, negation, probability, doubt, emphasis, etc.

Examples: Thou shalt *surely* die. It is *not* all of life to live. *Certainly*, I shall go.

62. Certain combinations of words that can not easily be separated into parts, and that convey a single adverbial idea, may be called **phrase adverbs**; as, *here and there*, *by and by*, *again and again*, *at hand*, *of course*, *at least*, *one by one*, etc.

### Exercise 12

Copy the adverbs, arranging those that modify verbs in the first column, those that modify adjectives in the second, and those that modify adverbs in the third:

1. He always does his work well. 2. Comparatively few persons take advantage of their opportunities. 3. She listened very intently to the speech. 4. He knew full well that it was wrong. 5. The bamboo is an extremely graceful tree. 6. He walked along very slowly. 7. He came too early. 8. He is thoroughly reliable. 9. He formerly lived here. 10. He sold his property at a remarkably low price. 11. He writes fairly well. 12. He drove unusually fast. 13. Where did you go? 14. It was so very cold that I did not go. 15. He is often improperly quoted. 16. Too many cooks spoil the broth. 17. I could hardly hear him. 18. Is he seriously ill? 19. The matter will be promptly adjusted. 20. Swiftly sailed the ship. 21. He is a little taller than I. 22. I was exceedingly glad to hear from you. 23. Every man must patiently abide his time. 24. It should have been done sooner. 25. They found the way very easily. 26. He spoke slowly and distinctly. 27. He gladly accompanied me to the theater. 28. He is here now.

### THE PREPOSITION

63. A **preposition** is a word used to connect a noun or a pronoun to some other word in the sentence, and to show the relation between them.

Examples: The cottage stood *by* the river. The book *on* the table is mine.

64. The noun or pronoun following a preposition is called its **object**.

65. The following are the prepositions most commonly used:

at	but	till	below	besides
of	down	upon	until	between
in	from	with	under	beneath
to	into	about	behind	against
up	over	above	during	regarding
off	past	after	except	concerning
for	save	among	within	respecting

66. Some groups of words are used with the force of single prepositions and may be called **phrase prepositions**; as, *out of*, *from beyond*, *according to*, *as to*, *in place of*, *on account of*, *as for*, *aboard of*, *by way of*, *contrary to*, *devoid of*, *from out*, *for the sake of*, *in accordance with*, *in compliance with*, *instead of*, *in regard to*, *in reference to*, *to the extent of*, *with respect to*.

67. Some words that are commonly prepositions become adverbs when not followed by an object.

Examples: He is *in* the house (preposition). Come *in* (adverb).

### Exercise 13

Tell whether the italicized words are prepositions or adverbs; name the objects of the prepositions and tell what the adverbs modify:

1. The books are *on* my desk. 2. The soldiers marched *on*. 3. He is *in* the house. 4. He came *in* and sat down. 5. Have you ever seen him *before*? 6. Come *before* noon. 7. We walked *down* the street together. 8. There were several men standing *by*. 9. She stood *by* an open window. 10. We looked *around*, but saw nothing. 11. We rode *around* the lake. 12. The river runs *through* his farm.

13. We have not been there *since* that time. 14. He has not been here *since*. 15. We walked *along* the track. 16. Just as we turned the corner, they came hurrying *along*. 17. The wind blew my hat *off*. 18. He fell *off* the scaffold. 19. The train is *behind* time. 20. He lagged *behind*. 21. The elevator has just gone *down*.

## THE CONJUNCTION

68. A **conjunction** is a word used to connect words, phrases, or clauses.

Example: Mercy *and* truth have met together.

### Classes of Conjunctions

69. Conjunctions are divided into two classes: *co-ordinate* and *subordinate*.

70. A **co-ordinate conjunction** connects words, phrases, or clauses of equal rank.

Examples: Time *and* tide wait for no man. They passed through the door *and* across the room. They were glad, *yet* they shed tears.

In the first sentence, *and* connects *time* and *tide*, two words of equal rank, because they jointly form the subject of the sentence. In the second sentence, *and* connects *through the door* and *across the room*, phrases of equal rank, because both modify *passed*. In the third sentence, *yet* connects the propositions, *they were glad*, and *they shed tears*, elements of equal rank, because each is an independent sentence.

71. The principal coordinate conjunctions are :

and	yet	thus	moreover	both—and
but	else	hence	accordingly	either—or
or	also	whence	consequently	neither—nor
nor	still	therefore	nevertheless	whether—or

72. A **subordinate conjunction** connects a subordinate clause with a principal clause.

Example: We shall go *if* it does not rain.

In this sentence, *if* connects the subordinate clause, *it does not rain*, with the principal clause, *we shall go*.

73. The principal subordinate conjunctions are:

as	after	before	although	so that
if	until	though	provided	in case that
for	lest	unless	whereas	in order that
till	since	except	supposing	as soon as
than	while	because	provided	inasmuch as

74. Some groups of words are used with the force of single conjunctions and may be called **phrase conjunctions**; as, *as well as*, *as soon as*, *as if*, *inasmuch as*, *in order that*, *so that*, *as though*, *but that*.

75. **Correlative conjunctions** are conjunctions used in pairs, the first introducing and the second connecting the elements.

Examples: He is *either* a knave *or* a fool. *Neither* time *nor* money was spared. He is *both* wise *and* good.

76. The principal correlatives are: *neither—nor*; *either—or*; *both—and*; *though—yet*; *whether—or*; *not only—but also*.

### Exercise 14

Copy the conjunctions, arranging coordinate conjunctions in the first column, subordinate in the second, and correlative in the third, and be prepared to tell what each connects:

1. Nature and wisdom always say the same thing.
2. We always have time enough, if we will use it aright.
3. Courage is admirable, but patience is powerful.
4. He or I will go.
5. I shall go unless it rains.
6. Both he and I will be present.
7. The wicked flee when no man pursueth.
8. Plan your work and work your plan.
9. He failed because he had but little capital and no experience.
10. I shall not go until it stops raining.
11. They were glad, yet they shed tears.
12. We will go provided you will meet us.
13. Slowly and sadly we laid him down.
14. We shall go as soon as we hear from him.
15. Language is the picture and counterpart of thought.
16. We do not care whether he goes or not.
17. What is liberty without wisdom and without virtue?
18. Either he or I will go.
19. He walks as if he were tired.
20. The allegation is not true, nor is the evidence sufficient to sustain it.

## THE INTERJECTION

77. An **interjection** is a word used to express strong emotion of some kind.

Example: *Hurrah!* Here come the boys.

The interjection has no grammatical relation to the other words in the sentence.

The following words are used as interjections: oh! ah! fie! how! why! see! help! well! fire! hark! hush! shame! stop! look out! beware! farewell! nonsense!

## Exercise 15

Copy, on Form 15, the italicized words in the following sentences, and be prepared to tell to what part of speech each word belongs:

1. *That* man is the best educated *who* is the most *useful*. 2. We always have time *enough* if we will use it *aright*. 3. He is old *enough* to know better. 4. *Those* who live without a plan have never *any* leisure. 5. *Any* of you can do as well as he. 6. Is he *any* better to-day? 7. *What* do you want? 8. *What* book does she want? 9. I do not know *what* he wants. 10. Men are *but* children of larger growth. 11. There was no one at home *but* mother and me. 12. Energy is a good thing, *but* it must be guided by discretion. 13. *Plan* your *work* and *work* your *plan*. 14. Young man, keep your record *clean*. 15. He is an *American* and glories in the right of an *American* citizen. 16. *All* were well pleased. 17. He stood *before* me. 18. He has been here *before*. 19. He came *before* I left. 20. Farmers *till* the soil. 21. The money is in the *till*. 22. Stay *till* the bell rings. 23. Stay *till* train time. 24. He passed *by* on the other side. 25. I will go *after* dinner. 26. You will remember this in *after* years. 27. He came soon *after* you left. 28. *Both* men are worthy of the position. 29. *Both* of them are industrious. 30. *Both* he *and* I are going. 31. He will do the work *for* you. 32. He merits the reward, *for* he has worked hard. 33. Hope maketh a man *strong*. 34. His *needs* were supplied. 35. He *needs* someone to take care of him. 36. The children *long* for home and mother. 37. It is a *long* time to wait. 38. I like his *reading*. 39. He is *reading* the book. 40. I like the old-fashioned

*reading* books. 41. I have just taken a long *walk*. 42. We usually *walk* to the office. 43. Do not *idle* away your time. 44. An *idle* brain is the devil's workshop. 45. He failed, *because* he had *but* little capital and no experience. 46. I shall go *while* the weather is pleasant. 47. If we *while* away our time we shall not reach our journey's end for a long *while*.

### Test Questions

1. Into how many classes are all the words of our language divided?
2. How do we determine to what part of speech a word belongs?
3. Into what classes are nouns divided? 4. Define a common noun. Give an example. 5. Into what classes are common nouns divided? Define and give an example of each class. 6. Define a proper noun. Give an example. 7. What is a pronoun? 8. Into how many classes are pronouns divided? Define and give an example of each class. 9. What is an adjective? 10. Into what classes are adjectives divided? Define and give an example of each class. 11. What is a verb? 12. What is a transitive verb? Give an example. 13. What is an intransitive verb? Give an example. 14. What is a copulative verb? Give an example. 15. What is the difference between the object of a transitive verb and the attribute complement of a copulative verb? 16. What is the difference between an attribute complement and an objective complement? 17. What preposition may be supplied before an indirect object? 18. Of what does a verb phrase consist? 19. What is an auxiliary verb? 20. What may be the attribute complement of a copulative verb? 21. What is an adverb? 22. Into what classes are adverbs divided? Define and give an example of each class. 23. Give a sentence containing an adverb of time; of place; of manner; of cause; of degree. 24. What parts of speech may an adverb modify? Give an example of each. 25. What is a conjunction? 26. Into what classes are conjunctions divided? Define and give an example of each. 27. What is a preposition?

## PART II

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### ELEMENTS OF THE SENTENCE

78. You have learned that a sentence consists of two parts:

1. The subject—that about which something is asserted.

2. The predicate—that which asserts something about the subject.

The subject or the predicate may consist of a single word; as, "Rain falls." But usually some word, phrase, or clause is added to the subject or the predicate, or to both, to make the meaning more exact. Such word, phrase, or clause is called a modifier.

79. When a modifier is added to the subject or predicate, the subject or predicate is said to be modified.

Thus, in the sentence, "The spring rain falls gently," *the* and *spring* are modifiers of the subject *rain*, and *gently* is a modifier of the verb *falls*.

80. The **complete subject** is the subject with its modifiers.

Example: *The spring rain* falls gently.

81. The **simple subject** is the subject without its modifiers.

Example: The spring rain falls gently.

82. The **complete predicate** is the verb or the verb phrase with its modifiers and complements.

Examples: The spring *rain falls gently*. Silence *is a great peacemaker*.

83. The **simple predicate** is the verb or verb phrase without its modifiers.

Example: The spring rain *falls gently*.

### Classes of Modifiers

84. Modifiers are divided, according to form, into three classes: *words*, *phrases*, and *clauses*.

Adjectives and adverbs, already fully treated, are the principal word modifiers.

85. A noun may be placed beside another noun by way of explanation denoting the same person or thing. It is then said to be an **appositive**, or to be in apposition with the noun it explains.

Examples: Our representative, *Mr. Wilson*, will call on you soon. We heard Mr. Spurgeon, the great London *preacher*. In the first sentence, *Mr. Wilson* is in apposition with *representative*; in the second, *preacher* is in apposition with *Mr. Spurgeon*.

86. A **phrase** is a group of words that does not contain a subject and a predicate and that is used as a single part of speech.

Example: He is a man *of wealth*. *Of wealth* is a phrase, modifying *man*, equivalent to *wealthy*.

87. A phrase formed by a preposition and its object is called a **prepositional phrase**.

88. A prepositional phrase may be used as—

1. An adjective modifier; as, "A thing *of beauty* is a joy forever." *Of beauty* is an adjective phrase modifying *thing*.

2. An adverbial modifier; as, "The ship sailed *over the sea*." *Over the sea* is an adverbial phrase modifying *sailed*.

89. A **clause** is a group of words that contains a subject and a predicate and that is used as a single part of speech.

Example: He is a man *who is wealthy*. *Who is wealthy* is an adjective clause modifying *man*, equivalent to *wealthy*.

90. A clause may be used as—



1. An adjective modifier; as, "A city *that is set on a hill* can not be hid." *That is set on a hill* is an adjective clause modifying *city*.

2. An adverbial modifier; as, "Fools rush in *where angels fear to tread*." *Where angels fear to tread* is an adverbial clause modifying *rush*.

### Order of Elements

91. In a declarative sentence, the subject usually precedes the verb, and the object or the complement follows the verb. This is called the **natural order**.

(subject)                      (verb)                      (object)

Example: Wellington defeated Napoleon at Waterloo.

92. For emphasis, a word or phrase is sometimes placed out of its natural position in the sentence. This is called the **transposed order**.

(complement)                      (verb)                      (subject)

Example: A mighty man was he.

In the natural order, the prepositional phrase follows the word it modifies, but for emphasis, it is often transposed. When there are two or more phrases modifying the same word, it is generally better to transpose one or more of the phrases; as, "*In a long ramble of the kind, on a fine autumnal day*, Rip had unconsciously scrambled to one of the highest parts of the Kaatskill Mountains."

93. The subject of an interrogative sentence usually follows the verb, or is placed between the parts of a verb phrase.

(verb)                                      (subject)

Example: Where are the birds now?

(auxiliary verb)                      (subject)                      (principal verb)

Example: Why do leaves fall face downward?

94. When an interrogative pronoun is the subject, the elements are usually in their natural order.

(subject)                      (verb)                                      (object)

Example: Who did the work?

95. The subject of an imperative sentence is usually *you* understood.

Example: (You) Let us go too.

96. When a sentence is introduced by *there*, the subject is placed after the verb.

Example: There <sup>(verb)</sup> were <sup>(subject)</sup> giants in those days.

97. In sentences of this kind, *there* is neither the subject nor a modifier. It is used to introduce the sentence in order to throw the subject after the verb for emphasis or euphony, and is called an **expletive**.

98. The pronoun *it* is sometimes the apparent subject, when the real subject follows the verb.

Example: *It* is easy to find fault; that is,

(It) <sup>(subject)</sup> to find fault <sup>(verb)</sup> is easy.

In sentences of this kind, some call *it* the subject and the phrase *to find fault* an appositive of *it*, while others call *it* an expletive and the phrase *to find fault* the subject.

### Exercise 16

Change the following sentences to the natural order, point out the complete subject and the complete predicate; the simple subject and the simple predicate:

1. On a grassy bank stood a tall, waving ash, sound to the very core.
2. On their right was a tall mountain.
3. In his bright, blue eyes stood tears of remorse.
4. Gay with the clustered flowers of the locust are the woods.
5. How beautiful is white-winged peace!
6. There is no royal road to learning.
7. Whom did you call for?
8. Sweet is the breath of morn.
9. Here come the boys.
10. Slowly and sadly they laid him down.
11. Through the clouds of today shines the brightness of tomorrow.
12. Silent and soft and slow descends the snow.
13. From Clive's first visit to India, dates the political ascendancy of the English in that country.
14. Great and marvelous are Thy works!
15. Not a single region that the Indians can now call their own do the winds of the Atlantic fan.
16. Into the valley of death rode the six hundred.
17. Out of the abundance of the heart the mouth speaketh.

## THE SIMPLE SENTENCE

99. With respect to form, sentences are divided into three classes: *simple*, *compound*, and *complex*.

100. A **simple sentence** is a sentence that contains but one subject and one predicate, either or both of which may be compound.

Example: A man's manners often affect his fortune.

## Compound Elements

101. To avoid repetition, two or more simple sentences may be contracted into one simple sentence that has—

1. A compound subject.

Industry is essential to success.	}	=
Energy is essential to success.		
Good sense is essential to success.		

Industry, energy, and good sense are essential to success.

2. A compound predicate verb.

Napoleon rose.	}	=
Napoleon reigned.		
Napoleon fell.		

Napoleon rose, reigned, and fell.

3. A compound object.

He saw you.	}	=
He saw him.		
He saw me.		

He saw you, him, and me.

4. A compound complement.

Washington was a soldier.	}	=
Washington was a statesman.		

Washington was a soldier and statesman.

5. Compound adjective modifiers.

Glass is hard.	}	=
Glass is brittle.		
Glass is transparent.		

Glass is hard, brittle, and transparent.

## 6. Compound adverbial modifiers.

He stated his case frankly. } =  
 He stated his case clearly. }

He stated his case frankly and clearly.

A beaver can live on the land. } =  
 A beaver can live in the water. }

A beaver can live on the land or in the water.

## 7. A compound indirect object.

The manager gave him a ticket to the entertainment. } =  
 The manager gave me a ticket to the entertainment. }

The manager gave him and me tickets to the entertainment.

102. Compound elements may be separated by intervening words or phrases; as, "The natives of Ceylon *build* houses of the trunks of cocoanut palms, and *thatch* the roofs with leaves." In this sentence, *build* and *thatch* is the compound predicate.

### Exercise 17

Copy the following sentences, contracting each set into one simple sentence, and be prepared to tell whether the compound element is a subject, an attribute complement, an object, an adjective or an adverbial modifier:

1. Grant was a soldier.  
 Grant was an author.  
 Grant was a statesman.
2. Pure thoughts elevate a man.  
 Good deeds elevate a man.  
 Noble aspirations elevate a man.
3. The pavement is cold.  
 The pavement is damp.
4. Where shall I find money?  
 Where shall I find friends?  
 Where shall I find hope?  
 Where shall I find happiness?  
 Where shall I find a clean conscience?
5. The dancing rivulet is an incessant worker.

The purling rivulet is an incessant worker.

The sparkling rivulet is an incessant worker.

6. She plays on the piano.

She plays on the organ.

She plays on the violin.

7. The boy is obedient to his parents.

The boy is respectful to his teacher.

8. In the best books great men talk to us.

In the best books great men give us their most precious thoughts.

In the best books great men pour their souls into ours.

9. Love for study is an important trait of character.

A desire to do right is an important trait of character.

Carefulness in choosing our companions is an important trait of character.

### Exercise 18

Name the complete subject and the complete predicate, the simple subject and the simple predicate. Point out the phrases and tell what each modifies:

Model: *The laws of nature are the thoughts of God.*

*The laws of nature* is the complete subject, and *are the thoughts of God* is the complete predicate. *Laws* is the simple subject, and *are* is the simple predicate. *Of nature* is a phrase modifying *laws*, and *of God* is a phrase modifying *thoughts*.

1. A host of Indian warriors rushed across the plain. 2. The melodious notes of the organ were heard through the aisles of the cathedral. 3. The light entered the window and fell on the lad's face. 4. The love of money is the root of all evil. 5. We may cover a multitude of sins with the white robe of charity. 6. Elmwood, the home of Lowell, is in Cambridge. 7. The deep cave on the hillside was long the secret home of a family of foxes. 8. Honor and shame from no condition rise. 9. We gazed with inexpressible pleasure on those happy islands. 10. The man with the black coat fell from the top of the wall. 11. The best teachers of humanity are the lives of great men. 12. The flowers in the garden are fragrant. 13. The beautiful prospects of nature always excite the warmest admiration of mankind. 14. Rome, the eternal city, is built on both sides of the Tiber. 15. Wild flowers of many different kinds grow in abundance

in the woods. 16. We moved along silently and cautiously. 17. A single grateful thought toward heaven is the most complete prayer. 18. The farmers are the founders of civilization and prosperity. 19. The widest excursions of the mind are made by short flights. 20. He is the best speller in the class. 21. The doorstep to the temple of wisdom is a knowledge of our own ignorance.

## THE COMPLEX SENTENCE

103. A **complex sentence** is a sentence that contains one principal and one or more subordinate clauses.

104. A **principal clause** is a clause that makes sense when standing alone.

105. A **subordinate clause** is a clause that does not make sense when standing alone.

Thus, in the sentence, "He who has made an enemy has done a sad day's work," *he has done a sad day's work* is the principal clause, because it makes sense when standing alone; *who has made an enemy* is a subordinate clause, because it does not make complete sense when standing alone.

106. A subordinate clause may be simple, compound, or complex.

Examples: I believe *that he is honest* (simple). I believe *that he is honest and that he will pay his debts* (compound). I believe *that he will pay his debts when they are due* (complex).

### The Noun Clause

107. A **noun clause** is a clause used as a noun.

108. A noun clause may be used as—

1. The subject of a verb; as, "*That the world is full of beauty* can not be denied."

A noun clause is frequently the real subject, when the apparent subject is *it*; as, "It is probable *that he will go.*"

2. The object of a verb; as, "I know *that he is strictly honest.*"

The introductory *that* is often omitted; as, "I know the book will please you" = "I know *that* the book will please you."

3. The predicate complement; as, "My earnest wish is *that you may succeed.*"

4. The object of a preposition; as, "There was some misunderstanding about *who should be invited.*"

5. In apposition; as, "The report *that the ship was lost* was false."

### Exercise 19

Tell whether the noun clauses are used as subjects, objects, predicate complements, objects of prepositions, or in apposition:

1. We all believe that the earth is round. 2. The fact that the world is round is no longer doubted. 3. My opinion is that he is wrong. 4. No one can tell how this matter will end. 5. The doctrine that all men are created equal is disputed by many. 6. Goldsmith says that we should learn the luxury of doing good. 7. We still cherish the hope that he will return. 8. Tell me why you are sad. 9. Then he thought how the long streets were dotted with lamps, and how the peaceful stars were shining overhead. 10. Whether I am right or not God only knows. 11. I do not know where he lives. 12. I do not know who he is. 13. He said that he would be here soon, and that he would then take the matter up with us more in detail. 14. I do not know whence it cometh or whither it goeth. 15. His objection is that you are too young. 16. It is evident that he is the thief. 17. He showed me where the wild flowers grow. 18. The great and decisive test of genius is that it calls forth power in the souls of others. 19. I know where he lives and what his habits are.

### The Adjective Clause

**109.** An adjective clause is a clause used as an adjective.

Example: The man *who feels truly noble* will become so.

In this sentence, *who feels truly noble* is an adjective clause modifying the noun *man*, telling what man.

110. An adjective clause may be introduced by—

1. The relative pronouns *that*, *who*, or *which*.

Example: I admire a boy *who* has manliness and courage.

The relative pronoun is often omitted; as, "Here is the book you want."—"Here is the book *that* you want."

2. The conjunctive adverbs *where*, *when*, or *why*.

Example: I do not know the reason *why* he did not come.

As, usually an adverb or a conjunction, is a relative pronoun after *such*, *same*, and *many*; as, "Tears, *such as* angels weep, burst forth."

### The Adverbial Clause

111. An **adverbial clause** is a clause used as an adverb.

Example: The battle was lost *before reinforcements could be sent*.

An adverbial clause usually modifies a verb; frequently an adjective; and sometimes an adverb.

112. An adverbial clause may be introduced by a subordinate conjunction or by a conjunctive adverb. It may express—

1. Time; as, "Make hay *while the sun shines*."

2. Place; as, "He lay *where he fell*."

3. Manner; as, "He does *as he pleases*."

4. Cause or reason; as, "No one despises him *because he is poor*."

5. Degree or comparison; as, "He is so dishonest *that no one believes him*."

6. End or purpose; as, "He came *that he might see for himself*."

7. Result or effect; as, "He ran so fast *that he was out of breath*."

8. Condition or concession; as, "*If you have tears*, prepare to shed them now."



Students sometimes have difficulty in determining whether a clause beginning with *when, where, why, whence*, etc., is a noun, adjective, or adverbial clause. In all cases the *use* determines the class. In "I do not know where he lives," *where he lives* is a noun clause, used as the object of *do know*; in "That is the house where he lives," *where he lives* is an adjective clause, modifying *house*, telling which house; while in "I will go where he goes," *where he goes* is an adverbial clause modifying *will go*, telling place.

### Exercise 20

Point out the adjective and the adverbial clauses, tell what each modifies, and what the adverbial clauses express:

1. Confidence can not dwell where Selfishness is porter at the gate.
2. He lost his oar as he was returning to the island.
3. The man who escapes censure is fortunate.
4. A man staggers down to ruin because there is not enough wisdom in him.
5. This is the season when the days are shortest.
6. The house where we live is sixty years old.
7. He that lacks time to mourn lacks time to mend.
8. When faith is lost, when honor dies, the man is dead.
9. Gone are the birds that were our summer guests.
10. The larger trees he had girdled and killed in order that their foliage should not cast a shade.
11. Henry VII was buried in the beautiful chapel of Westminster Abbey, which he had himself founded and which still bears his name.
12. It was necessary to halt for two days that the army might collect food.
13. If you would be well served, you must serve yourself.
14. Whither thou goest, I will go.
15. Flowers are the sweetest things that God ever made.
16. If you are in a hurry, you need not wait for me.
17. Where the leader of the flock goes, the sheep follow.
18. Laziness travels so slowly that poverty overtakes him.
19. As he approached the stream, his heart began to thump.
20. The song that we hear with our ears is only the song that is sung in our hearts.
21. Please ship the goods as soon as they are ready.
22. When the righteous are in authority, the people rejoice.

## THE COMPOUND SENTENCE

113. A **compound sentence** is a sentence that consists of two or more independent clauses.

Examples: Talent is something, but tact is everything.

Science tunnels mountains, it spans continents, it bridges seas, and it weighs the stars.

114. The clauses of which compound sentences are formed are called **members**.

115. The members of a compound sentence are usually connected by co-ordinate conjunctions, expressed or understood; sometimes, however, there is no connective, but the relation is so close that the clauses are regarded as parts of a compound sentence; as, "Suspicion always haunts the guilty mind; the thief doth fear each bush an officer."

116. Any or all of the members of a compound sentence may be complex; as, "The evil that men do lives after them, but the good is oft interred with their bones." This is a compound sentence, the first member of which is complex, consisting of the principal clause, *the evil lives after them*, and the subordinate adjective clause, *that men do*, which modifies *evil*. The second member, *the good is oft interred with their bones*, is a simple sentence. Sentences of this kind may be called **compound-complex sentences**.

Care should be exercised in forming compound sentences. Young persons are likely to join sentences that have no relation; as, "The cow jumped over the moon, and Johnny has a pair of new boots."

117. Compound sentences may be formed by uniting—

1. Sentences in which there is a similarity of meaning or a continuation of the same line of thought.

Examples: The heavens declare the glory of God, and the firmament showeth his handiwork. The soft drops of rain pierce the hard marble; many strokes overthrow the tallest oaks.

*And* is the conjunction most often used in sentences of this kind. Others are *besides*, *likewise*, *otherwise*, *moreover*, *further*, *furthermore*.

2. Sentences in which the thoughts are in contrast.

Example: Circumstances are beyond the control of man, but his conduct is in his own power.

*But* is the conjunction most often used in sentences of this kind. Others are *still, yet, notwithstanding, however, nevertheless*.

3. Sentences presenting thoughts between which one must make a choice.

Example: You must learn the value of time, or you will not succeed in any undertaking.

*Or* is the conjunction most often used in sentences of this kind. Others are *nor, else, otherwise, neither, either*.

4. Sentences expressing inference, consequence, cause, or effect.

Example: He is not present, hence he must be ill.

*Therefore* is the conjunction most often used in sentences of this kind. Others are *hence, consequently, wherefore, so, thus, accordingly, so that*.

### Exercise 21

Point out the members of the following compound sentences and tell whether they are simple or complex. Name the principal and the subordinate clauses of the complex members, and tell whether the subordinate clauses are noun, adjective, or adverbial:

1. Courage is admirable, but patience is powerful.
2. The earth revolves, yet we do not feel its motion.
3. Concession is no humiliation; compromise is often necessary.
4. Tell me with whom you associate, and I will tell you what you are.
5. There must be work done by the arms, or none of us could live.
6. The allegation is not true, nor is the evidence sufficient to sustain it.
7. Straws float upon the surface, but pearls lie at the bottom of the stream.
8. In the morning I arose with the lark, and at night I slept where sunset overtook me.
9. The hearts of men are their books; events are their tutors; great actions are their eloquence.
10. He that wrestles with us strengthens our nerves and sharpens our skill; our antagonist is our helper.

11. There were rows of houses which he had never seen before, and those which had been his familiar haunts had disappeared.
12. Modesty is one of the sweetest and most desirable qualities one can possess, yet too much modesty hinders advancement.
13. Education is the one living fountain which must water every part of the social garden, or its beauty withers and fades away.
14. If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust.
15. As night set in, the wind whistled in a spiteful, falsetto key, and the rain lashed the old tavern as if it were a balky horse that refused to move on.

### ELLIPTICAL SENTENCES

118. An **Ellipsis** is an omission of a word or words necessary to the complete construction of a sentence, but not required for the understanding of it. Ellipsis adds force and vividness to a sentence; it is permissible, however, only when the mind of the reader or hearer can easily supply the omitted word or words.

The student should carefully observe the following examples of elliptical sentences. The words enclosed in parenthesis are usually omitted.

1. The subject of a simple sentence; as, "(I) thank you." "(You) please close the door."
2. The predicate of a simple sentence; as, "Who did that?" "John (did it)."
3. A preposition; as, "We will ship your goods (on) Monday."
4. *That* introducing a noun clause; as, "He said (that) he would go."
5. The subject or the predicate, or both, of a clause; as, "While (he was) here, he did good work." "He likes me better than she (likes me)." "He likes me better than (he likes) her."

6. The verb in one or more of the members of a compound sentence; as, "Worth makes the man; want of it (makes) the fellow."

7. A noun modified by a noun or pronoun in the possessive case; as, "You have my book, and I have John's (book)."

8. The antecedent of a relative pronoun; as, "(He) who steals my purse steals trash."

9. An infinitive; as, "I fear that I shall not be able to go, but I will try (to go)."

10. A phrase; as, "That is the way (by which) I came." "He came the day (on which) I left."

11. The relative pronoun as the object of a verb or a preposition; as, "There is the man (whom) you saw." "He is the person (whom) you were talking about."

### Exercise 22

Expand the following elliptical sentences:

1. He is as tall as I. 2. They lost more than we. 3. It was she, not he, that I saw. 4. That is important if true. 5. Are you going? If not, say so. 6. It is now half past nine. 7. Nothing is so dangerous as pride. 8. Where is the book you called for? 9. He said he would go. 10. Who asked the question? I. 11. They can do that as well as we. 12. He has gone, but I do not know where. 13. He is not so good a speller as she. 14. She has a red rose, and I have a yellow. 15. I have not seen him, but Henry has. 16. I have put it off as long as possible. 17. You have known him longer than I. 18. You have known him longer than me. 19. I was busy every moment while there. 20. They promised to help our friends as well as us. 21. There is the person you inquired about. 22. He, as well as we, needs to be informed of the rules. 23. Where before ordered, they must now be hired. 24. Mr. Simon Watts, though of extremely limited means, had some ambitions. 25. Our Christianity, though gaining, is still a small factor in our rule of living. 26. He knew more about the apostles and the prophets than modern doctors of divinity.

## VERBALS

119. A **verbal** is a word that is derived from a verb and that partakes of the functions of a verb and of a noun, an adjective, or an adverb.

120. Verbals may be divided into three classes: *verbal nouns*, *infinitives*, and *participles*.

### The Verbal Noun

121. A **verbal noun** is a word that is derived from a verb and that partakes of the functions of a noun and a verb at the same time. It is formed by adding *-ing* to the simple form of the verb; as, *seeing* from *see*; *giving* from *give*; *doing* from *do*.

The verbal noun is, by some, called the *gerund*; by others, an *infinitive* in *-ing*; and by still others, a *participle* having the use of a noun.

122. In form the verbal noun may be **simple** or **compound**; as, "His *doing* the work well won the admiration of his teacher." "His *having done* the work well won the admiration of his teacher." Compound verbal nouns are formed by prefixing *having*, *having been*, or *being* to the present or the perfect participle of the verb.

123. The distinguishing characteristic of the verbal noun is that it partakes of the nature of a noun and of a verb at the same time. In its noun nature, it names an action and may be modified by a noun or a pronoun in the possessive case; it may be the subject or the attribute complement of a verb, or the object of a verb or preposition. In its verb nature, it may be modified by an adverb or an adverbial phrase, and when derived from a transitive verb, it may take an object. In the sentence, "Rowing a boat on the lake is his principal pastime," *rowing* is a verbal noun, derived from the verb *row*. In its noun nature, it is the subject of the verb *is*, and in its verb nature, it takes

the object *boat*, and is modified by the adverbial phrase *on the lake*.

### Uses of the Verbal Noun

124. The verbal noun may be used as—

1. The subject; as, "*Reading* is profitable."
2. The predicate complement; as, "Rest is not *quitting* the busy career."
3. The object of a verb; as, "I enjoy *reading* good books."
4. The object of a preposition; as, "I am not conscious of *having neglected* any duty."

### Exercise 23

Point out the verbal nouns and tell how they are used both in their noun and verb nature, as shown in the following model:

Model: *He was promoted for doing his work well.*

*Doing* is a verbal noun, derived from the verb *do*. In its noun nature, it is the object of the preposition *for*, and in its verb nature, it takes the direct object *work*, and is modified by the adverb *well*.

1. Urgent business prevented John's coming sooner.
2. I enjoyed visiting him.
3. I was surprised at your leaving so soon.
4. His acting so hastily was severely criticized.
5. He enjoys playing ball.
6. Saving time is lengthening life.
7. I had given up all expectation of hearing from you.
8. We must insist on every one's doing his duty.
9. We enjoy riding on the lake.
10. Rest is not quitting the busy career.
11. Walking is healthful exercise.
12. Very much depends on your going now.
13. I regret having displeased him.
14. His occupation is teaching.
15. We were pleased at his winning the prize.
16. Right living is obeying the laws of God.
17. The boy was punished for running away.
18. The man denied having taken the watch.
19. Do you remember my speaking to you?
20. There is no doubt of his having been promoted.
21. Youth is the time for forming character.
22. He is conscious of having done a good deed.

## THE INFINITIVE

125. An **infinitive** is a word that is derived from a verb and that partakes of the nature of a verb and of a noun, an adjective, or an adverb.

126. The infinitive is usually preceded by *to*, which is commonly called the sign of the infinitive. This sign is omitted after the verbs *bid*, *dare*, *feel*, *see*, *let*, *make*, *need*, *help*, *hear*, and a few others; as, "I heard him (to) speak." "Please let me (to) go."

127. In form, the infinitive, like the verbal noun, may be **simple** or **compound**; as, "*To do* the work well will require but little more time." "*To have done* the work well would have required but little more time." Compound infinitives are formed by prefixing *to be*, *to have*, or *to have been* to the perfect participle of the verb.

128. An infinitive, with its modifiers, is called an **infinitive phrase**; as, "I have tried *to do justice to everybody*."

### Uses of the Infinitive

129. The infinitive may be used as a noun, an adjective, or an adverb, and at the same time, it may take the modifiers of a verb, and when derived from a transitive verb, it may take an object. In the sentence, "He expected to see his friend in the morning," *to see* is an infinitive, derived from the verb *see*. In its noun nature, it is the object of the verb *expected*, and in its verb nature, it takes the object *friend*, and is modified by the adverbial phrase *in the morning*.

130. In its noun uses the infinitive is similar in construction to the verbal noun, and by some is distinguished from it only in form. Thus, "*To study* is profitable="Studying is profitable."

131. As a noun the infinitive may be used as—



1. The subject of a verb; as, "*To yield* is often a mark of strength."

The infinitive is frequently the real subject when the apparent subject is the pronoun *it*; as, "*It* is base to steal" = "*To steal* is base."

2. The predicate complement of a verb; as, "His duty was *to guard* the men."

3. The object of a verb; as, "He likes *to read*."

4. The object of a preposition; as, "He cares for nothing except *to make* money."

132. As an adjective the infinitive may modify a noun—

1. Directly; as, "I have no time *to waste*."

2. As a predicate adjective; as, "An early settlement of the question is *to be desired*" = "An early settlement of the question is *desirable*."

133. As an adverb the infinitive may modify—

1. A verb; as, "The sower went forth *to sow*."

2. An adverb; as, "He is not well enough *to go*."

3. An adjective; as, "He is anxious *to succeed*."

134. The infinitive may be used as part of a verb phrase; as, "*It appears to be* right." In this sentence, the verb phrase, *appears to be*, has the force of the verb *is*.

135. The infinitive may be used as an assumed predicate; as, "I believe him *to be* honest." In this sentence, the abridged clause *him to be honest* is the object of *believe*, just as the clause *he is honest* is the object of *believe* in "I believe *he is* honest," and *to be* is the assumed predicate of *him to be honest*, just as *is* is the predicate of *he is honest*. *Him* is not the object of *believe*, because we do not mean we believe *him*, but we believe *him to be honest*.

136. The infinitive phrase may be used independently; as, "*To be frank*, I do not think he is honest."

### Exercise 24

Point out the infinitives and tell how they are used in their noun, adjective, or adverbial nature, and in their verb nature, as shown in the following model:

Model: *He came to see me.*

*To see* is an infinitive, derived from the verb *see*. In its adverbial nature, it modifies *came*, and in its verb nature, it takes the direct object *me*.

1. To talk with great men is a liberal education. 2. He desires to go with you. 3. They made an effort to escape. 4. His desire is to know the truth. 5. The children went to the park to play. 6. Music hath charms to soothe the savage breast. 7. It is cowardly to tell a lie. 8. I should like to go home. 9. The captain ordered the soldiers to march. 10. He went to see the fire. 11. The right course is to listen to nature. 12. To have ideas is to gather flowers; to think is to weave them into garlands. 13. To lose one's temper is to weaken one's power. 14. To yield is often a mark of strength. 15. Some questions are difficult to answer. 16. He is anxious to succeed. 17. It is often a mark of strength to yield. 18. He expects to win the prize. 19. Have you time to hear me? 20. We invited him to call. 21. I tried to remember his name. 22. We expect him to win the prize. 23. Every man desires to live long, but no man would be old.

## THE PARTICIPLE

**137.** A **participle** is a word that is derived from a verb and that partakes of the functions of a verb and of an adjective.

**138.** In its adjective nature, a participle modifies a noun or a pronoun, and it may take, at the same time, the modifiers of a verb; and when derived from a transitive verb, it takes an object. In the sentence, "I saw the farmer chasing the Redcoats down the lane," *chasing* is a participle, derived from the verb *chase*. In its adjective nature, it modifies *farmer*, and in its verb nature, it takes the object

*Redcoats*, and is modified by the adverbial phrase *down the lane*.

139. A participle, with its modifiers, is called a **participial phrase**.

140. The participle has three forms; *present*, *past*, and *compound*.

141. The **present participle** is formed by adding *-ing* to the simple form of the verb, expressing the action or state as being in progress, and, hence, incomplete; as, "The flowers *growing* in the valley were refreshed by the showers."

142. The **past participle** expresses the action or state as completed; as, "Truth, *crushed* to earth, shall rise again."

143. The **compound participle** expresses the action as having been completed before the time represented by the verb in the sentence; as, "*Having finished* his work, he went home."

144. The compound participle is formed by prefixing *being*, *having*, or *having been* to the present or the perfect participle of a verb; as, *having written*, *having been writing*, *having been written*.

### Uses of the Participles

145. A participle may be used—

1. As an adjective modifying a noun or pronoun; as, "The stars, *twinkling* in the sky, had the appearance of large diamonds."

Here the participial phrase *twinkling in the sky* is equivalent to the adjective clause *which were twinkling in the sky*.

To determine the use of a participle used in this way, expand the phrase into a clause by changing the participle to a verb and supplying a relative pronoun for its subject.

2. Loosely attached to a noun or a pronoun to denote an attendant action or condition; as, "Hearing a noise, he turned his head."

Here the participial phrase *hearing a noise* appears to modify the

predicate, by assigning a reason, being nearly equivalent to *on hearing a noise* or *as he heard a noise*; but the act of *hearing* is implied of the subject *he*; therefore, the participle properly belongs to the subject.

3. As the assumed predicate of an abridged clause; as, "The sun *having risen*, we proceeded on our way."

Here *the sun having risen* is nearly equivalent to the adverbial clause *as* or *since the sun had risen*. The noun *sun* and the participle *having risen* have the logical relation of subject and predicate; but since the participle assumes instead of asserts action, it is called the assumed predicate. This is usually called the *nominative absolute* construction.

### Exercise 25

Point out the participles and tell how they are used both in their adjective and in their verb nature, as shown in the model. Expand into clauses the participles in the sentences marked with a star.

Model: *A house divided against itself can not stand.*

*Divided* is a participle, derived from the verb *divide*. In its adjective nature, it modifies *house*, and in its verb nature, it is modified by the adverbial phrase *against itself*.

1. Words once uttered can not be recalled.\* 2. The bird sitting on the limb is a robin.\* 3. He was placed in a room containing a chair and having a floor lined with iron. 4. The design, drawn and painted by hand, was painted on each piece of china.\* 5. Seeing a crowd in the street, he ran to the door. 6. Surrounded by familiar faces, he breathed freely again. 7. The boy, having finished his task, went to play. 8. Having finished his work, he left early. 9. This being true, your whole argument falls. 10. Words poured forth from burning hearts are sure to kindle the hearts of others.\* 11. Firmly built with rafters of oak, the house of the farmer stood on the side of the hill commanding the sea.\* 12. The girl standing yonder won the prize.\* 13. How can a man cradled in luxury's lap look without pity upon the scene!\* 14. I am now ready to teach, having carefully studied the subject.

## PART III

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### PROPERTIES AND SYNTAX OF THE PARTS OF SPEECH

146. The properties of nouns and pronouns are *number*, *gender*, *person*, and *case*.

#### Number

147. **Number** is that form or use of a noun or pronoun by which it denotes one or more than one.

148. There are two numbers: the *singular* and the *plural*.

149. The **singular number** is that form or use of a noun or a pronoun that denotes one person or thing; as, *boy*, *book*, *he*.

150. The **plural number** is that form or use of a noun or pronoun that denotes more than one person or thing; as, *boys*, *books*, *they*.

#### Formation of the Plural of Nouns

151. The plural of nouns is usually formed by adding *s* to the singular; as, *book*, *books*; *boy*, *boys*.

152. Nouns whose last sound will not readily unite with *s* form the plural by adding *es* to the singular; as, *bench*, *benches*; *fox*, *foxes*.

153. Nouns ending in *y* preceded by a consonant form the plural by changing *y* to *i* and adding *es*; as, *lady*, *ladies*; *daisy*, *daisies*.

154. Nouns ending in *y* preceded by a vowel form the plural by adding *s*; as, *valley*, *valleys*; *alley*, *alleys*.

155. Most nouns ending in *f* or *fe* form the plural by changing *f* or *fe* to *v* and adding *es*; as, *life, lives; half, halves*.

The following nouns ending in *f* or *fe* form the plural by adding *s*; *chief, brief, proof, strife, roof, hoof, handkerchief, kerchief, safe, scarf, surf, turf, gulf*.

156. Some nouns form the plural irregularly; as, *man, men; child, children; woman, women; foot, feet; ox, oxen; mouse, mice*.

157. Nouns ending in *o* form the plural by adding *s* or *es*. The words *piano, portico, banjo, memento, chromo, dynamo, halo, octavo, proviso, solo, folio, portfolio, studio, cameo*, and a few others add *s*; but *calico, cargo, potato, tomato, tornado, negro, motto, echo, hero, embargo, mosquito, volcano, veto*, etc., add *es*.

158. Figures, letters, and signs form the plural by adding the apostrophe (') and the letter *s*; as, the *5's* and the *9's*; the *i's* and the *t's*; the *x's* and the *-'s*.

159. Words commonly used as other parts of speech when used as nouns form the plural by adding *s*; as, the *whys* and the *wherefores*; the *ifs* and the *buts*.

160. *News, molasses*, and names of sciences ending in *ics* are always singular; as, *mathematics, politics, optics*, etc.

161. A few nouns have the same form for both the singular and the plural; as, *deer, sheep, salmon, mackerel, trout, apparatus, series, species, corps*, etc.

The number of a noun having the same form for both the singular and the plural can be determined only by its meaning in the sentence.

162. The following nouns are always plural: *goods, ashes, annals, mumps, morals, trousers, scissors, shears, scales, victuals, nuptials, oats, spectacles, tidings, proceeds, clothes*, and *riches*.

163. In compound nouns the part that names the object

is made plural; as, *steamboat, steamboats; brother-in-law, brothers-in-law; commander-in-chief, commanders-in-chief; major-general, major-generals.*

164. The plural of words like *cupful, spoonful, basketful*, etc., when the reference is to the quantity measured, is formed in the regular way; as, *cupful, cupfuls; spoonful, spoonfuls*, etc. But if the reference is to the number of cups, spoons, etc., the plural is written *cups full, spoons full*, etc.

165. Many nouns from foreign languages form the plural according to the rules of those languages; as, *memorandum, memoranda; formula, formulae; phenomenon, phenomena; datum, data; erratum, errata; basis, bases; crisis, crises; axis, axes; terminus, termini.*

Many of these words in common use have also the English plural; as, *memorandum, memorandums; formula, formulas.*

### Plural of Proper Nouns

166. Proper nouns usually form the plural by adding *s*; as, the *Washingtons; the Lincolns*. But when the last sound will not readily unite with *s*, the plural is formed by adding *es*; as, the *Joneses*.

167. When the name is preceded by a title, either the name or the title may be made plural; as, the *Miss Browns*, or the *Misses Brown*.

168. When a numeral precedes the title, the name is always made plural; as, the two *Miss Browns*.

169. When Christian names are used, the title may be made plural, or it may be repeated; as, *Misses Mary and Kate Brown*, or *Miss Mary and Miss Kate Brown*.

170. When the title precedes different names, the title is made plural; as, *Messrs. Brown and Jones; Drs. Smith and Robinson; Mesdames Smith, Baker, and Adams.*

### Exercise 26

Write the plural of the following nouns:

lady	loaf	turkey	survey	spoonful
folio	cuff	crisis	basis	terminus
theory	alley	chimney	match	memorandum
duty	tooth	Miss Henry	gulf	attorney
ally	Mr. Colby	lily	life	company

### Gender

171. **Gender** is that form or use of a noun or pronoun that distinguishes objects in regard to sex.

172. There are four genders: the *masculine*, the *feminine*, the *common*, and the *neuter*.

173. The **masculine gender** denotes males; as, *man*, *king*, *he*.

174. The **feminine gender** denotes females; as, *woman*, *queen*, *she*.

175. The **common gender** denotes males or females, or both; as, *students*, *parents*, *they*.

176. The **neuter gender** denotes objects without sex; as, *tree*, *stone*, *Boston*, *it*.

177. Gender is denoted in three ways—

1. By the use of a prefix; as, *man-servant*, *maid-servant*; *he-goat*, *she-goat*.

2. By the use of a suffix; as, *host*, *hostess*; *prince*, *princess*; *hero*, *heroine*; *emperor*, *empress*; *czar*, *czarina*.

3. By the use of different words; as, *man*, *woman*; *boy*, *girl*; *king*, *queen*; *nephew*, *niece*; *sir*, *madam*.

The tendency of the present day is to apply some nouns denoting occupations, such as *editor*, *author*, *doctor*, *instructor*, *chairman*, *poet*, etc., to persons of either sex.

178. When neuter nouns represent objects possessing strength, size, sublimity, etc., they are referred to as masculine, and when they represent objects possessing gentleness, peace, beauty, etc., they are referred to as feminine.



Example: The sun hath no need to boast of *his* brightness, nor the moon of *her* effulgence.

179. In referring to children or to the lower animals, sex is generally disregarded, and the neuter form *it* is used.

Example: The child has hurt *its* hand.

### Exercise 27

Give the gender of the following nouns and pronouns, and, where it is possible, give the word of the opposite gender:

he	heir	count	nephew	executor
sir	king	person	cashier	daughter
man	poet	doctor	widower	bachelor
duke	uncle	worker	brother	bookkeeper
book	actor	cousin	husband	instructor
tree	chair	master	heroine	bridegroom
host	clerk	author	teacher	man-servant

### Person

180. **Person** is that form or use of a noun or pronoun that denotes the speaker, the person spoken to, or the person or thing spoken of.

181. There are three persons: the *first*, the *second*, and the *third*.

182. The **first person** denotes the speaker.

Examples: *I* shall be pleased to see you. *We* shall not go for some time.

183. The **second person** denotes the person spoken to.

Examples: *James*, please lend me your knife. *You* should strive to speak correctly.

184. The **third person** denotes the person or thing spoken of.

Examples: *Ridpath* was a great historian. *He* will be here soon.

A noun is in the first person only when in apposition with a pronoun

in the first person: as, "We, the *people* of the United States, do ordain and establish this Constitution.

A noun is in the second person only when used in direct address; as, "*James*, please come here."

### Case

185. **Case** is that form or use of a noun or pronoun that indicates its relation to other words in the sentence.

186. There are three cases: the *nominative*, the *objective*, and the *possessive*.

187. A noun or pronoun is in the **nominative case** when it is used—

1. As the subject of a verb; as, "*Perseverance* is the road to success." "*He* is at home."

2. As a predicate noun or pronoun; as, "Fame is the *fragrance* of heroic deeds." "It is *I*."

3. In apposition with a noun or pronoun in the nominative case; as, "Robert Burns, the *poet*, was a Scotchman." "This is my brother, *he* of whom I have often spoken."

4. As the subject of a participle in an abridged clause; as, "The *rain* having ceased, we pursued our journey." "*He* having returned, we resumed our discussion."

5. As a noun of address; as, "Young *man*, keep your record clean."

188. A noun or pronoun is in the **objective case** when it is used—

1. As the direct object of a verb; as, "Every great thought alters the *world*." "I saw *him*."

2. As the object of a preposition; as, "Every flower is a hint of God's *mercy*." "I have heard of *him*."

3. In apposition with a noun or pronoun in the objective case; as, "We heard Mr. Spurgeon, the great London *preacher*." "I saw your brother, *him* of whom I heard you speak."

4. As the indirect object of a verb; as, "He made *Mr. Brown* a coat." "He gave *me* a book."

5. As the subject of an infinitive; as, "I know the *man* to be truthful." "I know *him* to be truthful."

6. As the predicate complement of an infinitive having a subject; as, "I know him to be the right *man*." "I know it to be *him*."

7. As the objective complement of a verb; as, "They appointed him *chairman*."

8. As the adverbial objective, a noun used without a preposition to express time, distance, measure, value, etc., as, "He walked a *mile*." "It is worth a *dollar*."

189. A noun is in the **possessive case** when it is used—

1. To denote ownership; as, "*John's* book."

2. To denote authorship; as, "*Webster's* dictionary."

3. Merely to limit another noun; as, "six *months'* interest;" "*men's* clothing."

A noun in the possessive case always modifies another noun, expressed or understood; as, "*John's* book was torn." "This is *John's* (book)."

## SYNTAX OF NOUNS

190. **Syntax** is that part of grammar that treats of the arrangement, relation, and agreement of words in sentences.

Since nouns have the same nominative and objective case forms, no error can be made in their use in these constructions; but nouns in the possessive case have distinct forms, and hence, require attention.

### Formation of the Possessive Case of Nouns

191. The possessive case of singular nouns is formed by adding the apostrophe (') and the letter *s* to the simple form of the noun; as, *boy*, *boy's*; *book*, *book's*; *Brown*, *Brown's*.

When, however, the addition of the apostrophe and *s* produces an unpleasant hissing sound, the apostrophe alone may be used; as, *Moses' law*; *Burns' poems*.

192. Plural nouns ending in *s* form the possessive by adding the apostrophe alone; as, *ladies' hats*; *boys' books*.

193. Plural nouns not ending in *s* form the possessive like singular nouns, by adding the apostrophe and *s*; as, *men's* clothing; *women's* hats; *children's* shoes.

194. When two or more nouns denote joint ownership, the possessive is formed by adding the sign to the last word only; as, *Barnum & Bailey's* circus; *Powers & Lyons'* publications.

195. When two or more nouns denote separate ownership, the sign is added to each noun; as, *Webster's* and *Worcester's* dictionary; *Brown's* and *Smith's* store.

Observe that in such expressions as "*Brown's* and *Smith's* store," the noun *store* retains the singular form, for the reason that *store* is understood after *Brown's*. "*Brown's* and *Smith's* stores" would mean that *Brown* and *Smith* each own two or more stores.

196. Compound nouns form the possessive by adding the sign of the possessive to the last word only; as, my *brother-in-law's* home; the *attorney-general's* opinion.

197. When the possessive is followed by a noun in apposition, or by a prepositional phrase, the sign of the possessive is added to the word immediately preceding the modified noun; as, David the *psalmist's* reign; the queen of *England's* reign.

While it is preferable to add the possessive sign to the appositive noun in such expressions as, "I bought the coat at Brown, the tailor's," it is also correct to add the possessive sign to both nouns, or to the first only; as, "I bought the coat at Brown's, the tailor's," or "I bought the coat at Brown's, the tailor."

198. The phrases *anybody else*, *somebody else*, *nobody else*, etc., form the possessive by adding the sign of the possessive at the end of the phrase; as, *anybody else's* hat; *somebody else's* umbrella.

199. When a noun modifies a verbal noun, it is in the possessive case and must have the possessive case form.

Example: I did not think of *John's* studying English.

## Exercise 28

Form the possessives in the following sentences :

1. Two months interest is due. 2. Have you any doubt of Johns coming? 3. He wore an ample cloak of sheeps wool. 4. The soldiers tents were guarded while they slept. 5. We carry a complete line of mens, boys, womens, girls, and childrens shoes. 6. James found a lady watch. 7. We received Mr. Jones report this morning. 8. We enjoyed Mary, William, and Johns visit very much. 9. I did not think of Mary coming so soon. 10. We have a full line of teachers registers. 11. The Retail Grocers Association meets in Washington in July. 12. Brown & Burns store has been sold. 13. I would not take anybody else word for it. 14. We have both Websters and Worcesters dictionary for reference. 15. We have not yet received the report of your last years business. 16. I have both Thackeray and Dickens works in my library. 17. You have taken someone else umbrella. 18. Kindness was one of Peter the Greats virtues. 19. We take the Ladies Home Journal, The Youths Companion and McIntoshs Monthly. 20. We will send the goods on ten days trial. 21. Are you going to attend the National Commercial Teachers Federation? 22. I have no time to listen to Johns or James talk. 23. He listened neither to the physician nor to the lawyers advice. 24. Henry Smith & Bro. factory is closed for repairs. 25. Hutchinson Bros. mill will be completely remodeled. 26. We should like three weeks or a months notice in case you decide to change. 27. If you will permit us to ship the goods at once, we will give you sixty days time.

## MISUSED NOUNS

**Amount, number, quantity.**—*Amount* means “the sum total, or aggregate,” and is used of numbers or quantities; as, “I do not know the *amount* of his expenditures.” *Quantity* is used of things that are weighed or measured; as, “He raised a large *quantity* of grain.” *Number* is used of things that are counted; as, “The grain was harvested by a *number* of men.”

**Balance, rest, remainder.**—*Balance* is a commercial term, meaning the difference between the two sides of an account; as, “There is a small *balance* still due us.” *Rest* is used of

both persons and things and of large as well as of small parts; as, "The *rest* of the boys will go soon." *Remainder* is used only of things and denotes a comparatively small part; as, "They will ship the *remainder* of the goods at your convenience."

**Center, middle.**—*Center* is applied to circular or spherical bodies. It means a point; as, "The *center* of a circle or ball." *Middle* means a general location. It may be a line or a space; as, "The *middle* of the street."

**Character, reputation.**—*Character* is what one really is; *reputation* is what one is thought to be; as, "I know nothing of his *character*; but his *reputation* is good."

**Council, counsel.**—*Council* means a body of persons elected to assist in the administration of government or to legislate; as, "The *city council* meets monthly." *Counsel* means one who gives advice, to advise, advice; as, "The *counsel* for the defense *counseled* the plaintiff's *counsel* to give different *counsel* to his client."

**Depository, depositary.**—*Depository* denotes a person with whom something is deposited. *Depositary*, a place where something is deposited. Thus, a bank is a *depositary* (not *depository*).

**Emigrant, immigrant.**—An *emigrant* is one who leaves a country. The *e=ex*, out of. An *immigrant* is one who comes into a country. The *im=in*, into. Thus, a person who leaves England and comes to America is an *emigrant* from that country, and an *immigrant* to this country.

**Libel, slander.**—These words are not synonymous. *Libel* differs from *slander* in that the former is written and published, while the latter is spoken.

**Majority, plurality.**—A *majority* is more than half the whole number. A *plurality* is the excess of votes received by one candidate over those received by the next highest, and is not necessarily a majority when there are more than two candidates. Thus, in an election, if A receives 400

votes, B 300 votes, and C 200, A receives a *plurality*, though not a *majority*.

**Partition, petition.**—A *partition* is that which separates anything into distinct parts; a dividing line or boundary; as, “A *partition* fence.” A *petition* is a request; as, “The right of *petition* is sacred.”

**Party, person.**—*Party* should not be used in the sense of *person*; as, “I know a *person* (not *party*) whom you can get to do the work. *Party* is properly used as a legal term or to designate a number of persons in a group; as, “*Party* of the first part.” “Our *party* will leave next week.”

**Precedent, president.**—A *precedent* is something that has occurred that is considered as an established rule or an authorized example; as, “Such an act is without a *precedent*.”

**Preventive, preventative.**—*Preventative* is an obsolete form; use *preventive*; as, “This is a *preventive* for colds.”

**Principal, principle.**—*Principal* means chief; highest in rank; money at interest; as, “He is *principal* of the Central High School.” *Principle* means the source or cause from which a thing proceeds; as, “Always try to comprehend the *principles* of the subject taught.”

**Receipt, recipe.**—*Receipt*, in the sense of a formula for a pudding, etc., is preferable to *recipe*, since *recipe* is commonly restricted to medical prescriptions; as, “She gave me a *receipt* for making a cake.”

**Specialty, speciality.**—*Specialty* is an occupation that embraces only one branch of a given kind of industry; as, “The tea trade is our *specialty*.” *Speciality* is a distinguishing characteristic of any species, person, or thing; as, “The *speciality* of Byron’s writings is its passionateness.”

**Statue, stature, statute.**—*Statue* means a figure made of some solid substance. *Stature* means natural height of a person. *Statute* means a law; as, “It was determined by

*statute* that the *statue* should be equal in *stature* to the original."

**Stimulus, stimulant.**—*Stimulus* is that which impels or urges on; as, "Ambition is a *stimulus* to hard work." *Stimulant* denotes that which stimulates the system; as, "Coffee is a *stimulant*."

### Exercise 29

Tell which of the italicized words is correct, and why:

1. The book treats of the practical application of the *principles*—*principals* of grammar.
2. Many think that *immigration*—*emigration* to this country should be restricted by law.
3. There was much discussion in the *counsel*—*council* over the measure.
4. Begin the heading near the *middle*—*center* of the page.
5. We will ship the *balance*—*rest*—*remainder* of your goods in a few days.
6. Delaware produces a large *number*—*quantity*—*amount* of peaches every year.
7. Have you a good *receipt*—*recipe* for plum pudding?
8. The offer of a reward is often a *stimulus*—*stimulant* to success.
9. Which of you, by taking thought, can add one cubit to his *statute*—*stature*—*statue*?
10. He is *council*—*counsel* for some corporation.
11. The table stood in the *center*—*middle* of the room.
12. The *principal*—*principle* thing that the *principle*—*principal* did was, as a matter of *principle*—*principal*, to draw interest on the *principal*—*principle* due.
13. One could see any *amount*—*number*—*quantity* of automobiles at the races.
14. The *remainder*—*rest*—*balance* of the evening was devoted to games.
15. Thousands of *emigrants*—*immigrants* come to this country every year.
16. The *statute*—*stature*—*statue* was of white marble, and was equal to the *statute*—*stature*—*statue* of an ordinary man.
17. The doctor administered a powerful *stimulus*—*stimulant* to the patient.
18. No man will take *council*—*counsel*, but every man will take money; therefore, money is better than *counsel*—*council*.
19. He is not a *party*—*person* whom I care to recommend.
20. In an election, forty-five votes were cast for A, thirty-five for B, and fifteen for C; A has, therefore, a *majority*—*plurality* of ten votes.
21. They make a *speciality*—*specialty* of automobile accessories.
22. Iowa produces a great *amount*—*quantity* of corn every year.
23. I know that his *reputation*—*character* is good, but I know nothing of his *character*—*reputation*.
24. We will pay the *rest*—*balance*—



*remainder* of our account in a few days. 25. A path runs through the *middle—center* of the park. 26. The doctor gave me a *recipe—receipt* for a liniment, which I have found excellent for sprains. 27. *Emigration—immigration* is one of the *principle—principal* causes of the increase of our population. 28. The city *council—counsel* will meet tonight. 29. They found a bullet in the *center—middle* of the ball. 30. The *principal—principle* is \$200; interest, \$20.

## DECLENSION OF PRONOUNS

200. **Declension** is the change that pronouns undergo to express their relations of person, number, gender, and case.

### Simple Personal Pronouns

#### FIRST PERSON

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	I	we
<i>Possessive</i>	my, mine	our, ours
<i>Objective</i>	me	us

#### SECOND PERSON

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	thou	you
<i>Possessive</i>	thy, thine	your, yours
<i>Objective</i>	thee	you

#### THIRD PERSON

	<i>Singular</i>			<i>Plural</i>
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Mas. Fem. Neuter</i>
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her, hers	its	their, theirs
<i>Objective</i>	him	her	it	them

### Relative and Interrogative Pronouns

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	who	who
<i>Possessive</i>	whose	whose
<i>Objective</i>	whom	whom

## SYNTAX OF PRONOUNS

201. A pronoun agrees with its antecedent in person, gender, and number, but its case is determined by its use in the sentence.

Failure to make the pronoun agree with its antecedent, especially in number, is a very frequent error; in fact, one of the most common violations of the rules of grammar.

### Special Rules

1. When a pronoun represents two or more antecedents connected by *and*, it must be plural.

Example: Patience and diligence should have *their* places in every man's character.

When, however, the antecedents are but different names of the same person or thing, the pronoun must be singular; as, "Our friend and teacher (one person) has gone to *his* home."

2. When two or more antecedents connected by *and* are preceded by *each*, *every*, or *no*, the pronoun must be singular.

Examples: Each day and each hour brings *its* own duty. Every bush and tree is putting forth *its* leaves.

3. When two or more singular antecedents are connected by *or* or *nor*, the pronoun must be singular.

Examples: Either Mary or Ellen will lend you *her* pencil. Neither James nor Harry recited *his* lesson well.

4. When two or more antecedents connected by *or* or *nor* are of different numbers, the plural should be placed last, and the pronoun should agree with it in the plural.

Examples: If you see him or his friends, tell *them* that I should like to see them. Neither the general nor his soldiers felt that *they* would be defeated.

5. When two or more antecedents are connected by *as well as*, *and also*, *but not*, *with*, *together with*, *in addition to*, or similar connectives, the pronoun must agree in number with the first.

Examples: The father, as well as the sons, did *his* duty. Honesty, and labor also, will have *its* reward.

6. When a pronoun represents a collective noun conveying the idea of unity, the pronoun must be singular.

Example: The society will hold *its* annual meeting tonight.

7. When a pronoun represents a collective noun conveying the idea of plurality, the pronoun must be plural.

Example: The jury were divided in *their* opinions.

8. When the antecedent is a noun of the singular number, common gender, it is usually represented by a pronoun of the singular number, masculine gender.

Example: Every member must prepare *his* lesson at once.

When, however, special accuracy of gender is desired, a pronoun of the masculine gender and one of the feminine may be used; as, "Every member must prepare *his* or *her* own lesson." When the antecedent is known to be feminine, a pronoun of the feminine gender is required; as, "Every member of the class (composed of girls only) must prepare *her* lesson at once."

9. When two or more singular antecedents are of different genders, each antecedent must be represented by a pronoun of its own gender.

Example: No boy or girl should neglect *his* or *her* lessons.

Repetitions of this kind can be avoided by using a noun of the common gender and employing a pronoun of the masculine gender; as, "No pupil should neglect *his* lessons."

10. When singular pronouns of different persons are used together, courtesy requires that the pronoun of the second person be placed first; the pronoun of the third person, second; and the pronoun of the first person, last.

Example: *You* and *he* may go. *He* and *I* will go. *You, he, and I* will go.

11. When plural pronouns of different persons are used together, courtesy requires that the pronoun of the first

person be placed first; the pronoun of the second person, second; and the pronoun of the third person, last.

Examples: *We* and *they* will go tomorrow. *We*, *you*, and *they* are responsible for these conditions.

### Cautions

1. *Anyone*, *anybody*, *each*, *everyone*, *everybody*, *either*, *neither*, and *somebody*, etc., are singular, and hence, require pronouns in the singular number.

Examples: Anybody in *his* (not *their*) senses would not have done that. Somebody has left *his* (not *their*) umbrella.

2. Errors are frequently made by making the pronoun agree in person and number with some word near the antecedent instead of with the antecedent itself.

Examples: Each of us should do *his* (not *our*) part. In this sentence, *his* is the correct pronoun, agreeing with *each*, not with *us*.

### Exercise 30

Tell which of the italicized words is correct, and why:

1. The firm is nearly ready to move into *its*—*their* new building.
2. Neither of them has paid *their*—*his* dues.
3. Every season has *its*—*their* peculiar power of striking the mind.
4. Neither the teacher nor the pupils felt that *he*—*they* had reason to regret *his*—*their* action.
5. Society is not always answerable for the conduct of *their*—*its* members.
6. Each pupil was asked to name *their*—*his* favorite flower.
7. Each was the center of *his*—*their* own fair world.
8. If anybody calls, ask *them*—*him* to wait.
9. Every man is entitled to liberty of conscience and freedom of opinion if he does not pervert *them*—*it* to the injury of others.
10. Any person violating this rule does so at *their*—*his* own risk.
11. One of the boys in the office said *he*—*they* would deliver the package.
12. Each gave what *they*—*he* could.
13. One of the girls will give you *her*—*their* assistance.
14. Everyone must judge of *his*—*their* own feelings.
15. A person who is rude in *his*—*their* table manners will be disliked.
16. Every citizen and soldier must be ready to guard *their*—*his* country's honor.
17. The jury

were divided in *their—its* opinion. 18. Either of the boys will lend you *their—his* knife. 19. Not one of them saw *their—his* mistake. 20. One or the other was wrong in *his—their* view of it. 21. Everyone should give *their—his* name every time *he—they* writes. 22. Anyone can do this if *he—they* tries. 23. One of us will give the matter *our—his* attention at once. 24. Is either of the girls going to take *her—their* music lesson today? 25. Many a brave man met *his—their* death in the war. 26. He said that he or his brother would assist you to the best of *his—their* ability.

### Case Forms of Pronouns

NOMINATIVE FORMS	POSSESSIVE FORMS	OBJECTIVE FORMS
I	my, mine	me
we	our, ours	us
you	your, yours	you
he	his	him
she	her, hers	her
it	its	it
they	their, theirs	them
who	whose	whom

### Caution in the Use of Case Forms

202. Since pronouns have distinct forms for the nominative, the objective, and the possessive case, care must be exercised to use the correct form.

1. Use the nominative form after copulative verbs.

Examples: It is *he*. It was I. It might have been *they*.

In such constructions as "It seems to be *he*," "It was supposed to be *they*," *seems to be* and *was supposed to be* may be called copulative verb phrases; and hence, require the nominative form after them.

2. Use the objective form after an infinitive having a subject.

Example: I knew it to be *him*.

Since the same case is required after a copulative verb or an infinitive as before it, it follows that the pronoun after an infinitive is in the objective case, for the reason that the subject of an infinitive is always in the objective case.

3. Be careful to use the correct form of the pronoun when it is a member of a compound element.

Examples: He saw John and *me*. (Not John and *I*.)  
This is for Harry and *her*. (Not Harry and *she*.)

In such constructions, the correct form is at once seen when one member of the compound element is dropped. Thus, one might say, "He saw John and *I*," but no one would say, "He saw *I*."

4. When a pronoun modifies a verbal noun, use the possessive form.

Example: I did not think of *his* coming so soon.

5. Do not use the apostrophe in forming the possessive case of pronouns.

Examples: The bird hurt *its* wing. (Not *it's* wing.)  
This book is *theirs*. (Not *their's*.)

6. Exercise care in the use of the interrogative pronouns.

Example: *Whom* is that for?

In sentences of this kind, the construction of the interrogative pronoun is easily seen when the sentence is changed to the declarative form; as, "That is for *whom*?"

7. Be careful to use the correct form of the relative pronoun *who*.

Example: He is a man *who*, I believe, can be trusted.

In this sentence, *who* is correct, because it is the subject of the verb phrase *can be trusted*. But in the sentence, "He is a man *whom*, I believe, we can trust," *whom* is correct, because it is the object of the verb phrase *can trust*.

8. Use the objective form after the adjective *like*.

Example: Students like you and *her* ought to advance rapidly.

In such constructions the pronoun is the object of a preposition understood; as, "Students like (unto) you and her ought to advance rapidly."

### Compound Personal Pronouns

The compound personal pronouns are *myself*, *yourself*, *himself*, *herself*, *itself*, and their plurals *ourselves*, *yourselves*, and *themselves*.

Compound personal pronouns have two uses—

1. Reflexive; as, "I hurt *myself*."

The reflexive use of the pronoun represents the subject as acting upon itself.

2. Emphatic; as, "I did it *myself*."

### Caution

Do not use compound personal pronouns as subjects, attribute complements, or objects, except in an emphatic or a reflexive sense.

Examples: Please accept this as a present from Mary and *me* (not *myself*). It is for *me* (not *myself*). John and I (not *myself*) expect to go.

### Exercise 31

Tell which of the italicized words is correct, and why:

1. It is *me*—*I*, be not afraid.
2. Her brother is taller than *she*—*her*.
3. All of *us*—*we* girls had a good time.
4. He said that he would invite you and *me*—*I*.
5. *They*—*them* that honor me, I will honor.
6. I know *him*—*he* to be the man.
7. If I were *she*—*her*, I would not go.
8. I believe it to be *she*—*her*.
9. It was not *them*—*they*.
10. *Who*—*whom* did she ask for?
11. She said that she would write to you and *me*—*I*.
12. It was not *me*—*I*, it was either you or *he*—*him*.
13. It may have been *us*—*we* *who*—*whom* you saw.
14. Is this for James and *me*—*I*, or for Ellen and *her*—*she*?
15. Let James and *I*—*me* go too.
16. May James and *I*—*me* go?
17. Everyone has gone to the lake but you and *me*—*I*.
18. If I were *him*—*he*, I should not do so.
19. They said for you and *I*—*me* to come soon.
20. Boys like you and *me*—*I* are expected to do what is right without being told.
21. I gave the watch to the man *who*—*whom* I thought was the owner.
22. I gave the watch to the man *who*—*whom* I took to be the owner.
23. He left an invitation for Jack and *I*—*me* to visit him next Christmas.
24. It was *she*—*her* who told it, not *me*—*I*.
25. They lost no more than *we*—*us*.
26. Students like you and *she*—*her* ought to advance rapidly.
27. You know *who*—*whom* I thought it was.
28. You know *who*—*whom* it was thought to be.
29. I thought that her brother and

*she—her* were going with us. 30. You may send *whoever—whomever* you wish. 31. Everybody has gone except *she—her* and *I—me*. 32. They invited *we—us* boys to go with them. 33. I heard of *him—his* going away. 34. There is very little in common between us and *they—them*. 35. There was no one at home but mother and *me—I*. 36. John's parents oppose *him—his* quitting school. 37. I am sure these books were intended for you and *I—me*. 38. Between you and *I—me*, this is none of his business. 39. They invited Fanny and *I—me* to come to the wedding. 40. *Who—whom* do you think will be nominated? 41. *Who—whom* do you think they will elect? 42. Will you permit us, Charlie and *me—I*, to go to the game tomorrow? 43. In fact, I know it to be *he—him*. 44. I know *who—whom* I serve. 45. Father left his money to Mary and *I—me*. 46. *Who—whom* did he refer to, *he—him* or *I—me*? 47. It was *him—he whom—who* I meant. 48. Do you believe it is *they—them*? 49. We were betrayed by those *who—whom* we thought we could trust implicitly.

## PROPERTIES OF THE VERB

203. The properties of the verb are *voice, mode, tense, person, and number*.

204. **Voice** is that form of a verb that shows whether the subject acts or is acted upon.

205. There are two voices: the *active* and the *passive*.

206. The **active voice** represents the subject as acting upon an object.

Example: Columbus *discovered* America.

207. The **passive voice** represents the subject as acted upon.

Example: America *was discovered* by Columbus.

Observe that the object of the verb in the active voice becomes the subject when the verb is changed to the passive voice, and that the subject of the verb in the active voice becomes the object of a preposition when the verb is changed to the passive voice.

## Mode

208. **Mode** is that form or use of a verb that indicates the manner in which the action or state is expressed.



209. There are three modes: the *indicative*, the *subjunctive*, and the *imperative*.

210. The **indicative mode** is that form or use of a verb that asserts something as a fact. It is also used to express a condition or a supposition thought of as a fact, or to ask a question.

Examples: Education *expands* and *elevates* the mind. Though she *is* young, she is well qualified. *Are you going?*

211. The **imperative mode** is that form or use of a verb that expresses a command, a request, or an entreaty.

Examples: *Do it now.* Kindly *give* me that book.

212. The **subjunctive mode** is that form or use of a verb that expresses a doubt, a supposition contrary to fact, a future contingency, or a wish.

Examples: If this *be* treason, make the most of it. If I *were* you, I would go. I wish I *were* a musician.

A verb in the subjunctive mode is always found in a subordinate clause, which is usually introduced by one of the conjunctions *if*, *though*, *unless*, *except* or *lest*.

While some writers do not make a careful distinction between the subjunctive and the indicative mode, the subjunctive mode should be used—

1. To express a supposition contrary to conditions or facts.

Example: If I *were* you (but I am not), I should go.

2. To express a wish.

Example: I wish I *were* a musician.

The subjunctive form of *is*, *am*, and *are* is *be*. The subjunctive form of any other verb is the same as the plural form; as, "If he *be* wrong, he will admit it." "If they *be* wrong, they will admit it." "I wish he *were* willing to go." "I wish they *were* willing to go."

## Tense

213. **Tense** is that form or use of a verb that denotes the time of an action or an event.

214. There are three divisions of time: the *present*, the *past*, and the *future*. Each division has two tenses: a *primary* and a *secondary*.

215. The **primary tenses** are the *present*, the *past*, and the *future*.

216. The **secondary tenses** are the *present perfect*, the *past perfect*, and the *future perfect*.

217. The **present tense** denotes present time.

Examples: I *write*. The boys *are playing*.

218. The present tense is used—

1. To express a general truth; as, “Perseverance *conquers* all things.”

2. To express what is habitual or customary; as, “The train *arrives* at 10 a. m.”

3. To express future time when the context shows that the future is referred to; as, “I *leave* tomorrow.”

4. To express past events to make the description more vivid; as, “Napoleon at once *crosses* the river, *engages* the enemy, and *gains* a complete victory.” This is sometimes called the **historical present**.

219. The **past tense** denotes past time.

Examples: I *saw* him yesterday. I *was working* when you came.

220. The **future tense** denotes what will take place in future time.

Examples: I *shall leave* tonight. They *will be going* soon.

*Shall* and *will* are the signs of the future tense.

221. The **present perfect tense** denotes an action or an event as completed at the present time.

Examples: I *have finished* my work. He *has been studying*.

*Have* and *has* are the signs of the present perfect tense.

222. The **past perfect tense** denotes an action or an event as completed before a stated past time.

Example: I *had written* before I received the letter.

*Had* is the sign of the past perfect tense.

**223.** The **future perfect tense** denotes an action or an event as completed at or before a certain future time.

Examples: I *shall have finished* my work before you receive this. He *will have completed* his course by that time.

*Shall have* and *will have* are the signs of the future perfect tense in the indicative mode.

### Person and Number

**224.** The verb is said to agree with its subject in person and number; that is, it undergoes certain changes to conform to the person and number of its subject.

The verb *be* has the following person and number forms:

#### PRESENT TENSE

##### *Singular*

I *am*

You *are*

He *is*

##### *Plural*

We *are*

You *are*

They *are*

#### PAST TENSE

I *was*

You *were*

He *was*

We *were*

You *were*

They *were*

**225.** With the exception of the verb *be*, the only inflection for number and person in common use is in the third person, singular, present and present perfect tenses, which requires the verb or the auxiliary to end in *s*.

Examples: The boy *writes*. The boy *has written* his letter.

## REGULAR AND IRREGULAR VERBS

**226.** According to form, verbs are divided into two classes: *regular* and *irregular*.

**227.** A **regular verb** is one whose past tense and perfect participle are formed by adding *d* or *ed* to the simple

form of the verb; as, present, *live*; past, *lived*; perfect participle, *lived*.

228. An **irregular verb** is one whose past tense and perfect participle do not end in *d* or *ed*; as, present, *do*; past, *did*; perfect participle, *done*.

229. The **principal parts** of a verb are the *present tense*, the *past tense*, and the *perfect participle*.

### Principal Parts of Irregular Verbs

When a verb has two forms, the preferable form is given first.

Verbs marked with the star (\*) are those in which errors in the use of the past tense and perfect participle are most often made, and hence, they should be given special attention.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
am	was	been
arise	arose	arisen
awake	awoke, awaked	awaked
bear (to carry)	bore, bare	borne
become	became	become
begin*	began	begun
bid (to command)	bade	bidden
blow*	blew	blown ÷
break	broke	broken
bring*	brought	brought
burst	burst	burst
choose	chose	chosen
come*	came	come
do*	did	done
draw*	drew	drawn
drink	drank	drunk, drank
drive	drove	driven
eat*	ate	eaten
fall	fell	fallen
fight	fought	fought
flee	fled	fled*
fly	flew	flown
forget	forgot	forgotten, forgot

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
freeze*	froze	frozen
get	got	got, gotten
give	gave	given
go*	went	gone
grow*	grew	grown
hang* (to suspend)	hung	hung
hang (to take life)	hanged	hanged
know*	knew	known
lay* (to place)	laid	laid
lie* (to recline)	lay	lain
pay	paid	paid
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
run*	ran	run
see*	saw	seen
set* (to place)	set	set
shake	shook	shaken
shrink	shrank, shrunk	shrunk, shrunken
sing	sang, sung	sung
sink	sank, sunk	sunk
sit* (to be seated)	sat	sat
slay	slew	slain
speak*	spoke, spake	spoken
spring	sprang, sprung	sprung
steal	stole	stolen
strike	struck	struck, stricken
swear	swore	sworn
swell	swelled	swelled, swollen
swim	swam, swum	swum
take*	took	taken
teach	taught	taught
tear	tore	torn
throw*	threw	thrown
wake	waked, woke	waked, woke
wear	wore	worn
weave	wove, weaved	woven, weaved
write	wrote	written

### Past Tense and Perfect Participle

1. Use the auxiliaries *have, has, had, shall have, will have, has been, had been, etc.*, with the perfect participle of the verb to form the present perfect, the past perfect, and the future perfect tense.

Examples: I *have seen* him. (Not I *seen* him.) He *has done* the work. (Not He *done* the work.) I *had written* the letter before you came. (Not I *written* the letter before you came.)

2. Prefix some form of the verb *be (am, is, are, was, were)* to the perfect participle of a transitive verb to form the passive voice.

Examples: The work *was carefully done*.

3. Use the past tense form of the verb without an auxiliary to express past tense.

Examples: I *did* it. We *saw* him.

4. Use the perfect participle after an auxiliary verb.  
Example: He *has gone* home. (Not He *has went* home.)

5. Use the present infinitive (the infinitive without *have*) when it refers to time coincident with or after that of the principal verb.

Examples: I am glad *to meet* you. I had intended *to visit* you.

6. Use the perfect infinitive (the infinitive with *have*) when it refers to time prior to that of the principal verb.

Example: I am glad *to have met* you.

After the verbs *mean, expect, hope, intend*, and the like, use the present infinitive, because one cannot mean, expect, hope, or intend to do something in the past.

### Exercise 32

Tell which of the italicized words is correct, and why:

1. He *had gone*—*went* home before the storm *began*—*begun*. 2. I had *begun*—*began* my work before he came. 3. I *saw*—*seen* the book

lying on the table before I *began*—*begun* to read. 4. I intended to *go*—*to have gone* yesterday. 5. The wind *blowed*—*blew* hard all day. 6. I wouldn't have *went*—*gone* if I'd *known*—*knew* it was so far away. 7. The window pane was *broke*—*broken* by James. 8. John *come*—*came* home yesterday. 9. They all *done*—*did* exceptionally well at the closing exercises. 10. I should have liked to *see*—*to have seen* him. 11. Has John *come*—*came* home yet? 12. I *did*—*done* it myself. 13. I had hoped to *finish*—*to have finished* the work before you came. 14. One can never tell whether he has *chosen*—*chose* rightly. 15. Have you *eat*—*ate*—*eaten* your dinner? 16. He would have *froze*—*frozen* to death if we had not *saw*—*seen* him and *taken*—*took* him home. 17. I had hoped to *see*—*to have seen* you at church. 18. The tree has *fell*—*fallen* across the road. 19. We *drank*—*drunk* some milk, and when we had *drank*—*drunk* enough, we went on our way. 20. I am pleased to *have*—*to have had* the privilege of serving you. 21. There is a leaf *tore*—*torn* out of my book. 22. Have you *gave*—*given* your lesson proper attention? 23. Has he *went*—*gone* to town? 24. Have you ever *rode*—*ridden* a bicycle? 25. He was reported to *rescue*—*to have rescued* the boy from drowning. 26. He *threw*—*threwed* a stone at me and *ran*—*run* for home. 27. He has *ran*—*run* a mile. 28. Was such a sight ever *saw*—*seen* before? 29. I am glad to *have*—*to have had* the opportunity of seeing Niagara Falls. 30. I *saw*—*seen* it. 31. Has he ever *spoke*—*spoken* to you about the matter? 32. The money was *stole*—*stolen*. 33. Someone has *took*—*taken* my pencil. 34. Have you *did*—*done* it yet? 35. I should have been glad to *go*—*to have gone*, although I should have found it difficult to *do*—*to have done* so. 36. How the boy has *growed*—*grew*—*grown*! 37. He *give*—*gave* me a present. 38. Had you *wrote*—*written* the letter before I *come*—*came* in? 39. The bell was *rang*—*rung* at the usual time. 40. The wind *blowed*—*blew*—*blown* even more furiously yesterday, and it has *blowed*—*blew*—*blown* even more furiously today. 41. We had *drove*—*driven* ten miles, when a storm *come*—*came* up.

### Sit and Set

*Sit* means to *recline*; it is an intransitive verb.

Example: They are *sitting* on the porch.

*Set* means to *place*; it is a transitive verb.

Example: *Set* the lamp on the table.

### Lie and Lay

*Lie* means *to recline*; it is an intransitive verb.

Example: He *lies* there every day.

*Lay* means *to place*; it is a transitive verb.

Example: Please *lay* this book on the shelf.

Observe that the verbs *set* and *lay* are transitive, and hence, always require objects; and that *sit* and *lie* are intransitive, and never take objects. In the passive voice always use the transitive verb, because only transitive verbs can become passive.

Since *set* and *lay* mean *to place*, some form of these verbs should be used when a form of the verb *place* could be substituted; as, "He *laid* the book on the desk" = "He *placed* the book on the desk." And since *lie* and *sit* mean *to recline*, some form of these verbs should be used when a form of the verb *recline* could be substituted; as, "The book is *lying* on the table" = "The book is *reclining* on the table."

### Exercise 33

Tell which of the italicized words is correct, and why:

1. He *sat*—*set* the pail on the bench. 2. I remember when the corner-stone was *laid*—*lain*. 3. I *sat*—*set* there last year. 4. Go and *lay*—*lie* down. 5. The coat *sets*—*sits* well. 6. When Romeo saw Juliet *lying*—*laying* in the casket, he *lay*—*laid* down by her side and drank the poison. 7. When Juliet awoke, seeing Romeo *laying*—*lying* beside her dead, she took a sword, which *lay*—*laid* near, and killed herself. 8. Please *set*—*sit* still while I am *laying*—*lying* on the couch. 9. May I *set*—*sit* here? 10. The books are *laying*—*lying* on the table. 11. I *set*—*sat* the basket near the tree. 12. It *laid*—*lay* where it fell. 13. *Set*—*sit* down a moment. 14. He has been *setting*—*sitting* there all afternoon. 15. The bird is *setting*—*sitting* on its eggs. 16. Let them *lay*—*lie* where they are. 17. He *laid*—*lay* there for more than an hour. 18. I have *lain*—*laid* it there many times. 19. She has been *sitting*—*setting* there for a long time. 20. The book is *lying*—*laying* where I *lay*—*laid* it. 21. Have you *laid*—*lain* the book away? 22. He *lay*—*laid* the book aside and *lay*—*laid* down to rest.

### Shall and Will

The following rules govern the ordinary uses of these verbs:



1. *Shall* is used with *I* or *we* to express what the speaker expects or intends to do, or what will happen in the future.

Examples: I *shall* go tomorrow. We *shall* hear from him within a few days.

2. *Shall* is used with any subject other than *I* or *we* to express a promise, a command, or determination on the part of the speaker.

Examples: You *shall* hear from me soon. (Promise.) Thou *shalt* not steal. (Command.) He *shall* be punished. (Determination.)

3. *Will* is used with *I* or *we* to express determination, willingness, or a promise on the part of the speaker.

Examples: I *will* not permit it. (Determination.) I *will* write to you tomorrow. (Promise.)

4. *Will* is used with any subject other than *I* or *we* to express what will happen in the future.

Example: He *will* soon be here.

5. *Shall* is used in questions with subjects in the first person.

Examples: *Shall* I see him for you? With other subjects, *shall* or *will* is used according as *shall* or *will* is expected in the answer; as, "*Shall* you go?" Answer, "I *shall* go." (Simple futurity.) "*Will* you go?" Answer, "I *will*." (Promise.)

**Should and would**—These words follow the same rules as *shall* and *will*.

### Exercise 34

Tell which of the italicized words is correct, and why. In the sentences in which either *shall* or *will* may be used, explain the meaning of each:

1. I do not know when I *shall*—*will* return. 2. We *shall*—*will* not go if it rains. 3. He thinks she *will*—*shall* be elected. 4. I think he *will*—*shall* be elected. 5. We *will*—*shall* all be greatly benefited by the

new arrangements. 6. We *would—should* like to grant your request, but we are not in a position to do so. 7. They *will—shall* not elect their candidate if we can prevent it. 8. I fear that we *shall—will* be late. 9. I *shall—will* never consent to his going so far away. 10. I am determined that you *shall—will* obey me. 11. I *will—shall* not be ready for some time. 12. We fear that we *shall—will* not be able to go. 13. *Shall—will* we go tomorrow? 14. We *would—should* be glad to hear from you. 15. *Shall—will* we go to the lecture this evening? 16. You *shall—will* know my answer tomorrow. 17. *Shall—will* you go to the lecture this evening? 18. I *shall—will* go abroad in the spring. 19. I *will—shall* be under obligation to you if you can grant me the favor. 20. I *will—shall* be disappointed if he does not come. 21. We *shall—will* be greatly obliged to you if you *will—shall* do it for us. 22. I *will—shall* drown, because nobody *will—shall* help me. 23. If he were here, I *should—would* be pleased to meet him. 24. I hope we *will—shall* be in time to get good seats. 25. We feared that we *would—should* get caught in the rain.

## SYNTAX OF THE VERB

**230.** The verb agrees with its subject in number and person.

### Special Rules

1. A compound subject whose parts are connected by *and* requires a verb in the plural number.

Examples: Time and tide *wait* for no man. Industry, energy, and honesty *are* essential to success.

### Exceptions

(a) When the connected subjects are but different names of the same person or thing, or when the subjects name several things taken as one whole, the verb must be singular; as, "My old friend and schoolmate (one person) *is* in the city." "Bread and milk (meaning one kind of food) *is* good for children." "To rise and retire early (meaning the habit) *is* good for one's health."

(b) When two or more singular subjects are preceded by *each*, *every*, or *no*, they are taken separately and require a singular verb; as, "Every man, woman, and child *was* pleased with the lecture." "Each book and paper *was* found in its place."

(c) When one of the subjects is affirmative and the other negative, the verb agrees with the affirmative and is understood with the other; as, "Our own heart, and not other men's opinions, *forms* our true honor."

In constructions of this kind two propositions are implied; that is, "Our own heart forms our true honor," and "Other men's opinions do not form our true honor." The verb agrees with the affirmative proposition and is understood with the negative.

(d) When the subjects are emphatically distinguished, the verb agrees with the first and is understood with the second; as, "Time, and patience also, *is* needed."

2. A collective noun takes a verb in the singular number when the collection is thought of as one whole; but when the individuals in the collection are thought of, it takes a verb in the plural number.

Examples: The crowd *was* composed of men of every class. The public *are* often deceived by false appearances.

While the rule governing the number of the verb and the pronoun used with collective nouns is somewhat lax, both the verb and the pronoun should, except in rare cases, be singular or both should be plural. Thus, "The company *has* advised us that *it* can ship the goods promptly," or "The company *have* advised us that *they* can ship the goods promptly."

3. When a noun in the plural is used to denote a whole, a unit of some sort, as the title of a book, a sum of money, etc., a verb in the singular number is required.

Examples: Plutarch's Lives *is* a good book. Five hundred dollars *was* spent.

4. When a singular noun is modified by two adjectives so as to mean two distinct things, a verb in the plural number is required.

Example: Moral and physical education *are* both necessary. Here *education* must be regarded as understood after *moral*.

5. Two or more singular subjects connected by *or* or *nor* require a verb in the singular number.

Examples: Either James or Henry *is* going. Neither James nor John *is* qualified to fill the position.

6. When one of the subjects connected by *or* or *nor* is plural, it is placed nearest the verb and the verb agrees with it in the plural.

Examples: Neither the emperor nor the generals *were* convinced. Neither the boy nor his sisters *are* to blame.

7. When two or more subjects of different persons are connected by *or* or *nor*, the verb should be expressed with each subject.

Examples: Either he *is* wrong, or I *am*. You *are* mistaken, or he *is*.

8. When two subjects are connected by the conjunction *as well as*, the verb agrees with the first.

Examples: Money, as well as men, *was* needed. The girls, as well as their brother, *deserve* commendation.

In constructions of this kind, the noun following *as well as* is the subject of a sentence, the verb of which is implied; as, "The teacher, as well as the pupils, *was* pleased with the address," meaning, "The teacher *was* pleased with the address, as well as the pupils *were* pleased with the address."

### Cautions

1. Do not use a plural verb with a singular subject modified by an adjective phrase introduced by *of*, *with*, *together with*, *in addition to*, etc.

Examples: The richness of her arms and apparel *was* (not *were*) conspicuous in the foremost ranks. The captain, with all the crew, *was* lost. The father, together with his two sons, *was* among the first to enlist. This amount, in addition to what I already have, *is* sufficient.

2. The pronoun *you* takes a verb in the plural even when it represents only one person.

Examples: I heard that you *were* coming. (Not *was*.) This caution is often violated in interrogative sentences; as, "*Was* you there?" instead of the correct form, "*Were* you there?"

3. When a sentence is introduced by *there*, the verb must agree with the subject, which follows the verb.

Example: *There were* great claps of thunder. "

4. Do not use *don't* with a singular subject in the third person. Say "He *doesn't*," "She *doesn't*," "It *doesn't*;" not "He *don't*," "She *don't*," "It *don't*."

5. When the subject is a relative pronoun, the verb agrees with the antecedent in person and number.

Example: The new library is one of the finest buildings that *have* ever been erected in this city. The antecedent of *that* is *buildings*, not *one*.

In the sentence, "This is the only one of the books that *is* worth reading," the antecedent of *that* is *one*, not *books*.

### Exercise 35

Tell which of the italicized words is correct, and why:

1. *Was—were* you at home yesterday? 2. Which of these two books *is—are* yours? 3. Either of them *is—are* suitable. 4. The committee *was—were* unable to agree. 5. The wife and mother *kneel—kneels* in prayer. 6. Diligent industry, and not mean saving, *produce—produces* honorable competence. 7. Not a loud voice, but strong proofs, *bring—brings* conviction. 8. Neither wealth nor wisdom *is—are* the chief thing in this life. 9. Every man, woman, and child *was—were* alarmed. 10. The greater part of the audience *was—were* pleased with the lecture. 11. A committee *was—were* appointed to inquire into the matter. 12. Neither his vote, his influence, nor his purse *was—were* ever withheld from the cause in which he was engaged. 13. A variety of pleasing objects *charm—charms* the eye. 14. General Custer, with all his men, *was—were* killed by the Indians. 15. Nothing but vain and foolish pursuits *delight—delights* some persons. 16. This book, as well as that, *was—were* written long ago. 17. Two thousand dollars *is—are* too much for that property. 18. Both physical and manual training *are—is* necessary. 19. Ten years *has—have* passed since I saw him last. 20. The public *is—are* cordially invited. 21. Mr. Brown, with his three sons, *have—has* been here for more than a month. 22. Either the man or his son *is—are* willing to assist you. 23. Either the man or his sons *is—are* willing to assist you. 24. My friend and

schoolmate *is—are* in the city. 25. Every book and paper *was—were* found in its place. 26. The lowest mechanic, as well as the richest citizen, *is—are* protected in his rights. 27. Where *was—were* you? 28. He *don't—doesn't* like it. 29. Every house and store *was—were* burned. 30. A boat or two *has—have* already passed. 31. Abnormal is one of those words which *has—have* come in to supply a want in the precise statement of science. 32. Nothing but expense and trouble *has—have* grown out of the business. 33. Neither beauty, wealth, nor talents *was—were* injurious to her modesty. 34. He is one of those persons who *has—have* rare executive ability. 35. Either of the books *treat—treats* the subject fully.

### MISUSED VERBS

**Anticipate, expect, suspect, hope.**—We *expect* that which we have good reason to believe will happen. We *hope* for that which we desire and have some reason to expect. *Anticipate* means to look forward to with confidence and pleasure. *Suspect* means to surmise, to mistrust; as, “I *hope* for a visit from my friend; I *expect* it when he writes; as the time draws near, I *anticipate* it with pleasure. If he does not come, I *suspect* he has deceived me.”

**Calculate, intend.**—*Calculate* means to compute, to reckon; as, “He *calculated* the interest due on the note.” *Intend* implies purpose; as, “I *intend* to go soon.”

**Can, may.**—*Can* implies ability; as, “*Can* he pass the examination?” *May* implies permission, probability, or possibility; as, “*May* I use your knife?” “He *may* go.”

**Emerge, immerge.**—*Emerge* means to come out of, to reappear in a new state; as, “The butterfly *emerges* from the chrysalis.” *Immerge* means to plunge into, especially a fluid; as, “Some heavenly bodies *immerge* in the light of the sun.”

**Learn, teach.**—*Learn* means to acquire knowledge; *teach* means to impart it. Thus, “The instructor *teaches*; the student *learns*.”

**Like, love.**—Do not use these words indiscriminately. *Like* means to be pleased with. Thus, “We *like* (not *love*) articles of food, flowers, dogs, etc.”

**Purpose, propose.**—To *propose* means to offer. To *purpose* means to intend. Say, “I *purpose* (not *propose*) to go.”

**Raise, rise.**—*Raise*, the principal parts of which are *raise, raised, raising, raised*, means to cause to rise; as, “She *raised* the window.” *Rise*, the principal parts of which are *rise, rose, rising, risen*, means to move upward; as, “The bread is *rising*.” “The river has *risen*.”

**Stay, stop.**—*Stay* means to remain; to tarry; as, “He is *staying* at the Palmer House.” *Stop* means to cease from moving; as, “We shall *stop* in Chicago on our way home.”

### Exercise 36

Tell which of the italicized words is correct, and why:

1. *Can—may* I use your dictionary?
2. The father *taught—learned* the child to ride a bicycle.
3. How long do you expect to *stop—stay* in London?
4. I *expect—suspect* he has played a trick on me.
5. Will you be kind enough to tell me where I *can—may* find him?
6. I did not *calculate—intend* to go so soon.
7. The commission *purposes—proposes* to enlist the aid of the city council.
8. I *expect—hope—suspect—anticipate* that my brother will come soon, though I have not heard from him for some time?
9. There is the man who *taught—learned* me to write.
10. The river has *raised—risen* two feet.
11. *Can—may* I be excused for a short time?
12. President Johnson was *taught—learned* the alphabet by his wife.
13. No one *may—can* solve the problem of life.
14. I *anticipate—expect—hope—suspect* that I shall enjoy the picnic tomorrow.
15. He is *stopping—staying* with his brother.
16. *May—can* I go with you to the lake?

### PROPERTIES OF THE ADJECTIVE

**231.** Adjectives have but one property; namely, *comparison*.

232. **Comparison** is a variation in the form of the adjective to express different degrees of quality.

233. There are three degrees of comparison: the *positive*, the *comparative*, and the *superlative*.

234. The **positive degree** expresses a quality without a comparison.

Examples: The man is *tall*. We climbed a *high* hill.

235. The **comparative degree** expresses a higher or lower degree of quality than is expressed by the positive degree.

Examples: He is the *taller* of the two men. He is *older* than I.

236. The **superlative degree** expresses the highest or lowest degree of quality.

Examples: He is the *youngest* boy in the class. She is the *tallest* of the three girls.

237. Adjectives of one syllable and many adjectives of two syllables usually form the comparative by adding *er*, and the superlative by adding *est*; as, *tall*, *taller*, *tallest*; *able*, *abler*, *ablest*.

238. Some adjectives of two syllables and all adjectives of more than two syllables form the comparative by prefixing *more* or *less* to the positive degree; and the superlative by prefixing *most* or *least* to the positive degree; as, *fragrant*, *more fragrant*, *most fragrant*; *beautiful*, *more beautiful*, *most beautiful*.

In forming the comparison of regular adjectives of two syllables, affix *er* and *est*, or prefix *more* and *most* according to which sounds the better.

### Irregular Comparisons

The following adjectives are compared irregularly:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good	better	best
bad, ill, evil	worse	worst



<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
little	less	least
much	more	most
many	more	most
late	later, latter	latest, last
far	farther	farthest
old	older, elder	oldest, eldest
forth	further	furthest
fore	former	foremost, first
in, (adv.)	inner	inmost or innermost
out, (adv.)	outer	outmost, outermost
up	upper	upmost, uppermost
nigh	nigher	nighest, next

## SYNTAX OF THE ADJECTIVE

239. The comparative degree of the adjective is used when comparing two objects.

Example: He is the *taller* of the two boys.

240. The superlative degree of the adjective is used when comparing three or more objects.

Example: He is the *tallest* of the five brothers.

241. When the comparative degree of an adjective is used with *than*, the thing compared must always be excluded from the class of things with which it is compared.

Example: Texas is larger than any *other* state in the Union.

The sentence, "Texas is larger than any state in the Union," would mean that Texas is not a state in the Union, or that Texas is larger than itself.

242. When the superlative degree of an adjective is used the latter term of comparison should not exclude the former if the objects compared belong to the same class.

Example: Texas is the largest state in the Union.

243. When a adjective is united with a noun to form a compound adjective, the singular form of the noun is used.

Example: A *three-foot* measure; a *forty-foot* lot; a *30-day* note.

244. When a plural adjective modifies a noun, the noun must also be plural.

Example: We walked *three miles*. (Not *three mile*.)

245. When preceded by an adjective expressing number, *pair*, *dozen*, *head*, *score* and *hundred*, retain the singular form.

Examples: Two *dozen* of eggs; four *pair* of shoes; twenty *gross* of pens.

246. *This* and *that* are the only adjectives that are inflected for number. Use *this* and *that* with singular nouns, and their plurals *these* and *those* with plural nouns.

Examples: *This* sort, *these* sorts; *that* kind, *those* kinds.

247. The words *first* and *last* when used with adjectives that express number are placed before the adjective.

Examples: The *first* ten pages; the *last* three lessons.

248. Place adjectives where there can be no doubt as to what they are intended to modify.

Examples: A pair of *new* shoes. (Not a *new* pair of shoes); a bouquet of *fresh* flowers. (Not a *fresh* bouquet of flowers.)

249. Adjectives denoting qualities that can not exist in varying degrees, such as *round*, *square*, *perfect*, *perpendicular*, etc., are not usually compared.

Some of the best writers of English, however, compare these adjectives on the theory that they are not used in their strict sense.

250. *A* is used before words beginning with a consonant sound.

Examples: *A* boy; *a* man; *a* horse.

251. *An* is used before words beginning with a vowel sound.

Examples: *An* orange; *an* hour.

252. *An* is used before words beginning with *h* when the accent is on the second syllable.

Example: *An* historian.

253. When two or more adjectives modify the same noun, the article is used before the first adjective only.

Example: *A* red, white, and blue flag. (One flag.)

254. When two or more adjectives modify different nouns, one of which is expressed and the rest understood, the article is used before each adjective.

Example: *The* red and *the* white cottage are mine. Here *cottage* is understood after *red*.

255. The article *the* should be used before a noun denoting a class rather than an individual of a class.

Example: *The* lion is the king of beasts.

256. The article should be omitted before a noun used as a mere title.

Example: The ruler of a city is called *mayor*. (Not *a mayor*.)

257. When two or more nouns denoting the same person or thing are compared, the article should be used before the first noun only.

Example: He is *a* better writer than speaker.

258. *Kind of*, *sort of*, *manner of* should not be followed by *a* or *an*.

Examples: What *kind of* machine have you? (Not What *kind of a* machine?) What *manner of* man is he? (Not What *manner of a* man?)

259. When two or more nouns following each other denote the same person or thing, the article should be used before the first only.

Example: *The* editor and publisher (one person) of the magazine was at the convention.

260. When two or more nouns following each other denote different persons or things, the article should be used before each noun.

Example: *The* editor and *the* publisher (two persons) are at the convention.

261. When two or more nouns following each other denote different things so closely associated in thought that they may be considered as forming a whole, the article should be used before the first noun only.

Examples: *The* wheel and axle is broken. *The* pen and ink is here.

### Exercise 37

Tell which of the italicized words is correct, and why:

1. He lives seven *mile*—*miles* from here. 2. He measured the lot with a *three-foot*—*three-feet* stick. 3. Which is the *older*—*oldest*, James or Henry? 4. *This*—*these* kind is the *more expensive*—*most expensive* of the two. 5. The farmer exchanged two *barrels*—*barrel* of potatoes for fifty *pound*—*pounds* of sugar. 6. He is the *smaller*—*smallest* of the two. 7. The room is twenty *foot*—*feet* square. 8. We have just returned from a *five-mile*—*five-miles* drive. 9. We saw a herd of ninety *head*—*heads* of cattle. 10. I do not know which of the two books I like the *best*—*better*. 11. *This*—*these* kind of apples is better than those. 12. He is the *elder*—*eldest* of the boys. 13. We were going at the rate of forty *mile*—*miles* an hour. 14. *A*—*the* lion shall eat straw like *the*—*an* ox. 15. Which is the *best*—*better* of the two? 16. *This*—*these* sort of expressions should be avoided. 17. *A*—*the* dog is a faithful companion. 18. You will always find *those*—*that* kind of people there.

### Exercise 38

Correct the following sentences (Some are correct):

1. Goldsmith, the poet and the novelist, died in 1774. 2. I do not like that sort of a machine. 3. There is no metal so useful as iron. 4. He is the most active of all his companions. 5. Do you know what kind of an apple this is? 6. He is better known than any other man in this city. 7. She has an active and an energetic mind. 8. This expression is more preferable than that. 9. A large and a small house occupied the lot. 10. The secretary and treasurer do not agree on the subject. 11. China has a greater population than any nation on the globe. 12. Solomon was a wise and good king. 13. What manner

of man is he? 14. James is taller than any member of his class. 15. Washington, the statesman and the soldier, died at Mount Vernon. 16. New York is larger than any city in the United States. 17. He was a great and a good man. 18. What kind of a typewriter have you?

## COMPARISON OF ADVERBS

262. Adverbs, like adjectives, admit of comparison.

1. Some adverbs are compared by adding *er* and *est*; as, *fast, faster, fastest; late, later, latest*.

2. Many adverbs are compared by prefixing *more* and *most*; as, *wisely, more wisely, most wisely; eagerly, more eagerly, most eagerly*.

3. Some adverbs are compared irregularly:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well	better	best
ill, badly	worse	worst
much	more	most
forth	further	furthest
little	less	least

Many adverbs are formed from adjectives by adding *ly*; as, *slow, slowly; probable, probably*.

### Cautions

263. Do not use two negatives to express negation.

Example: I don't want *anything*. (Not I don't want *nothing*.)

264. Do not use *from* before *whence, thence, hence*, as it is implied in these words.

Example: *Whence* came he? (Not *From whence* came he.)

265. *Good* is an adjective and should not be used as an adverb.

Example: He did the work *well*. (Not He did the work *good*.)

**266. Position of the Adverb.** Adverbs should be so placed that they will clearly express the meaning intended. Never put between a word and its modifiers anything that can steal the modification. Thus, in the sentence, "I should like to see you very much," *very much* is so placed that it modifies *to see*, whereas it should be so placed as to modify *should like*. Thus, "I should like very much to see you."

1. When an adverb modifies the meaning of an intransitive verb, it should generally follow the verb.

Examples: We walked *rapidly*. He speaks *distinctly*. A few adverbs, however, such as *ever*, *never*, *seldom*, *often*, etc., generally precede it; as, "We *often* go to the city." "We *seldom* go to the country."

2. When an adverb modifies the meaning of a transitive verb, it generally precedes the verb on account of the fact that the object follows it, although in short sentences, the adverb may follow the verb.

Examples: He *gladly* accompanied me to the theater. He wrote the letter *carefully*. He uttered the words *slowly* and *distinctly*. He *willingly* gave her all the money that she asked for.

3. When an adverb modifies the meaning of a verb phrase in the active voice, it follows the first auxiliary; but when it modifies the meaning of a verb phrase in the passive voice, it immediately precedes the principal verb.

Examples: He will *undoubtedly* have finished before you arrive. He will *surely* have forgotten it by that time. It can be *readily* proved. The matter can be *easily* adjusted.

### Exercise 39

Correct the following sentences:

1. I only saw your brother for a moment. 2. I wish only to order fifty copies at this time. 3. I am prepared to tell him what I think of him publicly. 4. I am pleased to see you always. 5. "The Spirit

of Laws" was only completed when the author was sixty years of age. 6. He never will know the truth in the matter. 7. I am ready to avow often that I never shall undertake such a task again. 8. Do you take the medicine the doctor gave you regularly? 9. I scarcely ever remember to have had a rougher ride. 10. I don't want nothing. 11. From whence came he? 12. She never goes nowhere. 13. His last trip was to Mexico, from whence he was never destined to return. 14. The bill was only confirmed by a majority of one.

## ADJECTIVE OR ADVERB

267. When a word relates to the predicate by denoting the manner of action, it should be an adverb; but when it expresses some quality or condition of the subject, it should be an adjective. Nearly all verbs express action of some kind and are, therefore, followed by adverbs to show the manner of the action; as, "The physician felt the patient's pulse *carefully*; i. e., *with care* or *in a careful manner*. A few verbs, however, such as *seem*, *smell*, *taste*, *feel*, *appear*, *look*, *sound*, *become*, do not express action, and these are followed by adjectives expressing a condition of the subject; as, "The milk tastes *sour*." "I feel *bad*." "We arrived *safe*;" i. e., "We arrived *in good condition*."

Verbs that express action may, when the sense requires it, be followed by an adjective expressing a state or condition of the subject; as, "He stood *firm*." "The child sat *still*." "The moon rose *bright*."

### Exercise 40

Tell which of the italicized words is correct, and why:

1. He acted *different*—*differently* from his brother. 2. The flowers smell *sweet*—*sweetly*. 3. You do not write *plainly*—*plain* enough. 4. Doesn't she look *beautiful*—*beautifully* in her new dress? 5. He has a *remarkable*—*remarkably* clear intellect. 6. How *strange*—*strangely* it seems here! 7. He acted *strange*—*strangely*. 8. This pen does not write *good*—*well*. 9. Walk as *quiet*—*quietly* as possible. 10. That is *easier*—*more easily* said than done. 11. I always feel *awkward*—*awk-*

*wardly* in their presence. 12. I do not feel *good*—*well* this morning. 13. You must speak more *distinct*—*distinctly*. 14. The goods arrived *safe*—*safely*. 15. He did the work very *satisfactory*—*satisfactorily*. 16. He did not act *proper*—*properly*. 17. It is *considerable*—*considerably* cheaper to ship the goods by freight. 18. I feel *bad*—*badly*. 19. He is *exceeding*—*exceedingly* sorry.

## MISUSED ADJECTIVES AND ADVERBS

**Apt, liable, likely.**—*Apt* implies a natural fitness or tendency; as, "He is an *apt* pupil." "He is *apt* to catch cold." *Likely* refers to a contingent event regarded as probable and usually favorable; as, "An industrious person is *likely* to succeed." *Liable* refers to a probable event regarded as unfavorable; as, "He is *liable* to punishment for his misconduct."

**As—as, so—as.**—*So* is used with *as* in comparing unequals; as, "He is not so tall *as* his brother." *As* is used with *as* in comparing equals; as, "He is *as* tall *as* I."

**Almost, most.**—*Almost* means nearly; as, "It is *almost* time to go." *Most* means the greatest number, quantity, or degree; as, "Most of the boys are already here."

**Continual, continuous.**—*Continual* means repeated frequently; as, "The *continual* rains have done much damage." *Continuous* means unceasing action; as, "The *continuous* falling of the water has worn the rocks away."

**Creditable, credible.**—*Creditable* means that which redounds to one's credit; as, "He did this work in a *creditable* manner." *Credible* means worthy of belief; as, "The report is hardly *credible*."

**Elder, eldest; older, oldest.**—Discriminate carefully in the use of these words. *Elder* and *eldest* are correctly applied only to persons of the same family; as, "John is the *eldest* son." *Older* and *oldest* are used of both persons and things, without restriction; as, "He is the *oldest* inhabitant." "This is the *oldest* house in the city."



**Eminent, imminent.**—*Eminent* means distinguished, prominent; as, “He is an *eminent* person.” *Imminent* means impending, threatening; as, “He is in *imminent* danger.”

**Exceptionable, exceptional.**—*Exceptionable* means open to exception; objectionable; obnoxious; as, “His conduct was *exceptionable*.” *Exceptional* means uncommon; unusual; as, “We had an *exceptional* experience.”

**Farther, further.**—*Farther* expresses actual distance; as, “How much *farther* have we to go?” *Further* means in addition to, more in detail; as, “We shall go *further* into the matter.” *Further* is sometimes used as a verb; as, “I will do what I can to *further* the interests of the business.”

**Fewer, less, smaller.**—*Fewer* refers to number; as, “There were *fewer* callers today than yesterday.” *Less* refers to quantity; as, “They harvested *less* grain today than yesterday.” *Smaller* refers to size; as, “He is *smaller* than his brother.”

**Formally, formerly.**—*Formally* means in a formal manner; according to established rule or form; as, “a *formal* introduction.” *Formerly* means in time past; as, “He was there *formerly*.”

**Good, well.**—*Good* is an adjective and should never be used as an adverb; as, “He played *well* today,” not “He played *good*.” *Well* is used both as an adjective and an adverb; as, “He did *well*” (adverb). “He looks *well*” (adjective).

**Hardly, scarcely.**—These words are not strictly synonymous. *Hardly* expresses degree; as, “He is *hardly* well enough to go yet.” *Scarcely* refers to quantity; as, “We have *scarcely* enough paper to last us through the week.”

**Healthy, healthful, wholesome.**—*Healthy* means possessing health. *Healthful* means conducive to health. *Wholesome* applies to what one eats; as, “He is a *healthy* person, lives in a *healthful* climate, and eats *wholesome* food.”

**Human, humane.**—*Human* has reference to mankind; as, “To err is *human*.” *Humane* means kind; as, “His conduct was *humane*.”

**Intelligent, intelligible.**—*Intelligent* means distinguished for intelligence; marked by intelligence; sensible; showing knowledge or understanding; as, “an *intelligent* person;” “an *intelligent* reply.” *Intelligible* means capable of being understood; as, “an *intelligible* report.”

**Latest, last.**—*Latest* means the last up to this time; as, “Have you read the *latest* edition of The Ladies’ Home Journal?” *Last* means final; as, “The *last* of the Barons.” Say, “Have you read his *Latest* (not *last*) book?”

**Partially, partly.**—*Partly* is preferable to *partially* in the sense of “in part,” or “in some degree or measure,” since *partially* also means “with unjust favoritism;” as, “The work is *partly* (not *partially*) done.”

**Practical, practicable.**—*Practical* means useful, opposed to theoretical; as, “*practical* knowledge.” *Practicable* means capable of being accomplished with available means; as, “The plan appeared to be *practicable*.”

**Real, really, very.**—*Real* is an adjective, meaning genuine. Say, “The fruit is *really* good, or *very* good (not *real* good).”

**Respectfully, respectively.**—*Respectfully* means in a respectful manner; as, “The boy behaved *respectfully* toward his teacher.” *Respectively* refers to persons or things thought of singly, in the order designated; as, “The books belong to John, Henry, and James, *respectively*.”

### Exercise 41

Tell which of the italicized words is correct, and why:

1. You are looking *good*—*well* today. 2. There were *fewer*—*less* people present today than yesterday. 3. Communication by wireless telegraphy seems a *practical*—*practicable* scheme. 4. Webster was an *imminent*—*eminent* statesman. 5. Some of the reports are hardly

*credible—creditable*. 6. The cold was so intense that we could *hardly—scarcely* endure it. 7. Bananas are more *healthy—healthful—wholesome* when they are thoroughly ripe. 8. He did the work *good—well* enough to suit me. 9. He was *formerly—formally* notified today of his appointment to the position for which he had *formally—formerly* made application. 10. Paris is not *as—so* large as London. 11. I drove *farther—further* than you did today. 12. The work was very *credibly—creditably* done. 13. He is the *oldest—eldest* boy in school. 14. There are no *less—fewer* than ten volcanoes in Mexico, each having an elevation of more than twelve thousand feet. 15. He is not *apt—likely—liable* to return tonight. 16. The lawn looks as *good—well* as I expected.\* 17. Edison's inventions are chiefly of a *practical—practicable* kind. 18. The place in which he lived was very *healthful—healthy*. 19. I am *almost—most* as tall as my brother. 20. *Scarcely—hardly* one in ten could write his name. 21. We are *creditably—credibly* informed that he has succeeded in his venture. 22. You are *apt—likely—liable* to lose on that investment. 23. He may not have *as—so* much money as you, but he has *as—so* much ability. 24. I do not feel *good—well* today. 25. *Formerly—formally* postage rates were much higher than they are now. 26. The world demands men who are fitted *practically—practicably* for its work. 27. Riding is a *healthful—healthy—wholesome* exercise. 28. The missionaries were in *imminent—eminent* peril. 29. I think it is *likely—apt—liable* to rain tonight. 30. He was *most—almost* frozen. 31. My *older—elder* brother came home today. 32. It was a *credible—creditable* performance. 33. Does the candy taste *good—well*? 34. He could *hardly—scarcely* finish the work in time to catch the train. 35. His conduct in the affair was so *exceptional—exceptionable* that his employer discharged him. 36. His mind is sound; his body, *healthy—healthful*. 37. They interrupted me *continually—continuously* while I was writing, so that I could not work *continually—continuously*. 38. James is not *as—so* old as John. 39. He is *partially—partly* to blame in the matter. 40. *Most—almost* everybody believes in some form of religion. 41. This is a *real—really* fine day. 42. John, James, and Henry received *respectfully—respectively* ten, twelve and fifteen votes. 43. His language was not *intelligible—intelligent*. 44. He is *an apt—a likely* student. 45. Have you read the *latest—last* number of "The Saturday Evening Post?" 46. I have nothing *farther—further* to say. 47. They required him to send in a *formal—former* application.

## SYNTAX OF PREPOSITIONS

268. Care should be exercised to use appropriate prepositions.

Following are some of the most important combinations:

Accompanied *by* persons or lower animals, *with* inanimate objects.

Accordance *with*. (Not *to*.)

Adapted *to* a thing, *for* a purpose, adapted *from* a production.

Agree *to* a thing proposed, *with* a person, *on* or *upon* something determined.

Arrive *in* a large city, or *in* a country, *at* a small place.

*Beside* means *by the side of*; *besides* means *in addition to*.

*Between* refers to two things or groups of things; *among* to more than two.

*By* usually denotes the agent; *with*, the instrument.

Compare *with* in quality, *to* for illustration.

Conform *to*; in conformity *with*.

Correspond *with* (by letter), *to* similars.

Die *of* disease.

Differ *with* in opinion, *from* in quality or appearance.

Different *from*. (Not *to* or *than*.)

*In* denotes position within; *into* denotes entrance.

Suitable *to* one's station, *for* a purpose.

## Exercise 42

Tell which of the italicized words is correct, and why:

1. The jury disagreed *between*—*among* themselves.
2. Come *in*—*into* the room and sit down.
3. I was *at*—*in* New York when it happened.
4. He died *with*—*of* fever.
5. The children divided the apples *between*—*among* themselves.
6. Put it *in*—*into* the desk.
7. The property was divided *among*—*between* the two boys.
8. He was accompanied *by*—*with* his staff.
9. In accordance *to*—*with* your order, we sent your books today.
10. He is especially adapted *to*—*for* this work.
11. He adapted himself *to*—*for* the circumstances.
12. Do not compare me *with*—*to* him.
13. I differ *from*—*with* you in regard to this matter.

14. You differ *with*—*from* him in appearance. 15. He was killed *by*—*with* lightning. 16. He went *in*—*into* the house. 17. Who *besides*—*beside* you was there? 18. We could not agree *about*—*on* the matter. 19. I agree *with*—*to* the proposition. 20. We shall arrive *in*—*at* New York at three o'clock. 21. He arrived *in*—*at* America on the first day of May. 22. Life in the country is different *than*—*from*—*to* what it is in the city. 23. Put some coal *in*—*into* the scuttle, and take it *in*—*into* the house.

## MISCELLANEOUS MISUSED WORDS

**Accept, except.**—To *accept* means to take what is offered; to agree; as, "Please *accept* this as a gift from Mary and me." "I *accept* your proposition." To *except* means to leave out; as, "We will take all *except* this one."

**Adapt, adept, adopt.**—To *adapt* means to change; to remodel; to make suitable; as, "The mind *adapts* itself to a difficult problem as the eye *adapts* itself to darkness." An *adept* is one who possesses a high degree of skill; as, "He is an *adept* in all the details of his trade." To *adopt* means to accept or to receive as one's own; as, "They *adopted* the child." "We *adopted* a new scheme to increase our sales."

**Affect, effect.**—To *affect* means to influence, to act upon; as, "He was greatly *affected* by the death of his friend." To *effect* means to accomplish, to bring about; as, "It is not best to *effect* too many changes at this time." *Affect*, as a noun, meaning affection, is rarely used. *Effect*, as a noun, means result, achievement; as, "What *effect* did the medicine have?"

**Aught, ought, naught.**—*Aught* is a noun, meaning anything. *Ought* is a verb, implying duty. *Naught* is a noun, meaning nothing.

**Cite, site.**—*Cite* means to mention by name; to summon; as, "He *cited* his authority." "He was *cited* to appear in court." *Site* means location; as, "Has the *site* for the new building been selected?"

**Compare with, Compare to.**—*Compare with* is used to determine the relative merits; as, “He compared his work *with* mine.” *Compare to* means to liken one thing to another; as, “Christ compared the sinner *to* lost sheep.”

**Complement, compliment.**—*Complement* means that which completes; as, “The *complement* of a verb completes the meaning.” *Compliment* means praise, to praise; as, “He *complimented* me on my work.”

**Confident, confidant.**—*Confident* is an adjective, meaning bold, positive, self-reliant. *Confidant* is a noun, meaning a person to whom secrets are entrusted.

**Device, devise.**—*Device* is a noun, and means something invented; as, “We have a new *device* for folding letters.” *Devise* is a verb, and means to plan; to contrive; to give by will; as, “He *devised* a way by which the work could be done more quickly.” “I *devise* and bequeath my property to my son.”

**Lend, loan.**—*Loan* is a noun, and should not be used as a verb. Thus, “We *lend* (not *loan*) money.” What we *lend* constitutes a *loan*.

**Lightening, lightning.**—The spelling of these words is often confused. *Lightening* means relieving of weight; as, “He *lightened* our burden.” *Lightning* means a discharge of atmospheric electricity; as, “The tree was struck by *lightning*.”

**Loose, lose.**—*Loose* is an adjective, meaning unbound; free; not tight. *Lose* is a verb, meaning to be deprived of; as, “The rubbers were *loose*, which caused him to *lose* one of them.”

**Prophecy, prophesy.**—A *prophecy* is a prediction; as, “His *prophecy* was not fulfilled.” To *prophesy* means to predict or to foretell events; as, “I *prophesy* that it will rain tomorrow.”

**Stationary, stationery.**—*Stationary* means fixed; as, “A *stationary* engine.” *Stationery* means pens, paper, etc.; as, “We have a good line of *stationery*.”

**Summon, summons.**—*Summon* is a verb, meaning to call or cite; to notify to come or appear. *Summons* is a noun, meaning a call; a legal citation to appear in court.

### Exercise 43

Tell which of the italicized words is correct, and why:

1. The loud crash *affected*—*effected* my hearing. 2. It is a *compliment*—*complement* to be permitted to share in the work. 3. Bodily exercise *effects*—*affects* all the organs of the body. 4. This is a very inferior article compared *to*—*with* that. 5. We decline to *accept*—*except* your resignation. 6. It has had the *affect*—*effect* of crippling speculation, but it did not seriously *effect*—*affect* legitimate business. 7. His remarks were a *complement*—*compliment* to what had been said. 8. You may be right for *aught*—*ought* I know. 9. We *adapted*—*adopted* a new plan for increasing the circulation of our paper. 10. This is not to be compared *with*—*to* that. 11. All *accept*—*except* one were readily sold. 12. What *effect*—*affect* did the election have upon business in general, and how did it *affect*—*effect* your business? 13. Have I done *ought*—*aught*—*naught* to give offense? 14. Compare this piece of cloth *with*—*to* that, and tell me which you think is the better. 15. We wish you the *complements*—*compliments* of the season. 16. You should have one more *ought*—*naught* in your divisor. 17. Your *prophecy*—*prophesy* has not come to pass. 18. The consolidation of the two roads would *affect*—*effect* a great saving. 19. He is not *adopted*—*adapted* to such work. 20. I have done *ought*—*aught*—*naught* to give offense. 21. What *affect*—*effect* did the medicine have? 22. Did he *accept*—*except* your offer? 23. He compared Grant *with*—*to* Napoleon. 24. Will you *lend*—*loan* me your knife? 25. He is sure to *lose*—*loose* money, because of his *loose*—*lose* methods of doing business. 26. How did the news *affect*—*effect* him? 27. Will he *accept*—*except* your invitation? 28. He invented a clever *device*—*devise* for stamping envelopes. 29. The *adapted*—*adopted* child did not readily *adopt*—*adapt* itself to its new surroundings. 30. I *prophecy*—*prophecy* rain for tomorrow.

## MISCELLANEOUS ERRORS

## Don't Say

## Say

I am *afraid* that he will fail.

I *fear* that he will fail.

*Afraid* is an adjective and should not be used as a verb.

He is an *all-around* man.

He is an *all-round* man.

He *past* me on the way home.

He *passed* me on the way home.

*Past* is an adjective or a noun and should not be used for *passed*, the past tense of *pass*.

He used *underhanded* methods.

He used *underhand* methods.

Avoid *underhanded*, *offhanded*, *secondhanded*. The correct forms are *offhand*, *underhand*, and *secondhand*.

If you are in need of the goods, we will ship *same* at once.

If you are in need of the goods, we will ship *them* at once.

*Same* is an adjective and should not be used for the pronouns *it*, *them*, etc.

It has *proven* to be a good investment.

It has *proved* to be a good investment.

I can not *accept of* your favors.

I can not *accept* your favors.

I do not *remember of* his doing it.

I do not *remember* his doing it.

*Of* is superfluous after *remember*, *accept*, and *recollect*.

I will not go *without* you go too.

I will not go *unless* you go too.

*Without* is a preposition and should not be used for the conjunction *unless*.

I shall be *very pleased* to see you.

I shall be *very much pleased* to see you.

Avoid *very pleased*; say *very much pleased* or *greatly pleased*.



**Don't Say**

**Say**

He fell *off of* the wagon.

He fell *off* the wagon.

He is *inside of* the house.

He is *inside* the house.

*Of* is superfluous after *off*, *inside*, and *outside*.

Please hand me *them* books.

Please hand me *those* books.

*Them* is a pronoun and should not be used as an adjective.

He is well *posted*.

He is well *informed*.

People are *informed*; books are *posted*.

You have no *business* to do that.

You have no *right* to do that.

He has a *small-size* kodak.

He has a *small-sized* kodak.

*Try and* come to see us soon.

*Try to* come to see us soon.

He has *got* a large farm.

He *has* a large farm.

He has *got* to go home soon.

He *has* to go home soon.

*Got* is superfluous when possession or obligation is expressed.

You may go *providing* you will return soon.

You may go *provided* you will return soon.

*Providing* is a participle and should not be used for the conjunction *provided*.

I do not know *if* this will suit you.

I do not know *whether* this will suit you.

I do not know *as* he will go.

I do not know *that* he will go. \*

*If* and *as* should not be used to introduce noun clauses.

I do not know *but what* he did it.

I do not know *but that* he did it.

Use *but what* only when the meaning is *but that which*; as, "I have none *but what* (*but that which*) he gave me."

No other *but* this way was open.

No other *than* this way was open.

*Than*, not *but* or *except*, should be used after *other*, *otherwise*, or *else*.

**Don't Say****Say**

I could *not hardly* talk.

I could *hardly* talk.

There *isn't but* one left.

There *is but* one left.

Avoid the incorrect use of *hardly*, *scarcely*, and *but* with negatives.

It is *no use* to do that.

It is *of no use* to do that.

He is *unworthy* the position.

He is *unworthy of* the position.

He is *home* today.

He is *at home* today.

Do not omit a preposition that is necessary to the grammatical construction of the sentence.

It will go a long *ways* toward establishing harmony.

It will go a long *way* toward establishing harmony.

**Exercise 44**

Correct the following sentences (Some are correct):

1. We will give you a good size order.
2. I doubt if he will come tonight.
3. That isn't hardly fair.
4. Them peaches are delicious.
5. I have no fear but what he will recover.
6. They are here for no other purpose but to render just such service.
7. He is a long ways from home.
8. His hat was blown off his head.
9. We will try and ship the goods this week.
10. We will not agree to such a proposition without we are assured that we shall not lose.
11. I don't hardly know if he will come.
12. Time has proved that he was right.
13. I can not remember of having heard him mention the subject.
14. We will get the goods off at once providing you give us references.
15. We are sorry that we haven't got the goods you ordered.
16. We are in need of a good all around office man.
17. The time has past for such favors.
18. Please let us have a remittance, as we have got to pay some heavy bills this week.
19. We shall be very pleased to assist you.
20. He is said to be well posted.
21. I can not see but that you have as good right to it as he has.
22. As your account is passed due, we shall be glad to receive a check for same within a few days.
23. Is your father home today?
24. You will find the book inside of the desk.
25. There isn't but one left.
26. I don't know as I can do better.
27. I am afraid that he will not recover.
28. He would not accept of our offer.
29. He had no business to go without asking permission.

## PART IV

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### HOW TO WRITE CLEARLY

**Clearness** treats of the proper use and arrangement of words, phrases, and clauses. It is the first requisite of every sentence. A sentence may be grammatically correct, yet its elements may be so placed that the meaning can not be definitely determined, or the meaning conveyed may be entirely different from that intended. For example, the sentence, "I met your brother going to town yesterday," leaves one in doubt as to who was going to town. But when written, "On my way to town yesterday, I met your brother," or "I met your brother on his way to town," the meaning is perfectly clear.

#### GENERAL RULE

Words, phrases, and clauses should be placed as near as possible to the words they limit.

#### Special Rules

1. Place adverbs and adjectives where they will modify the word intended.

Original: I should like to see you *very much*.

Improved: I should like *very much* to see you.

Original: We have a fine line of *elegant* children's suits at low prices.

Improved: We have a fine line of children's *elegant* suits at low prices.

#### Position of Only

This word requires special care, for the reason that no other word in the English language is so often misplaced.

As a general rule *only* should be placed immediately before the word, phrase, or clause that it modifies.

Thus, in the sentence, "I *only* saw your brother for a moment," *only* modifies *saw*, and conveys the idea that I saw him, but did not speak to him, while evidently the meaning intended is that I saw your brother *only* for a moment, no longer.

When no ambiguity would arise (as at the end of sentences), *only* may be placed after the word it modifies; as, "He spoke to me *only*."

2. Phrases and clauses, like words, should be so placed that they will convey the meaning intended.

Original: He said that he visited one creamery that was manufacturing a great deal of ice cream, *in order to learn something about the business*.

Improved: He said that *in order to learn something about the business*, he visited one creamery that was manufacturing a great deal of ice cream.

3. Place the relative pronoun as near as possible to its antecedent.

Original: The fruit came in a small wooden box, *which we ate*.

Improved: The fruit, *which we ate*, came in a small wooden box.

When the meaning would not be obscure, the relative clause may, for smoothness, be placed at some distance from its antecedent; as, "He jests at scars, *who never felt a wound*."

4. Place the participle as near as possible to the word it modifies.

Original: I looked through a window, and saw a man, on my way home, *reading a book*.

Improved: On my way home, I looked through a window and saw a man *reading a book*.

5. Express clearly the subject of a participle.

Original: *Standing* on the seashore, two vessels are seen moving in opposite directions.

Improved: *Standing* on the seashore, *I* saw two vessels moving in opposite directions.

6. Make the antecedent of personal pronouns clear.

Original: The boy assured his father that he was right.

Improved: The boy said to his father, "You are right."

Or, The boy said to his father, "I am right."

In sentences of this kind, when the antecedent can not be repeated, report the conversation in the form of a direct quotation.

7. Place correlatives before the same parts of speech.

Original: He *not only* gave me good advice, *but* he helped me financially.

Improved: He *not only* gave me good advice, *but* helped me financially.

8. The preposition should be repeated when its objects are separated by an intervening phrase, or by a verb and its object.

Original: He forgets the gratitude that he owes to those that helped him when he was poor and uninfluential, and John Smith in particular.

Improved: He forgets the gratitude that he owes to those that helped him when he was poor and uninfluential, and *to* John Smith in particular.

The first sentence might be construed to mean that he forgets the gratitude that he owes to those that helped him and helped John Smith. The second sentence means that he forgets the gratitude he owes to those that helped him and the gratitude he owes to John Smith in particular.

9. When two words connected by a conjunction are such as to require different prepositions after them, both prepositions should be expressed.

Original: I had no confidence or respect *for* him.

Improved: I had no confidence *in* or respect *for* him.

10. When two or more infinitives are used in the same construction, the sign *to* should be repeated when they are separated by a number of intervening words.

Original: It would have been no surprise to hear the bark of a raccoon, or see the eyes of a wildcat gleaming through the leaves.

Improved: It would have been no surprise to hear the bark of a raccoon, or *to* see the eyes of a wildcat gleaming through the leaves.

11. Repeat the article when the reference is to more than one person or thing, if the meaning would not otherwise be clear.

Original: The secretary and treasurer shall be elected for a period of three years.

Improved: The secretary and *the* treasurer shall be elected for a period of three years.

The first sentence implies that one person shall be both secretary and treasurer, while the second sentence implies that there are two persons, one secretary and the other treasurer.

12. When *that* introduces the first of a series of noun clauses, it should be repeated before each member of the series.

Original: He said that he would be here soon, and he would then take the matter up with us more in detail.

Improved: He said that he would be here soon, and *that* he would then take the matter up with us more in detail.

13. Avoid connecting unlike elements by a coordinate conjunction.

Original: They began *clapping their hands* and *to shout*.

Improved: They began *clapping their hands* and *shouting*.

Original: *As he had just returned home*, and not wishing to engage in business for a time, he declined the position offered him.

Improved: *Having just returned home*, and not wishing to engage in business for a time, he declined the position offered him.

14. When a subordinate clause is introduced by *if*, *when*, *as*, *while*, *though*, *although*, etc., force is often gained by placing it before the principal clause. This is especially true in long sentences.

Original: I should be delighted to introduce you to my friends, and to show you the objects of interest in our city and the beautiful scenery in the neighborhood, *if you were here*.

Improved: *If you were here*, I should be delighted to introduce you to my friends, and to show you the objects of interest in our city and the beautiful scenery in the neighborhood.

15. In conditional sentences, the subordinate clauses should be kept distinct from the principal clauses.

Original: The expectations of the parents are disappointed *if the children do not work hard*, and money is wasted.

Improved: *If the children do not work hard*, the expectations of the parents are disappointed, and money is wasted.

16. When the subject consists of a series of words, phrases, or clauses, force is gained by using some summarizing word, such as *these*, *all*, etc.

Original: Cotton and gold, banks and railways, crowded ports and populous cities are not the elements that constitute a great nation.

Improved: Cotton and gold, banks and railways, crowded ports and populous cities—*these* are not the elements that constitute a great nation.

17. Repeat the common subject of several verbs when any word comes between that is capable of being a subject.

Original: I shall be disappointed if he does not fulfill his engagements with me, and will endeavor to make other arrangements.

Improved: I shall be disappointed if he does not fulfill his engagements with me, and *I* shall endeavor to make other arrangements.

18. Do not omit a principal or an auxiliary verb in one clause unless the form understood is the same as the form expressed in the other.

Original: I shall feel, as I always have, that he is in the wrong.

Improved: I shall always feel, as I have always *felt*, that he is in the wrong.

Original: The flowers were in bloom, and the grass green.

Improved: The flowers were in bloom, and the grass *was* green.

19. Repeat any form of the verb *to be* when it is used as a principal verb in one clause and as an auxiliary in another.

Original: She was the cynosure of all eyes, and admired by everyone present.

Improved: She was the cynosure of all eyes, and *was* admired by everyone present.

20. In making a comparison in the comparative degree, the person or thing compared should always be excluded from the class to which it belongs, by the use of *other* or some similar expression.

Original: He is taller than any member of his class.

Improved: He is taller than any *other* member of his class.

21. In making comparisons in the superlative degree, the word *other* should not be used, because it would exclude the person or thing compared.

Original: This paper has the largest circulation of all the *other* papers in the city.

Improved: This paper has the largest circulation of *all* the papers in the city.

22. Avoid the use of superfluous words.

Original: I do not like it, but I know of no *other* alternative.

Improved: I do not like it, but I know of no alternative.

23. Avoid the use of inappropriate words.

Original: We had an *awfully* nice time.

Improved: We had a very nice time.

## Exercises

Correct the errors in the following sentences according to the rules referred to by the figures in parentheses :

### Position of Adverbs and Adjectives

(1)

1. I only saw him once after that.
2. I never expect to see him again.
3. He is an unquestioned man of genius.
4. He only offered me fifty dollars for it.
5. His store is only open in the forenoon.
6. The French nearly lost five thousand men.
7. We only distribute them among our friends.
8. I scarcely ever remember seeing one that I like better.
9. The crown of England can only be worn by a Protestant.
10. The Indians chiefly subsist by hunting and fishing.
11. We scarcely have enough to supply our own immediate needs.
12. He had almost gotten to the top when the rope broke.
13. He stopped asking questions abruptly and left the room.
14. He answered all the questions that were put to him quite readily.
15. You can depend on his doing whatever he undertakes to do well.
16. It is a prevalent notion that a man's character mainly is determined by his environment. It would be nearer true to directly turn this statement around.
17. The manufacture of sugar is only profitable when conducted on a large scale.
18. He adds the amounts of all checks received during the day on an adding machine.



**Position of Phrases and Clauses**

(2)

1. The earth looks as if it were flat on the map.
2. He might be taken by anyone who met him as a robber.
3. He went to town driving a flock of sheep, on horseback.
4. The Britons at least fought as bravely as the Romans.
5. The meaning is unmistakable of his presence here.
6. Wanted—Twenty boys to weed onions, from ten to fifteen years old.
7. He received a reward and the praise of all for his bravery.
8. He bought the house in which he lives, for his own residence.
9. He could see the ship gliding under full sail through a spy-glass.
10. Wanted—A stenographer by a legal firm, who can also do collecting.
11. Nature tells me I am the image of God, as well as the Scriptures.
12. Teachers should try to repress the practice of throwing stones as far as possible.
13. Please tell my father, if he is at home, I shall not hurry back.
14. Everybody thought that this was destined to be a great city twenty years ago.
15. She went on the stage, for which she had a strong inclination, to gain a living.
16. When the cat came into the room, feeling tired, I laid aside my work and began to talk to her.
17. You can tell what will be the level, whether higher or lower, of his future course, by the direction in which he is headed.

**Position of Relative Clauses**

(3)

1. Did you take the book to the library, that I lent you?
2. I called at the man's home who visited us some time ago.
3. He is like a beast of prey, who is devoid of compassion.
4. He needs no spectacles, that can not see; nor boots, that can not walk.
5. Life with him has ended in a sad mistake, which began with such bright prospects.
6. This way will take you to a gentleman's house that hath skill to take off these burdens.

## Antecedent of the Personal Pronoun

(6)

1. The boy promised his father that he would pay his debts.
2. If fresh milk does not agree with the child, boil it.
3. The farmer told his neighbor that his cattle were in his corn.
4. The lad can not leave his father, for if he should, he would die.
5. He at last found the key, locked the door, and went away, putting it in his pocket.
6. He told his friend that if he did not feel better in half an hour, he would return.

## Position of Correlatives

(7)

1. I will neither give you money nor favors.
2. We must not only think of ourselves, but also of others.
3. I am neither acquainted with the writer, nor his works.
4. She not only speaks English, but also French and German.
5. You can neither hope for success in this course nor in the other.
6. California not only produces gold in abundance, but quick-silver also.
7. It will not merely interest children, but grown-up people too.
8. This is not merely intended to interest people, but to instruct them.
9. The good man not only deserves the respect, but also the love of his fellow beings.
10. They not only drew from their experience of actual government, but from their wealth of knowledge of past history.

## OMISSION OF IMPORTANT ELEMENTS

1. He tried the old and new method.
2. I never have, nor never will agree to such a proposal.
3. He may be successful in politics, as he has in business.
4. We have a large and small dictionary for the use of students.
5. He never has, and probably never will forgive me for deceiving him.
6. Our editorial page will—as it always has—support any worthy cause.

7. The council has not now, nor never had the power to make such a law.

8. The question has not, and probably never will be satisfactorily settled.

9. He belongs to one caste, and the hewers of wood and drawers of water to another.

10. It is one of the greatest misfortunes that have, or can ever happen to anyone.

11. He ridicules the notion that truth will prevail; it never has, and never will prevail.

12. He strongly insisted that the measure was unjust, and was opposed to the organization of labor.

13. The old man said he was destitute of the means of subsistence, and had no money with which to purchase any.

14. I will pardon him if he apologizes and will make reparation for the damage he has done.

15. I was naturally grateful to the man who had once befriended me, and was well disposed toward the whole party.

16. It is no use trying to make him see what he owes to Robert and the friends who preserved him in peril.

17. Both in the country and the city, at his home and business, you will find him the same genuine friend.

18. He said that he would be able to see us when he returns to the city, and go over the matter more fully.

19. We hope that you have decided to go ahead with the work, and we may have the pleasure of hearing from you by return mail.

### Miscellaneous Errors

1. I only recite once a day.
2. I can not hardly endure it.
3. Repeat the word over again.
4. That word is wrong; erase it out.
5. All the sentences are not correct.
6. I should like to go with you very much.
7. He had not scarcely a moment to spare.
8. Iron is more useful than all the metals.
9. Detroit is larger than any city in Michigan.
10. He seems clearly to understand his business.
11. Detroit is the largest of any city in Michigan.

12. The children seemed to be dressed nearly alike.
13. There is no man who would be more welcome.
14. This picture is an exact facsimile of the other.
15. It is a good plan to adopt with new beginners.
16. He seems to have more faith in us than his friends.
17. This seemed to be the universal opinion of all men.
18. I was not aware that you had been ill until yesterday.
19. We do the largest business of any other firm in the city.
20. Please report any inattention of the waiters to the cashier.
21. The child was a poor little orphan boy without any parents.
22. We never have and never will be forced into such a measure.
23. The performance will take place at 2 p. m., Saturday afternoon.
24. I saw my friend when I was in Chicago walking down State street.
25. They soon had an entire monopoly of the whole trade of the country.
26. The horses being tired, they held a council and decided to go no farther.
27. In one evening I counted a large number of meteors sitting on my piazza.
28. As they were about to leave, they began to collect their things together.
29. He said that he had heard nothing, and did not expect to before next week.
30. He told his friend that if he did not feel better in half an hour he thought that he had better go home.
31. The moon cast a pale light on the graves that were scattered around, which appeared above the horizon.
32. We import our coffee through our agents in New York, which is roasted and ground on the premises daily.
33. The carriage stopped at a small gate which led by a short gravel walk to the house amidst the nods and smiles of the whole party.
34. Pupils who have partly completed their courses elsewhere, and having satisfactory evidence of the fact, will be put in the advanced classes.

# PART V

## PUNCTUATION

### CAPITAL LETTERS

RULE 1.—The first word of every sentence should begin with a capital letter.

Example: One's first duty is the one that lies nearest.

RULE 2.—The first word of every line of poetry should begin with a capital letter.

Example: For God hath marked each sorrowing day,  
And numbered every secret tear.—*Bryant.*

RULE 3.—The first word of every direct quotation should begin with a capital letter.

Example: Pope says, "Hope dwells eternal in the human breast."

RULE 4.—The first word of every direct question should begin with a capital letter.

Example: Ask yourself this question, Are you making the most of your time?

RULE 5.—Every proper noun should begin with a capital letter.

Example: Martha, John Quincy Adams, New York.

RULE 6.—Adjectives derived from proper nouns should begin with capital letters.

Example: *American* from *America*, *English* from *England*, *Christian* from *Christ*.

NOTE 1.—When, by long usage, adjectives have lost all associations with the nouns from which they are derived, they are not capitalized; as, *stentorian* from *Stentor*, *herculean* from *Hercules*.

NOTE 2.—The names of religious sects should begin with capital letters; as, *Protestants*, *Catholics*, *Methodists*, *Baptists*.

RULE 7.—The words *north*, *south*, *east*, and *west* should begin with capitals when they refer to sections of the country, but not when they refer simply to directions.

Examples: The journal is circulated throughout the South and the Southwest. The wind is from the west.

RULE 8.—The names of the days of the week and the months of the year should begin with capital letters.

Examples: Monday, Tuesday, September, December.

NOTE.—The names of the seasons should not begin with capital letters; as, *fall*, *winter*, *spring*, *summer*.

RULE 9.—The words *street*, *lake*, *river*, etc., should begin with capitals when used in connection with proper nouns.

Examples: Main Street; the Hudson River; Lake Como.

RULE 10.—Words representing important historical events, epochs of time, etc., should begin with capital letters.

Examples: The Middle Ages; The Revolution.

RULE 11.—When used as a part of a name, or applied to particular persons, titles of honor or office should begin with capital letters.

Example: The address was delivered by Senator Dolliver.

RULE 12.—In the titles of books, essays, etc., every noun, pronoun, adjective, verb, and adverb should begin with a capital letter.

Example: I enjoyed reading "The Man without a Country."

NOTE.—The articles (the, a or an) should be written with a capital only when used as the first word of a title.

RULE 13.—The words *I* and *O* should always be written with capital letters.

RULE 14.—The words *Bible*, *Scriptures*, and all names of books of the Bible should begin with capital letters.

**RULE 15.**—All names of the Deity and personal pronouns referring to the Deity should begin with capital letters.

Example: God has given the land to man, but the sea He has reserved to Himself.

**RULE 16.**—Common nouns, when vividly personified, should begin with capital letters.

Example: Come, gentle Spring.

## THE COMMA

### Series of Words or Phrases

**RULE 1.**—Words or phrases used in a series in the same construction should be separated from one another by commas.

Examples: Honor, affluence, and pleasure are his. To cleanse our opinions from falsehood, our hearts from malignity, and our actions from vice is our chief concern.

**NOTE.**—When two words or phrases used in the same construction are connected by a conjunction, no comma is required; as, "Education expands and elevates the mind."

**NOTE.**—In such expressions as "A beautiful red rose," no comma is used to separate the adjectives, for the reason that they are not in the same grammatical construction. *Red* modifies *rose*; *beautiful* modifies the expression *red rose*.

### Transposed Phrases and Clauses

**RULE 2.**—Transposed phrases and clauses are set off by commas.

Examples: When one has not a good reason for doing a thing, he has a good reason for letting it alone. Surrounded by familiar faces, he breathed freely again.

**NOTE.**—When a transposed element is short and closely connected the comma may be omitted; as, "At noon we started on our way home."

In the natural order, the subordinate clause follows the principal clause, and a phrase follows the word it modifies; hence, when a phrase or a subordinate clause precedes the word it modifies, it is a *transposed element*.

When a sentence begins with a preposition, a participle, or a subordinate conjunction, it contains a transposed element. Subordinate clauses are usually introduced by *if, when, while, as, since, where, though, until, etc.*

### Parenthetical Words and Phrases

RULE 3.—Parenthetical words and phrases should be set off by commas.

Example: The clouds seemed to float, as it were, lazily on the summer breeze.

The following are among the words and phrases commonly used parenthetically: *However, therefore, indeed, perhaps, too, of course, to be sure, in the first place, generally speaking, on the other hand, beyond question.*

REMARK.—Some of these words are used as modifiers, and when so used, they are not set off by commas. Thus, in the sentence, "However hard he studies, he improves but slightly," *however* is an adverb modifying *hard*.

NOTE.—Words and phrases standing at the beginning of the sentence, and referring to the sentence as a whole rather than to any particular word, though not strictly parenthetical, are set off by commas; as, "Well, how do you like it?" "To be sure, it is of little importance." Some of the words thus used are *now, well, why, again, further, first, secondly, etc.*

### Intermediate Expressions

RULE 4.—Intermediate expressions should be separated from the rest of the sentences by commas.

Examples: The soldier, from force of habit, obeys. No state shall, without the consent of congress, lay any imposts or duties on imports or exports. His story is, in several ways, improbable.

Intermediate expressions are expressions that come between closely related parts of a sentence; as, for instance, between the subject and the predicate, between the parts of a verb phrase, or between the verb and its complement.

If, however, the intermediate expression is restrictive, no comma should be used. Thus, in the sentence, "The tree by the garden wall was struck by lightning," the phrase *by the garden wall* is restrictive,



since it restricts, or limits, the meaning of the word *tree* to one particular object of its kind.

### Nouns in Apposition

RULE 5.—Nouns in apposition, together with their accompanying modifiers, should be separated from the rest of the sentence by commas.

Example: We, the people of the United States, do ordain and establish this constitution.

NOTE 1.—A title following the name of a person should be separated from the name by a comma; as, "W. W. Wheeler, Secretary." "The address was delivered by Rev. E. M. Mitchell, D. D., LL. D."

NOTE 2.—When the noun in apposition stands alone or has only an article before it, no comma is required; as, "Paul the Apostle;" "the poet Milton."

NOTE 3.—When a pronoun is used in apposition with a noun for emphasis, or in direct address, no comma is required; as, "He himself could not have done better." "Ye men of Athens."

### Nouns of Address

RULE 6.—Nouns of address, together with their accompanying modifiers, should be separated from the rest of the sentence by commas.

Examples: Young man, you must not forget that talent is only long patience. You must not forget, young man, that talent is only long patience. Yes, sir, it was I.

### Compound Sentences

RULE 7.—The members of a compound sentence, when short and closely connected, are separated by commas.

Examples: Science tunnels mountains, it spans continents, it bridges seas, and it weighs the stars." Every man desires to live long, but no man would be old.

NOTE.—When, however, the members have commas within themselves, the members should be separated by semicolons; as, "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust."

## Adverbial and Relative Clauses

**RULE 8.**—Adverbial and relative clauses, when restrictive, are not set off by commas, but when they present additional thoughts, they should be set off.

Examples: You have done the work well, which is all I ask. He will be here in a few days, when we will take the matter up with him.

Relative and adverbial clauses are of two kinds: *restrictive* and *non-restrictive*.

A restrictive clause is one that restricts, or limits, its antecedent; as, "Bring me the book that lies on my desk." The clause *that lies on my desk* is restrictive, because it restricts, or limits, the antecedent *book*, by excluding all books that do not lie on the table.

A nonrestrictive clause is one that introduces an additional thought; as, "Bring me Success Magazine, which you will find on my desk." The clause, *which you will find on my desk*, is nonrestrictive, because it adds an additional fact, the sentence being equivalent to the two thoughts, "Bring me Success Magazine," and "You will find it on my desk."

## Omission of the Verb

**RULE 9.**—When the verb is expressed in one member of a compound sentence and omitted in the others, a comma takes its place.

Example: Our first object is to obtain knowledge; our second, to make a proper application of it.

## Complex Subject

**RULE 10.**—When the complex subject of a sentence ends with a verb, or is of considerable length, it should be separated from the predicate by a comma.

Examples: All that you do, do with your might. That a man thoroughly educated in youth, and who has ever since been in the habit of composing could make so gross a mistake through ignorance, is almost incredible.

### Quotations

RULE 11.—A quotation, or anything resembling a quotation, should be preceded by a comma.

Examples: Patrick Henry began his great speech by saying, "It is natural to man to indulge in the illusions of hope." The question now is, How shall we know which book to select?

### Ambiguity

RULE 12.—A comma is sometimes necessary to prevent ambiguity.

Example: To remain in one spot always, prevents the mind from taking comprehensive views of things.

### Words or Phrases in Pairs

RULE 13.—When words or phrases are used in pairs, a comma should be placed after each pair.

Examples: Honesty and sincerity, truth and candor, are enviable traits of character. The sunny morning and the gloomy night, the bleak winter and the balmy spring, alike speak to us of the Creator's power.

### Contrasted Words or Phrases

RULE 14.—Words or phrases contrasted with each other should be separated by commas.

Examples: We live in deeds, not years. There are few voices in the world, but many echoes.

## THE SEMICOLON

RULE 1.—When the conjunction is omitted between the members of a compound sentence, they should be separated by semicolons.

Example: The blue sky now turned more softly gray; the great watch-stars shut up their holy eyes; the east began to kindle.

NOTE 1.—When the sentences are short and very closely connected, they should be separated by commas; as, “The fire burns, the water drowns, the air consumes, the earth buries.”

RULE 2.—When the members of a compound sentence are subdivided by commas, they should be separated by semicolons.

Example: Under the fierce winds, the pines bend their heads; and the mountain snow is swept away, forming immense heights, and hiding everything from sight.

RULE 3.—The expressions *namely*, *as*, *i. e.*, or *that is*, *viz.*, etc., should be preceded by semicolons and followed by commas.

Examples: We have five senses; namely, sight, taste, hearing, smell, and feeling.

RULE 4.—When several expressions have a common dependence on a principal element, they should be separated from one another by semicolons.

Examples: If we think of glory in the field; of wisdom in the cabinet; of the purest patriotism; of the highest integrity, public and private; of morals without a stain; of religious feelings without intolerance and without extravagance, the august figure of Washington presents itself as the personation of all these.

When the element upon which the several expressions depend comes at the beginning of the sentence, the expressions should be separated from it by a comma; when it is placed at the end of the sentence, it should be separated from the series by a comma and a dash; as, “Science declares, that no particle of matter can be destroyed; that each atom has its place in the universe; and that, in seeking that place, each obeys certain fixed laws.”

## THE COLON

RULE 1.—The salutation in business letters is usually followed by the colon.

Examples: Dear Sir: Gentlemen:

RULE 2.—A colon should be placed before a quotation,

a specification of subjects, etc., when introduced by such expressions as *this, these, that, as follows*, etc.

Example: The Declaration of Independence reads as follows: "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, etc."

## THE PERIOD

**RULE 1.**—A period should be placed after declarative and imperative sentences.

Example: In every life the post of honor is the post of duty.

**RULE 2.**—The period should be placed after every abbreviated word.

Examples: Ult., inst., prox., Rev. John L. Dwight, D. D., LL. D.

**NOTE 1.**—When the first syllable of a Christian name is used as a substitute for the full name, no period is used; as, Ben, Tom, Dan, Will.

**NOTE 2.**—The ordinal adjectives 1st, 2d, 3d, 4th, 23d, etc., are not strictly abbreviations, and they do not, therefore, require the period after them.

## THE INTERROGATION POINT

**RULE 1.**—Every direct question should be followed by an interrogation point.

Example: Are you satisfied with the way in which the work was done?

**NOTE 1.**—When several questions have a common dependence on a principal clause, each question should be followed by an interrogation point, and the word following it should begin with a small letter; as, "Shall treachery triumph in this decision? shall robbery? shall assassination? shall murder?"

## THE EXCLAMATION POINT

RULE 1.—The exclamation should be used after an interjection or an exclamatory expression.

Examples: Peace! Peace! Why dost thou question God's providence? What a beautiful night!

## THE DASH

RULE 1.—A dash is used to mark a sudden or abrupt change in the construction of a sentence.

Example: In the first place—but I will not discuss the matter further.

RULE 2.—Parenthetical and appositive expressions are sometimes set off by the dash.

Example: For two dollars—the cost of a theater ticket—you can secure this book.

## THE QUOTATION MARKS

RULE 1.—Every direct quotation should be enclosed in quotation marks.

Example: Henry Clay said, "I would rather be right than be president."

REMARK.—A direct quotation is one in which the exact words of another are used. It should begin with a capital letter, be set off by a comma, and enclosed in quotation marks.

An indirect quotation is one in which the thought, but not the exact words, of another is used; as, "Clay said that he would rather be right than be president." An indirect quotation should not begin with a capital letter, should not be set off by a comma, and should not be enclosed in quotation marks.

NOTE.—When a direct quotation is separated by intervening words, such words are set off by commas, and each part of the quotation is enclosed in quotation marks; as, When Fenelon's library was on fire, "God be praised," said he, "that it is not the dwelling of a poor man."

RULE 2.—The titles of books, magazines, essays, etc., should be enclosed in quotation marks or printed in italics.

Examples: "The Ladies' Home Journal;" "Success Magazine," or *Success Magazine*.

## THE HYPHEN

RULE 1.—An adjective modifier consisting of an adjective and a noun should be hyphenated; as, an *eight-mile* drive; a *half-inch* space; a *four-pound* weight; a *forty-foot* lot; *ten-inch* bolts.

RULE 2.—When a noun and a participle are used as an adjective modifier, they should be connected by a hyphen; as, *money-making* plans; *order-producing* ideas.

RULE 3.—When *well* is used with a participle to form an adjective modifier, it is joined to the participle by a hyphen; but when used merely to modify a participle in the predicate, the hyphen is not used; as, "A *well-informed* man," but "The man is *well informed*."

RULE 4.—Certain combinations of words are sometimes used as an adjective, and when so used, they should be hyphenated; as, a *made-to-order* garment; an *out-of-the-way* place; *ready-made* clothing; *well-to-do* merchant; *end-of-the-year* rush; *up-and-down* motion; and *I-told-you-so* expression.

RULE 5.—Two numerals expressing a compound number should be hyphenated; as, *twenty-two*, *forty-five*, *ninety-eight*.

RULE 6.—When fractions are expressed in words, a hyphen should separate the two parts; as, *one-half*, *two-thirds*, *three-fourths*.

RULE 7.—The words *half* and *quarter*, when prefixed to a noun, should be separated from it by a hyphen; as, *half-dollar*, *quarter-pound*.











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