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*The Science of the English Language.*

A

PRACTICAL GRAMMAR:

IN WHICH

WORDS, PHRASES, AND SENTENCES

ARE

CLASSIFIED ACCORDING TO THEIR OFFICES;

AND

THEIR VARIOUS RELATIONS TO ONE ANOTHER,

ILLUSTRATED BY A COMPLETE SYSTEM OF DIAGRAMS.

"Speech is the body of thought."

By S. W. CLARK, A. M.,

PRINCIPAL OF CORTLAND ACADEMY,

AUTHOR OF "FIRST LESSONS IN ENGLISH GRAMMAR," "ANALYSIS OF THE ENGLISH LANGUAGE," "GRAMMATIC CHART."

FORTIETH EDITION, REVISED.

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ENGLISH GRAMMAR AS A SCIENCE.  
ENGLISH GRAMMAR AS AN ART.

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**CLARK'S**  
**ENGLISH GRAMMARS AND ANALYSIS.**

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**Clark's First Lessons in English Grammar.** Designed for Beginners, and Introductory to the Practical Grammar. By S. W. CLARK, A.M., Principal of Cortland Academy. 18mo, half bound.

**Clark's New English Grammar.** A Practical Grammar, in which Words, Phrases, and Sentences are Classified according to their Offices; and their various Relations to each other, illustrated by a Complete System of Diagrams. 12mo, cloth

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By S. W. CLARK,

In the Clerk's Office of the District Court of the United States for the Northern District of New York.

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**PREFACE.**

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The object of this Grammar is to present the English language in a manner which is like the construction of a building—the most simple and the most interesting to the eye of sight and the most useful to the student interested in its construction.

In the opinion of many modern educators, there is a tendency, on the part of all, to neglect this important branch of English Education—not so much from a conviction that the science is not important, as that there is a radical defect in the common method of presenting it to the attention of the learner. This was the sentiment of the Author when, some fifteen years since, he was called to the supervision of a Literary Institution, in which was established a department for the education of Teachers. Accordingly, recourse was had to oral instruction; and, for the convenience of Teachers, a manuscript Grammar was prepared, which embodied the principles of the science and the Author's mode of presenting it. These principles and this method have been properly tested by numerous and advanced classes during the seven years last past. The manuscript has in the mean time, from continued additions, unexpectedly become a book. It has received the favorable notice of Teachers, and its publication has been, by Teachers, repeatedly solicited. To these solicitations the Author is constrained to yield, and in the hope and belief that the work will "add to the stock of human knowledge," or at least tend to that result, by giving an increased interest to the study of the English language, it is, with diffidence, submitted to the public.

In revising the work for publication, an effort has been made to render it simple in style, comprehensive in matter—adapted to the capacities of the younger pupil, and to the wants of the more advanced scholar. In the revised edition, the portion of teaching Grammar which is adopted by most text-books may be well suited to the wants of foreigners in first learning our language. They need first to learn our Alphabet—the power and sounds, and the proper combinations of Letters—the definitions of words and their classification according to definitions.

But the American youth is presumed to know all this, and be able to catch the thought conveyed by an English Sentence; in fine, to be able to use practically the language, before he attempts to study it as a science. Instead, therefore, of beginning with the Alphabet, and wasting his energies on technical terms and ambiguous words, he should be required to deal with thought as conveyed by Sentences. Accordingly, this introduction to the Science of Language begins with a Sentence, properly constructed, and investigates its structure by developing the offices of the Words which compose it; making the *office* rather than the *form* of a Word, determine the class to which it belongs.

As an important auxiliary in the Analysis of Sentences, a system of DIAGRAMS has been invented and introduced in the work. It is not claimed for the DIAGRAMS that they constitute any essential part of the Science of Language; nor do Geometrical Diagrams constitute such a part of the Science of Geometry; Maps, of Geography; or Figures, of Arithmetic. But it will not be denied that these are of great service in the study of those branches. Experience has established their importance. Let, then, the use of Diagrams, reduced as they are here, to a complete system, be adopted in the Analysis of Sentences, and their utility will become as obvious in the Science of Language, as it is in the science of Magnitude; and for precisely the same reason, that an abstract truth is made tangible; the eye is permitted to assist the mind; the memory is relieved, that the judgment may have full charter of all the mental powers.

Conscious that novelty, as such, should not bear sway in the investigations of Science, the Author has been careful, neither to depart from the ordinary method of presenting the Science, for the sake of novelty, nor, from dread of novelty, to reject manifest improvements. The old Nomenclature is retained, not because a better could not be proposed, but because the advantages to be gained would not compensate for the confusion necessarily consequent to such a change. But the terms purely technical have been introduced as a natural inference from facts previously deduced. Principles and Definitions are preceded by such Remarks as have fully established their propriety. The inductive method of arriving at truth has been followed throughout—with that it stands or falls.

## ADVERTISEMENT

TO THE FIFTEENTH EDITION.

In sending forth this revised Edition of the PRACTICAL GRAMMAR, the Author takes occasion to render acknowledgments to his numerous professional brethren who have so favorably received the former editions, and also to express his gratitude for the various criticisms which its use has suggested. Especially is he gratified that, with frank and faithful notices of the omissions and defects in the former Editions, there has been a unanimous approval of the SYSTEM and METHOD herein adopted. Accordingly, the work has been rewritten upon the basis of the former Edition.

In making the revision, an effort has been made to perfect the work in all its parts—to supply defects—to simplify the arrangement—to bring the various parts more fully in harmony with the system—and to adapt it more completely to Class Exercises.

To Part I. important Additions have been made; the Elements of Sentences have been discussed more fully, and the DIAGRAMS are made to render the Analysis of Sentences more perspicuous. ANALYSIS discloses to the Student the right use of Words, according to established custom, thus furnishing the only appropriate key to the true Etymology of the Language.

In Part II. ETYMOLOGY is so presented as to furnish a proper foundation for Syntax; the several *materials* are adapted to their various positions in the *structure* to be reared.

In Part III. careful attention has been given to make the other branches of the Science of Language subservient SYNTAX and harmonize with it. In this effort consists the great improvement in the Grammar as now presented; the Analytical is made to accompany the Synthetic.

Exercises in CRITICISM are inserted, in which common errors are noticed and corrected by proper references to Rules, Notes, and Observations in the text.

The extensive and constantly increasing circulation of the original work, encourages the hope that, with its present improvements, it will secure the desired approbation of a discerning public.

CORTLAND ACADEMY, HOMER, N. Y.

## THE GRAMMATIC CHART.

THIS CHART presents, at one view, the entire Etymology of the English language. It is useful chiefly in reviews and in etymological parsing.

The large edition of the Chart may be used more profitably, as, with it, the whole class may follow the reciting pupil—all having their attention directed to the same thing, at the same time. In the absence of a large Chart, the small ones may be used—each student using his own.

It will be noticed that the Chart does not give the Definitions of the Classes and Modifications of words; but simply presents the principles of Etymology; showing, for example,

That a "Sentence" consists of "Principal Elements," and may have "Adjuncts." That the Principal Elements of a Sentence must be a "SUBJECT," a "PREDICATE," and (if Transitive) an "OBJECT." That the *Subject* may be a "WORD," a "PHRASE," or a "SENTENCE." That if the Subject is a *Word*, it is a "NOUN" or "PRONOUN"—if a *Noun*, it is "COMMON" or "PROPER"—if a *Pronoun*, it is "PERSONAL," "RELATIVE," "INTERROGATIVE," or "ADJECTIVE." That the Noun or Pronoun must be of the "NEUTER," "FEMININE," or "MASCULINE" Gender—of the "FIRST," "SECOND," or "THIRD" Person—of the "SINGULAR" or "PLURAL" Number—and that it must be in the "NOMINATIVE" Case.

If the Subject is a *Phrase*, it is a "SUBSTANTIVE" Phrase—and may be (in form) "PREPOSITIONAL," "PARTICIPIAL," "INFINITIVE," or "INDEPENDENT"—and may be "TRANSITIVE" or "INTRANSITIVE."

If the Subject is a *Sentence*, it is a "SUBSTANTIVE" Sentence—and may be "SIMPLE" or "COMPOUND," "TRANSITIVE" or "INTRANSITIVE."

Thus, a comparison of the Chart with the General Principles, on pages 175-180, will readily suggest to the skillful Teacher the proper method of using it in *review*.

The proper use of the Chart in *Etymological Parsing* is illustrated by EXERCISES, pp. 181-186.

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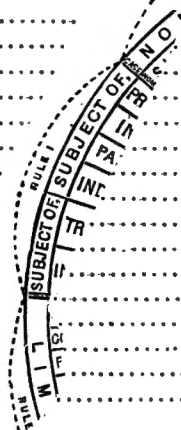
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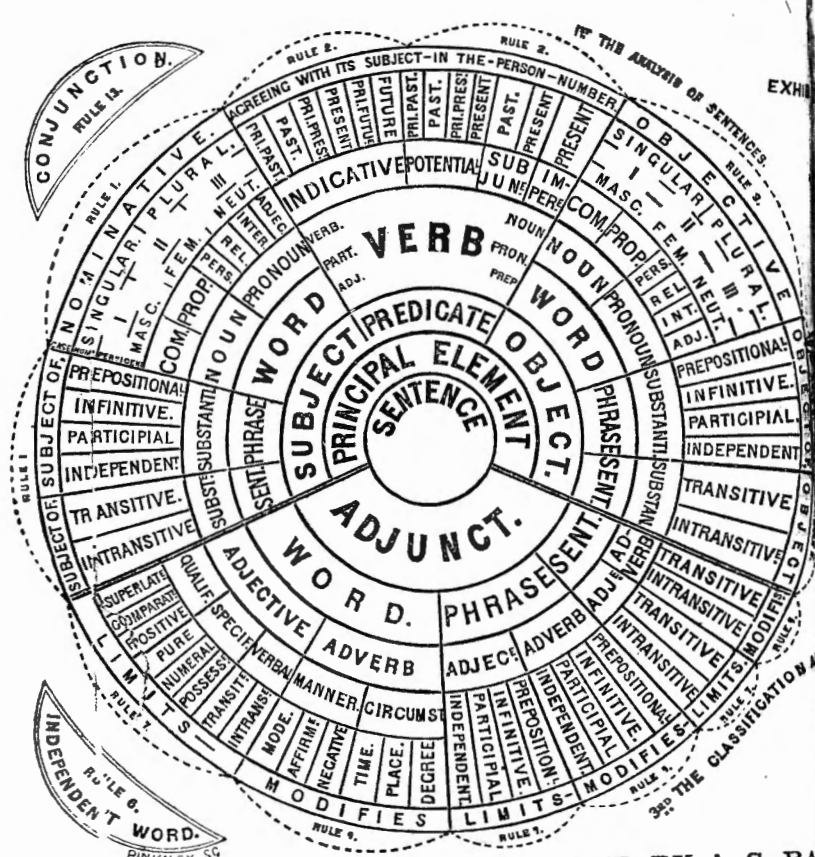
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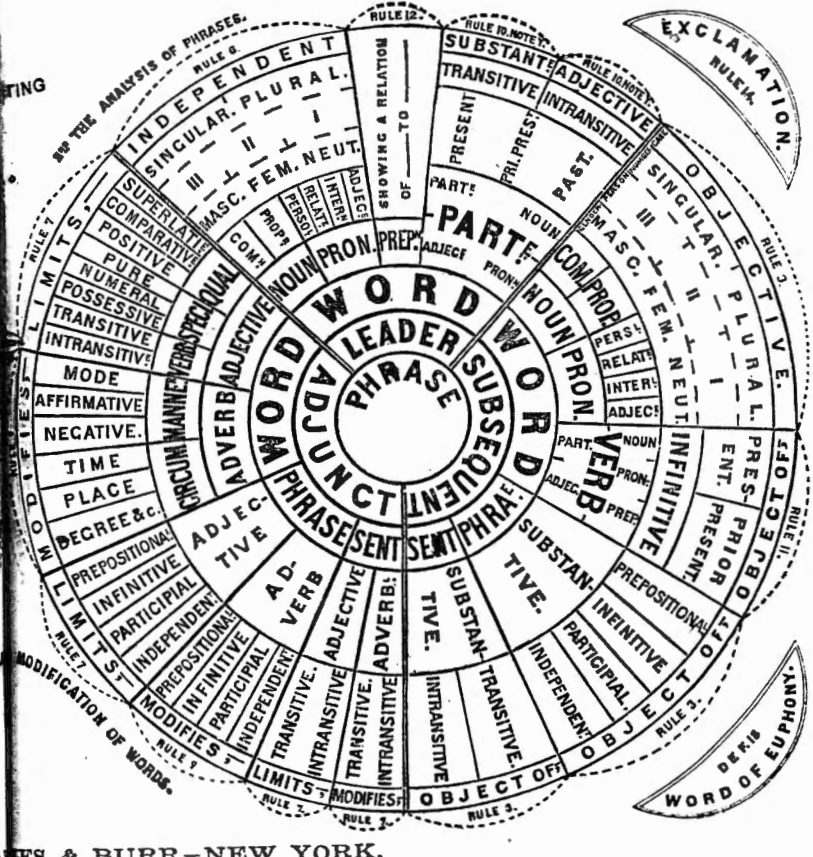
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# CLARK'S GRAMMATIC CHART.

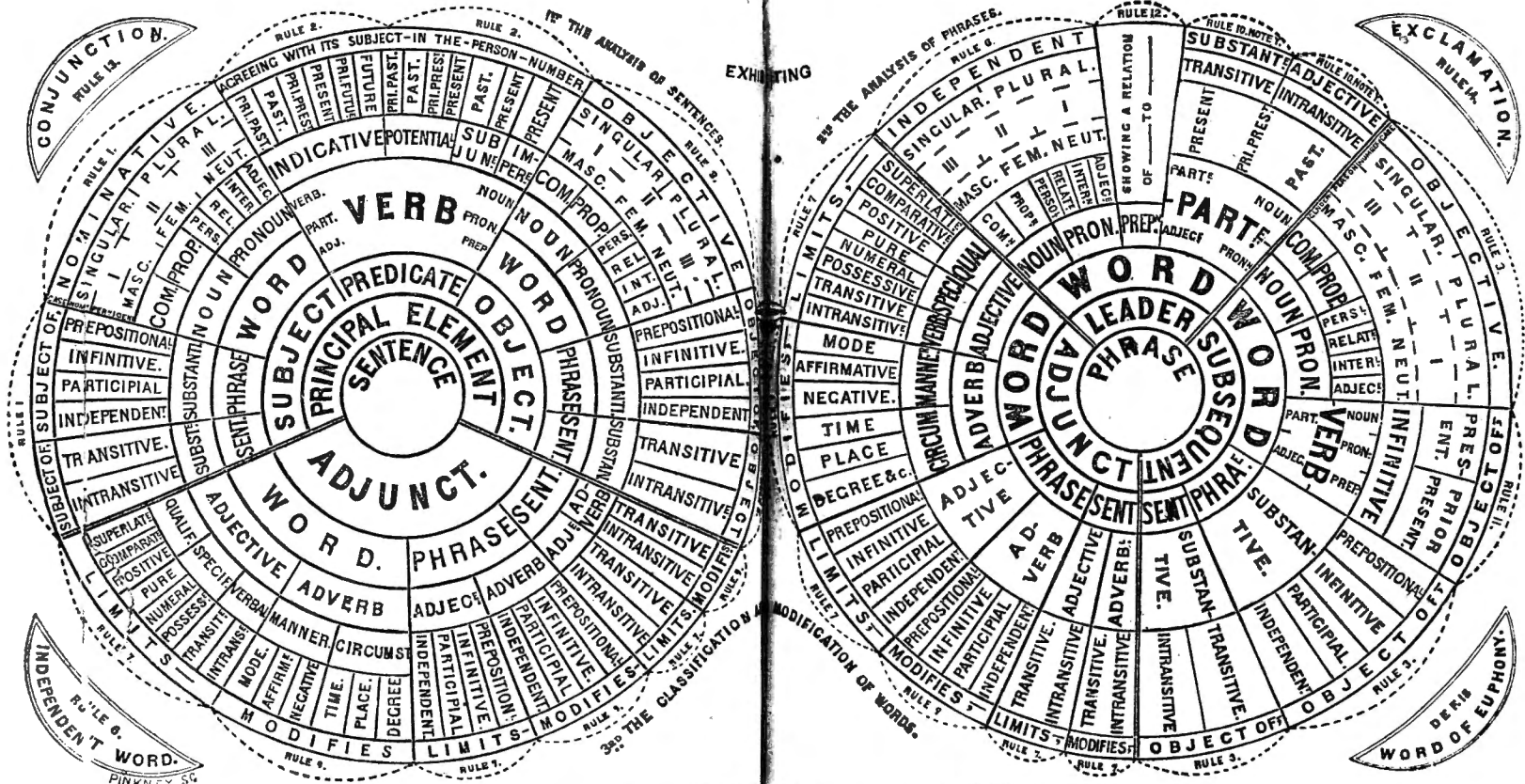


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# CLARK'S GRAMMATIC CHART.

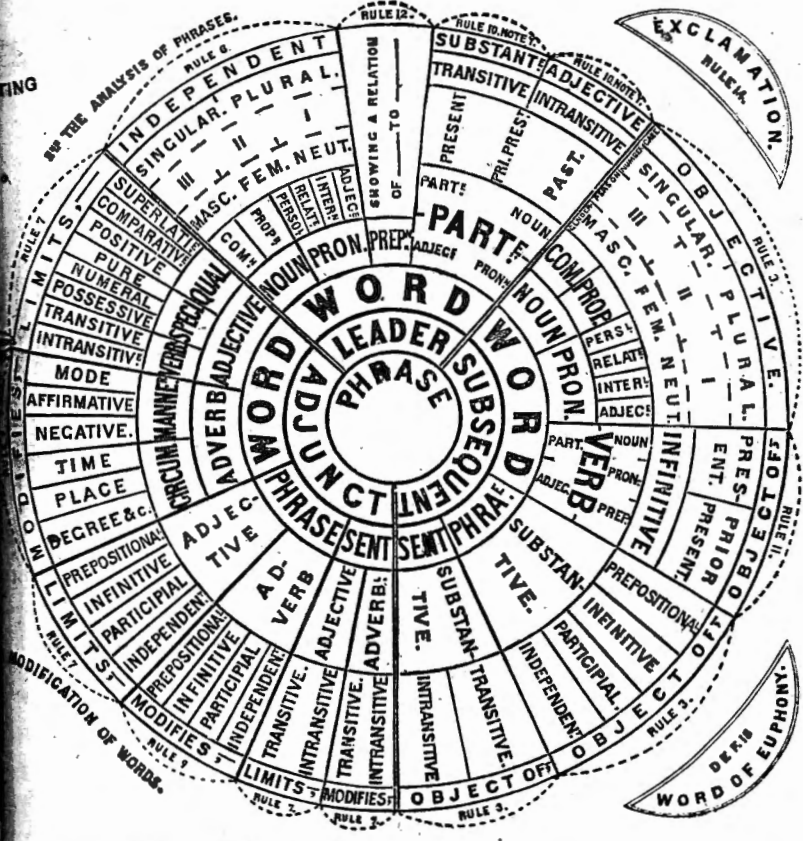


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# CLARK'S GRAMMATIC CHART.



EXHIBITING



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He plants his footsteps—*where*?

A. "In the sea."

What more is said of God?

A. He "rides."

He rides—*where*?

A. "Upon the storm."

In the lines written above, what is the *use* or *office* of the word "God"?

A. It is used to tell *who* "moves."

What is the use of the word "moves"?

A. To tell what God *does*.

What is the use of "in a mysterious way"?

A. To tell *how* God moves.

What is the use of "his wonders to perform"?

A. To tell *for what purpose* God moves.

What is the use of "He"?

A. To tell *who* "plants footsteps" and "rides."

What is the use of "plants"?

A. To tell *what* "He" does.

What is the use of "his"?

A. To tell *whose* footsteps.

What is the use of "footsteps"?

A. To tell *what* He plants.

What is the use of "in the sea"?

A. To tell *where* He plants footsteps.

What is the use of "rides"?

A. To tell *what* "He" does.

What is the use of "upon the storm"?

A. To tell *where* He rides.

REMARK.—The young Pupil has seen, in this exposition of the four lines written above, that *words have meaning*; and that when they are properly put together, they convey the thoughts of the person who wrote them, to those who read them.

The above may be used as an appropriate MODEL for the following

ADDITIONAL EXERCISES FOR ANALYSIS.

1. "The | sun | rose | on the sea |."
2. "A | mist | rose | slowly | from the lake |."
3. "The | night | passed | away | in song |."
4. "Morning | returned | in joy |."
5. "The | mountains | showed | their | gray | heads |."
6. "The | blue | face | of ocean | smiled |."
7. "Day | declines |."
8. "Hollow | winds | are | in the | pines |."
9. "Darkly | moves | each | giant | bough, |  
O'er the sky's last crimson glow |."
10. "Nature's | richest | dyes |  
Are floating | o'er Italian skies."
11. "A golden staff his steps supported."
12. "The dying notes still murmur on the string."
13. "A purple robe his dying frame shall fold."
14. "At the heaving billows, stood the meager form of Care."
15. "Of the shepherd called thee to his flock."
16. "The comely tear steals o'er the cheek."
17. "The storms of wintry Time will quickly pass."
18. "Thus in some deep retirement would I pass  
The winter-glooms, with friends of pleasant soul."
19. "Then comes the father of the tempest forth,  
Wrapt in thick glooms."
20. "Thy bounty shames in Autumn, unconfined,  
And spreads a common feast for all that live."
21. "Some in the fields of purest ether play,  
And bask and whiten in the blaze of day."
22. "On thy fair bosom, waveless stream,  
The dipping paddle echoes far,  
And flashes in the moonlight gleam."
23. "Who can observe the careful ant,  
And not provide for future want."
24. "Nature with folded hands seemed there,  
Kneeling at her evening prayer."

25. ————— “The woods  
Threw their cool shadows freshly to the west.”
26. “The clear dew is on the blushing bosoms  
Of crimson roses, in a holy rest.”
27. “Spring calls out each voice of the deep blue sky.”
28. “Thou’rt journeying to thy spirit’s home,  
Where the skies are ever clear.”
29. ————— “A summer breeze  
Parts the deep masses of the forest shade,  
And lets a sunbeam through.”
30. “The pines grew red with morning.”
31. “Sin hath broke the world’s sweet peace—unstrung  
Th’ harmonious chords to which the angels sung.”
32. “And eve, along the western skies,  
Spreads her intermingling dyes.”
33. “The blooming morning oped her dewy eye.”
34. “No marble marks thy couch of lowly sleep;  
35. But living statues there are seen to weep.”
36. “A distant torrent faintly roars.”
37. “His gray locks slowly waved in the wind,  
And glittered to the beam of night.”
38. “Oft did the harvest to their sickle yield.”
39. “Their furrow oft the stubborn glebe has broke.”
40. “How jocund did they drive their team afield!”
41. “How bowed the woods beneath their sturdy stroke!”
42. “The breezy call of incense-breathing morn,  
The swallow, twittering from the straw-built shed,  
The cock’s shrill clarion, or the echoing horn,  
No more shall rouse them from their lowly bed.”

## LANGUAGE.

DEFINITION 1.—*Language* is any means of communicating thought, feeling, or purpose.

Obs. 1.—Thoughts and feelings are indicated—

1. By certain expressions of the features, by gestures, and by other physical acts. This is called *Natural Language*.
2. By articulate sounds, or by written characters. This is called *Artificial Language*.

Obs. 2.—Natural language is common to all intelligent beings, and is understood by all without previous instruction.—Smiling, frowning, laughing, weeping, are instances of natural language.

Obs. 3.—Artificial language is invented by men.—Sounds are made to indicate thoughts by mutual or common consent. Generally, each nation has its peculiar language.

PRINCIPLE.—*Artificial Language* is

SPOKEN and WRITTEN.

DEF. 2.—*Spoken Language* consists in vocal sounds, indicative of thought, of feeling, or of purpose.

DEF. 3.—*Written Language* consists in artificial characters, so arranged and combined as, by common consent, to represent thought or emotion.

REM.—It is customary to give to every science a *name*, by which it may be distinguished from other sciences; accordingly, people have agreed to call the science which treats of Language

## GRAMMAR.

DEF. 4.—*Grammar* is the science of Language.

Obs. 1.—There are certain *General Principles* of Grammar which are common to all languages.—Hence the term **GENERAL GRAMMAR**.

Obs. 2.—But each particular language has some idioms and forms of construction *peculiar to itself*.—Hence the term **PARTICULAR GRAMMAR**.

REM.—Every *Particular Grammar* should include all the principles of *General Grammar*.

DEF. 5 (a).—*English Grammar* is the Science which investigates the principles, and determines the proper construction of the English language.

(b).—ENGLISH GRAMMAR is the art of communicating thought in appropriate words.

REM.—The articulate sounds of language are indicated by Letters.

DEF. 6.—A *Letter* is a character used to indicate a sound, or to modify the sound of another letter.

EXAMPLES.—*A* in hat, hate, hall, hart.

OBS.—For observations on the properties and offices of Letters, see APPENDIX, Note A.

REM.—Letters are combined to form Words.

DEF. 7.—A *Word* is a Letter, or a combination of Letters, used as the *sign* of an idea.

EXAMPLES.—*God—mysterious—stood—slowly—Ah!—by—and.*

REM.—Words are combined to form *Phrases* and *Sentences*.

DEF. 8.—A *Phrase* is a combination of words, not constituting an entire proposition, but performing a distinct office in the structure of a *Sentence* or of another *Phrase*.

EXAMPLES.—*At midnight, in his guarded tent,  
The Turk was dreaming of the hour  
When Greece, her knee in suppliciance bent,  
Should tremble at his power.*

DEF. 9.—A *Sentence* is an assemblage of words, so combined as to assert an entire proposition.

EXAMPLES.—1. Night approaches.  
2. Day is departing.  
3. William is sleepy.  
4. Socrates was a philosopher.  
5. Virtue secures happiness.  
6. John and George have arrived.  
7. God created the heaven and the earth.  
8. "The dying notes still murmur on the string."

## WORDS.

## CLASSIFICATION.

REMARK.—In a Discourse, words are used—

1. As *Names* of beings, places, or things;
2. As *Substitutes* for names or facts;
3. As *Qualifiers* or *Limiters* of names;
4. To *assert* an act, being, or state;
5. To *modify* an assertion or a quality;
6. To express *relations* of things or of thoughts;
7. To *introduce* or to *connect* Words and Sentences;
8. To express a *sudden* or an *intense emotion*; or,
9. For Rhetorical effect.

Hence, by their uses—

Words are distinguished as,

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. <i>Nouns,</i></li> <li>2. <i>Pronouns,</i></li> <li>3. <i>Adjectives,</i></li> <li>4. <i>Verbs,</i></li> </ol> |  | <ol style="list-style-type: none"> <li>5. <i>Adverbs,</i></li> <li>6. <i>Prepositions,</i></li> <li>7. <i>Conjunctions,</i></li> <li>8. <i>Exclamations, and</i></li> <li>9. <i>Words of Euphony.</i></li> </ol> |
|--|--|--|

DEF. 10.—A Word used as the name of a being, of a place, or of a thing, is called

*A Noun.*

EXAMPLES.—*God—man—sea—way—wonders—emotion.*

DEF. 11.—A Word used for a *Noun*, is called

*A Pronoun.*

EXAMPLES.—*I—thou—he—she—it—who—what—that.*

DEF. 12.—A Word used to qualify, or otherwise limit a *Noun* or a *Pronoun*, is called

*An Adjective.*

EXAMPLES.—*Mysterious [way]—his [wonders]—the [sea].*

DEF. 13.—A Word used to assert an *act, being, or state*, of a person or a thing, is called

*A Verb.*

EXAMPLES.—[God] *moves*—[He] *plants*—[Day] *declines*.

DEF. 14.—A Word used to modify the signification of a Verb, an Adjective, or another Modifier, is called

*An Adverb.*

EXAMPLES.—“A mist rose *slowly* from the lake.”  
“The task was *exceedingly* DIFFICULT.”  
“He came between us *very* OFT.”

DEF. 15.—A Word used to express a relation of words to each other, is called

*A Preposition.*

EXAMPLES.—1. “*At* MIDNIGHT, in his guarded TENT,  
2. The Turk WAS DREAMING *of* the HOUR.”

DEF. 16.—A Word used to introduce a Sentence, or to connect Words and Phrases, is called

*A Conjunction.*

EXAMPLES.—1. “*And* I am glad *that* he has lived thus long.”  
2. “God created the HEAVEN *and* the EARTH.”

DEF. 17.—A Word used to express a sudden or intense emotion, is called

*An Exclamation.*

EXAMPLES.—*Alas!*—*oh!*—*shocking!*

DEF. 18.—A Word used chiefly for the sake of *sound*, is called

*A Word of Euphony.*

EXAMPLES.—1. “*There* are no idlers here.”  
2. “*Now, then*, we are prepared to define our position.”  
3. “*Even* in our ashes live their wonted fires.”

Obs.—For observations on ‘*Words of Euphony*,’ see Part II.

PHRASES.

CLASSIFICATION.

REMARK.—Phrases are used as *substitutes* for Nouns, Adjectives, and Adverbs; or they are independent in construction. Hence, by their *offices*,

*Phrases* are distinguished as,

- |                        |  |                        |
|------------------------|--|------------------------|
| 1. <i>Substantive,</i> |  | 3. <i>Adverbial,</i>   |
| 2. <i>Adjective,</i>   |  | 4. <i>Independent.</i> |

DEF. 19.—A *Substantive Phrase* is a phrase used as the Subject or the Object of a Verb, or the Object of a Preposition.

- EXAMPLES.—1. “*To be*, contents his natural desire.”  
2. “*His being a minister*, prevented his rising to civil power.”  
3. “I doubted *his having been a soldier*.”  
4. “The crime of *being a young man*, I shall attempt neither to palliate nor deny.”

What “contents his natural desire”?

“*To be*,”—i. e., mere existence.

“I doubted”—*What?*

“*His having been a soldier*.”

“The crime of”—*What?*

“*Being a young man*.”

Obs.—Substantive Phrases perform *offices* similar to those of Nouns and Pronouns.

DEF. 20.—An *Adjective Phrase* is a phrase used to qualify or limit the application of a Noun or a Pronoun.

- EXAMPLES.—1. “The time of *my departure* is at hand.”  
2. “*Forgetting the things that are behind*, I press forward.”

What “time”?

“*Of my departure*.”

3. “The dishes of *luxury* cover his table.”

What “dishes”?

“*Of luxury*.”

DEF. 21.—An *Adverbial Phrase* is a phrase used to modify the signification of a Verb, of an Adjective, or of an Adverb.

- EXAMPLES.—1. "God moves in a mysterious way."  
 2. "He is powerful for evil—impotent for good."  
 "God moves"—How?  
 "In a mysterious way."  
 "Powerful"—In what respect?  
 "For evil."

DEF. 22.—An *Independent Phrase* is a phrase not grammatically connected with any other element.

EXAMPLE.—"The hour having arrived, we commenced the exercises."  
 OBS.—The office of an Independent Phrase is *Logical*, not *Grammatical*. Thus, in the sentence, "The hour having arrived, we commenced the exercises," the phrase "the hour having arrived," indicates the time of commencing the exercises; but it is not joined to the word "commenced" by any connecting word.

Phrases are distinguished also by their forms, as,

- |                          |                        |
|--------------------------|------------------------|
| 1. <i>Prepositional,</i> | 3. <i>Participial,</i> |
| 2. <i>Infinitive,</i>    | 4. <i>Independent.</i> |

DEF. 23.—A *Prepositional Phrase* is a phrase introduced by a Preposition, having a *Noun* or a *Substitute* as its object of relation.

- EXAMPLES.—1. "In a mysterious way." "To me."  
 2. "A habit of moving quickly is another way of gaining time."

DEF. 24.—An *Infinitive Phrase* is a phrase introduced by the Preposition *to*, having a Verb as its object of relation.

- EXAMPLES.—1. "To love"—"To study"—"To be diligent."  
 2. "We ought not to be satisfied with present attainments."  
 3. "I sit me down a pensive hour to spend."

DEF. 25.—A *Participial Phrase* is a phrase introduced by a *Participle*, having an Object or an Adjunct.

- EXAMPLES.— "Scaling yonder peak,  
 I saw an eagle, wheeling near its brow."

DEF. 26.—An *Independent Phrase* is introduced by a *Noun* or a *Pronoun*, followed by a *Participle* depending upon it.

- EXAMPLES.—1. "The cars having left, we chartered a coach."  
 2. "Thus talking, hand [being] in hand,  
 Alone they passed on to their blissful bower."

## ANALYSIS OF PHRASES.

A *Phrase* consists of  $\left\{ \begin{array}{l} \textit{Principal Elements} \textit{ and} \\ \textit{Adjunct Elements.} \end{array} \right.$

DEF. 27.—The *Principal Elements* of a *Phrase* are the words necessary to its structure.

- EXAMPLES.—1. "Rays | of limpid light | gleamed | round their path |."  
 2. "Birds sang | amid the sprouting shade |."  
 3. "Manhood is disgraced | by the consequences | of neglected youth |."

DEF. 28.—The *Adjuncts* of a *Phrase* are the words used to modify or limit the offices of other words in the *Phrase*.

- EXAMPLES.—1. "Rays | of limpid light | gleamed | round their path |."  
 2. "Birds sang | amid the whispering shade |."  
 3. "See! Winter comes | to rule the varied year |."  
 4. "With what an awful, world-revolving power,  
 Were first the unwieldy planets lunched along  
 The illimitable void."

The *Principal Elements* of a *Phrase* consist of  
 The *Leader* and the *Subsequent*.

DEF. 29.—The *Leader* of a *Phrase* is the word used to introduce the *Phrase*—generally connecting its *Subsequent* to the word which the *Phrase* modifies or limits.

- EXAMPLES.—1. "Like a spirit | it came, | in the van | of a storm |."  
 2. "Enough remains | of glimmering light |  
 To guide the wanderer's steps aright |."  
 3. "The previous question being demanded, | the debate closed."

Obs.—The Leader of a Phrase is *commonly* the first word in *position*—but not *always*; Adjuncts may precede. [See the last example.]

The *Leader* of a Phrase may be

A <i>Preposition</i> ,		The <i>Preposition</i> TO,
A <i>Participle</i> ,		A <i>Substantive</i> .

EXAMPLES.—1. "I am monarch of all I survey;  
My right there is none to dispute."

2. "Taking a madman's sword | to prevent | his *doing* mischief, | can not be regarded | as *robbing* him |."

3. "The evening *star* having disappeared, | we returned to the castle."

DEF. 30.—A *Participle* is a word derived from a Verb, retaining the signification of its verb, while it also performs the office of some other "part of speech."

Obs.—For observations on Participles, see page 111.

DEF. 31.—The *Subsequent* of a Phrase is the Element which follows the Leader as its object of *action* or *relation*, or which depends on it in construction.

EXAMPLES.—"At *parting*, | too, there was a long ceremony | in the *hall*, | buttoning up *great-coats*, | tying on woolen *comforters*, | fixing silk *handkerchiefs* over the *mouth* and up to the *ears*, and grasping sturdy *walking-canes* to support unsteady *feet*."

The *Subsequent* of a Phrase may be,

A <i>Word</i> ,		A <i>Phrase</i> ,		A <i>Sentence</i> .
-----------------	--	-------------------	--	---------------------

EXAMPLES.

1. A *Word*.—"Sweet was the sound, when oft | at evening's *close* | Up yonder *hill* | the village murmur rose."

2. A *Phrase*.—"A habit | of *moving quickly*, | is another way | of *gaining time* |."

3. A *Sentence*.—"The footman, in his usual phrase,  
Comes up with '*Madam, dinner stays*.'"

Obs. 1.—The *Subsequent* of a Phrase is sometimes suppressed.

EXAMPLE.—"These crowd *around*, to ask him of his health."

Obs. 2.—When any Element of a Phrase is suppressed, that part of the Phrase which is expressed—whether Leader, Subsequent, or Adjunct—is to be regarded as the *representative* of the whole Phrase, and, in the analysis of a Sentence, it should be construed as the whole Phrase would be if fully expressed.

EXAMPLES.—1. "These crowd *around*," i. e., *around him*.

2. "William will come *home*," i. e., *to his home*.

3. "Mary has come to school *early*," i. e., *at an early hour*.

"*Around*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *around him*.

"*Around*," as an Element in the *Phrase*, is a *Preposition*.

"*Home*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *to his home*.

"*Home*," as an Element in the *Phrase*, is a *Noun*.

"*Early*," as an Element in the *Sentence*, is an *Adverb*—for it is a *representative* of the Adverbial Phrase, *at an early hour*.

"*Early*," as an Element in the *Phrase*, is an *Adjective*.

RECAPITULATION.

PRINCIPAL ELEMENTS.	Leader . . . . .	{	<i>Preposition.</i>
			<i>Participle.</i>
PHRASE.	Subsequent . . .	{	<i>Word.</i>
			<i>Phrase.</i>
ADJUNCT ELEMENTS.	Adjective . . .	{	<i>Word.</i>
			<i>Phrase.</i>
PHRASE.	Adverbial . . .	{	<i>Word.</i>
			<i>Phrase.</i>
			<i>Sentence.</i>

## SENTENCES.

REMARK.—A Sentence may be resolved into its Elements.

DEF. 32.—The *Elements* of a Sentence are the parts which enter into its structure.

REM.—In the structure of Sentences, certain *general principles* are involved, which are common to all languages.

1. We have *that of which something is declared*. This is called the *Subject* of the Sentence.

2. There must be a word or words used to *declare*—positively, negatively, or interrogatively—something of the subject. This is called the *Predicate*.

These two parts are essential to the structure of a Sentence.

3. The Predicates of some Sentences assert acts which pass over to some person or thing.

The names of such persons, places, or things are called *Object Elements*.

4. There are often other Elements, used to *qualify*, to *limit*, or to *modify* the various parts of Sentences. These are called *Adjunct Elements*.

The *Parts* of a Sentence are distinguished as  
*Principal Elements* and *Adjunct Elements*.

DEF. 33.—The *Principal Elements* of a Sentence are the parts which make the unqualified assertion.

- EXAMPLES.—1. *Birds fly.*  
2. *The sun shines.*  
3. "The night passed away in song."  
4. "The mountains showed their gray heads."  
5. "Thy bounty shines in Autumn, unconfined,  
6. And spreads a common feast for all that live."  
7. "The king of shadows loves a shining mark."  
8. "In the beginning, God created the heaven and the earth."

DEF. 34.—The *Adjunct Elements* of a Sentence are such as describe or modify other elements.

- EXAMPLES.—1. "The | night passed | away | in song."  
2. "The king | of shadows | loves | a | shining | mark"  
3. "There | in his noisy mansion, | skilled to rule, |  
4. The | village | master | taught | his | little | school |  
5. "Lend me your songs, ye nightingales."  
6. "O Liberty! I wait for thee."

REM.—There are still other words, which are neither *Principal Elements* nor *Adjuncts*,—words which are sometimes used in connection with the Sentence, but which do not constitute an integral part of it. Hence,

DEF. 35.—Words accompanying a Sentence without entering into its structure, are called

*Attendant Elements.*

- EXAMPLES.—1. "Lend me your songs, ye nightingales!"  
2. "O Liberty! I wait for thee."  
3. "There are no idlers here."  
4. "I sit me down, a pensive hour to spend."  
5. "Even in our ashes live their wonted fires."  
6. "Friends, Romans, Countrymen! lend me your ears."

## ANALYSIS AND CLASSIFICATION.

The *Principal Elements* of a Sentence are,  
The *Subject*, | The *Predicate*, | The *Object*.

Obs.—Every Sentence must have, at least, one *Subject* and one *Predicate*, expressed or understood.

DEF. 36.—The *Subject* of a Sentence is that of which something is asserted.

Obs.—The *Subject* of a Sentence is always *Substantive* in its office; it may be a *Noun*, or a *Word*, a *Phrase*, or a *Sentence* used for a *Noun*

## EXAMPLES.

- a. A *Noun*.—1. *Birds fly.*  
2. "Knowledge is power."  
3. "Truth crushed to earth, will rise again."

- b. *A Pronoun*.—4. *We* come.  
 5. *They* are satisfied.  
 6. "*They that seek me early, shall find me.*"
- c. *A Phrase*.—7. "*To do good, is the duty of all men.*"  
 8. "*His being a minister, prevented his rising to civil power.*"
- d. *A Sentence*.—9. "*At what time he took orders, doth not appear.*"  
 10. "*That all men are created equal, is a self-evident truth.*"

OBS. A Subject of a Sentence having Adjuncts, is called a *Modified Subject*.

EXAMPLE.—"*The king of shadows loves a shining mark.*"

DEF. 37.—The *Predicate* of a Sentence is the Word or Words that express what is asserted of the subject.

OBS.—The Predicate consists of a *Verb*, with or without another *Verb*, a *Participle*, an *Adjective*, a *Noun*, a *Pronoun*, or a *Preposition*.

EXAMPLES.

- a. *A Verb only*.—1. *Birds fly.*  
 2. *Quadrupeds run.*  
 3. "*Here sleeps he now alone.*"
- b. *Two Verbs*.—4. *We shall go.*  
 5. *I do remember.*  
 6. "*Ye shall not in the lofty pine Disturb the sparrow's nest.*"
- c. *A Verb and a Participle*.—7. *John was injured.*  
 8. *Willie is reading.*  
 9. "*Thou art perched aloft on the beetling crag.*"
- d. *A Verb and an Adjective*.—10. *James became poor.*  
 11. *Warner is sleepy.*  
 12. "*And the waves are white below.*"
- e. *A Verb and a Noun*.—13. *God is love.*  
 14. *We are friends.*  
 15. "*The proper study of mankind is man.*"
- f. *A Verb and a Pronoun*.—16. *It is I.*  
 17. *Who are you?*  
 18. "*Thine is the kingdom.*"
- g. *A Verb and a Preposition*.—19. *Its idle hopes are o'er.*  
 20. *That business has been attended to.*

REMARKS.—The Predicate is varied not only in *form*, but also in its functions.

1. It may assert an *act*—as, *William walks.*
2. It may assert *being*—as, *God exists.*
3. It may assert *quality*—as, *Sugar is sweet.*
4. It may assert *possession*—as, "*Thine is the kingdom.*"
5. It may assert *identity*—as, *It is I.*
6. It may assert *condition*—as, *Its idle hopes are o'er.*
7. It may assert *change of condition*—as, "*His palsied hand waxed strong.*"

OBS. 1.—The term "*Predicate*" has two applications—a *Logical* and a *Grammatical*. The *Logical Predicate* includes the *Grammatical Predicate* and its *Object*. Thus, in the sentence,

"*The king of shadows loves a shining mark,*"

"*Loves a shining mark,*" is the *Logical Predicate*;  
 "*Loves*" is the *Grammatical Predicate*.

OBS. 2.—In Sentences that have no *Objects*, the *Logical* and the *Grammatical Predicates* are identical. Thus, in the sentence,

"*The oaks of the mountains fall,*"

"*Fall*" is both the *Logical* and the *Grammatical Predicate*.

OBS. 3.—The *Modified Predicate* includes the *Grammatical Predicate* and its *Adjuncts*. Thus, in the sentence,

"*Hollow winds are in the pines,*"

"*Are in the pines*" is the *Modified Predicate* of "*winds.*"  
 "*Are*" is the *Grammatical Predicate*."

REM.—The *Object* of a Sentence, being distinct from the *Grammatical Predicate*, is properly regarded as a distinct *Element* in the structure of such Sentences as contain *Objects*. Hence,

DEF. 38.—The *Object* of a Sentence is the Word or Words on which the act, expressed by the *Predicate*, terminates.

OBS.—The *Object* of a Sentence is a *Noun*, or a *Word*, a *Phrase*, or a *Sentence* used for a *Noun*.

EXAMPLES.

- a. *A Noun*.—1. *John saws wood.* 2. *Birds build nests.*  
 3. "*Shall joy light the face of the Indian?*"
- b. *A Pronoun*.—4. *I have seen him.* 5. *Whom seekest thou?*  
 6. "*Oft the shepherd called thee to his flock.*"

- c. A Phrase.—7. "I regret his being absent."
- d. A Sentence.—8. "The fool hath said in his heart, *There is no God.*"
- 9. "And God said, *Let there be light.*"

ADJUNCT ELEMENTS.

An *Adjunct Element* may be

A *Word*, | A *Phrase*, | A *Sentence*.

EXAMPLES.

- a. A *Word*.—1. We were walking *homeward*.
- 2. We shall arrive *soon*.
- 3. "Darkly waves each giant bough."
- b. A *Phrase*.—1. We were walking *toward home*.
- 2. We shall arrive *in a short time*.
- c. A *Sentence*.—1. Students, *who study*, will improve.
- 2. Students will improve, *if they study*."

REM.—Adjuncts are used to *limit* or *describe things*, or to *modify acts* or *qualities*. Hence,

*Adjuncts* are distinguished as { ADJECTIVE OR  
ADVERBIAL.

Obs. 1.—*Adjective Adjuncts*, whether *Words*, *Phrases*, or *Sentences*, are such as answer to the questions, *What? What kind? Whose? How many?* etc. They are attached, in construction, to *Nouns* and to *Pronouns*.

Obs. 2.—*Adverbial Adjuncts*—*Words*, *Phrases*, or *Sentences*—are such as answer to the questions, *How? Why? Where? Whence? Whether?* etc. They are attached to *Verbs*, to *Adjectives*, and to *Adverbs*.

Obs. 3.—*Words*, *Phrases*, and *Sentences*, having no *Grammatical connection* with other Elements in a *Sentence*, often perform *Adjunct offices*, by *limiting* or *modifying* the application of other Elements. Such are properly called *Logical Adjuncts*.

EXAMPLES.

- a. *Words*.—1. Webster, the *Statesman*, is remotely related to Webster, the *Lexicographer*.
- 2. Clay—*Cassius M.*—had more honorable benevolence than political sagacity.
- b. *Phrases*.—1. "*Napoleon having fallen*, there is no more cause for alarm."

c. *Sentences*.—"It is possible that *Anna will come*."

REM.—The words "*Statesman*" and "*Lexicographer*" are used to distinguish the two "*Websters*"; "*Cassius M.*," to distinguish which "*Clay*" is spoken of; the Phrase "*Napoleon having fallen*," to tell why there is no more cause for alarm; and "*Anna will come*," is a *Sentence* used to tell what is meant by the word "*it*." Hence, we have *Grammatical Adjuncts* and *Logical Adjuncts*.

RECAPITULATION.

SENTENCE.	PRINCIPAL ELEMENTS.	Subject . . . .	{ <i>Word</i> .. { Noun. Pronoun. <i>Phrase</i> . . . . Substantive. <i>Sentence</i> . . . Substantive.
		Predicate ..	{ A <i>Verb</i> with another <i>Verb</i> . or without a <i>Participle</i> . a <i>Adjective</i> . a <i>Noun</i> . a <i>Pronoun</i> . a <i>Preposition</i> .
		Object . . . .	{ <i>Word</i> .. { Noun. Pronoun. <i>Phrase</i> . . . . Substantive. <i>Sentence</i> . . . Substantive.
ADJUNCT ELEMENTS.	Grammatical	{ <i>Word</i> .. { Adjective. Adverb. <i>Phrase</i> .. { Adjective. Adverbial. <i>Sentence</i> . { Adjective. Adverbial.	
		Logical . . . .	{ <i>Word</i> . . . . Substantive, inde- pendent in con- struction, yet, in <i>Phrase</i> .. logical office, Ad- jective or Ad- verbial. <i>Sentence</i> .

## EXERCISES IN ANALYSIS.

## SENTENCES WITHOUT ADJUNCTS.

*Birds fly.*

## FIRST MODEL.

(a.)

*Quest.* Of what is something here said?*Ans.* Something is said of "*Birds*."

What is said of "Birds"?

*A.* They *fly*.

These two Words thus placed, form what?

*A.* A *Sentence*, for they constitute "an assemblage of words, so arranged as to assert an entire proposition."

(b.)

*Birds fly.**Quest.* In this Sentence, for what is the Word "Birds" used?*Ans.* To tell what "fly."

For what is the Word "fly" used?

*A.* To tell what "Birds" do.

(c.)

*Birds fly.*"Every Sentence must have a *Subject* and a *Predicate*."*Quest.* In this Sentence, what is the *Subject*?*Ans.* "*Birds*"—for it "is that of which something is asserted."What is the *Predicate*?*A.* "*Fly*"—for it "is the word that expresses what is asserted of the *Subject*."

Thus, analyze the following additional

## EXAMPLES.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. Fishes swim.                      | 4. Mary is reading.         |
| 2. Horses gallop.                    | 5. Winter has come.         |
| 3. Lightning flashes.                | 6. Resources are developed. |
| 7. Lessons should have been studied. |                             |

*REM.*—In the last example, the four words "should have been studied," constitute the *Predicate* of "lessons."*REM. 2.*—The Pupil will notice that, when the *Predicate* consists of more than one word, the *last word* makes the *Principal Assertion*; the other words perform subordinate offices. Thus, in Example 7, "Should" denotes *obligation*; "Should have" denote *obligation* and *time*; "Should have been" denote *obligation*, *time*, and *voice*. These are subordinate to the principal assertion expressed by the word "studied."*John is sleepy.*

## SECOND MODEL.

## ANALYSIS.

*Subject*..... "John."*Predicate*..... "is sleepy."*REM.*—In a limited sense, a Verb may be said to qualify or describe its subject.*EXAMPLES.*—1. *John sleeps.*Here, "*sleeps*" describes a condition of "John."2. *John is sleeping.*Here, "*is sleeping*" asserts a condition of "John."3. *John is sleepy.*In this Sentence, "*is sleepy*" asserts a condition of John as definitely as do the Words, "*is sleeping*;" and the genius of the language requires the Word "sleeping" to be added to the Verb "is," in order to express the fact intended; so the other fact concerning "John" requires the Word "sleepy" to be added to the Verb "is." The Sentence is not, *sleeping John is—i. e.*, exists; nor is the other, *sleepy John is—i. e.*, exists; but "*John is sleeping*," and "*John is sleepy*." "Sleeping" is a Participle, in predicate with "is." "Sleepy" is an Adjective, in predicate with "is."

Let the Pupil, in like manner, construe and place in Diagrams the following additional

## EXAMPLES.

- |  |                            |
|--|----------------------------|
| 1. William is diligent.                              | 5. Velvet feels smooth.    |
| 2. James was weary.                                  | 6. Robert has become poor. |
| 3. Flowers are beautiful.                            | 7. I felt languid.         |
| 4. Mountains are elevated.                           | 8. Soldiers waxed valiant. |
| 9. "His palsied hand wax'd strong."— <i>Wilson</i> . |                            |
| 10. "All earth-born cares are wrong."— <i>Anon</i> . |                            |

*God is love.*



THIRD MODEL.

A Sentence . . . . . See Definition.

ANALYSIS.

The *Subject*—"God" . . . . . See Definition.

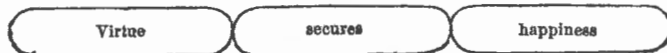
The *Predicate*—"Is love" . . . . . See Definition.

NOTE.—"God," is the name of a Being—"Love," is the name of an *attribute* of that Being. "Is love," asserts a fact concerning God; and that fact can not well be expressed without these two Words thus combined.

ADDITIONAL EXAMPLES.

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. We are slaves.      | 5. Ye are benefactors.            |
| 2. Men are animals.    | 6. I am [a] student.              |
| 3. Thou art Peter.     | 7. William and John are brothers. |
| 4. John is [a] friend. | 8. We are friends and neighbors.  |

*Virtue secures happiness.*



FOURTH MODEL.

A Sentence . . . . . See Definition.

ANALYSIS.

The *Subject*—"Virtue" . . . . . See Definition.

The *Predicate*—"Secures" . . . . . See Definition.

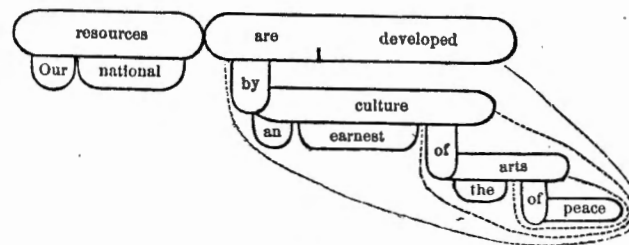
The *Object*—"Happiness" . . . . . See Definition.

ADDITIONAL EXAMPLES.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. Birds build nests.             | 8. Howard alleviated suffering.  |
| 2. Clouds furnish rain.           | 9. Columbus discovered America.  |
| 3. Science promotes happiness.    | 10. Fulton invented steamboats.  |
| 4. Sin produces misery.           | 11. David enlarged Jerusalem.    |
| 5. Conscience demands obedience.  | 12. Cæsar conquered Gaul.        |
| 6. Napoleon obtained renown.      | 13. John preached repentance.    |
| 7. Washington secured admiration. | 14. Master taught school.        |
|                                   | 15. Students need instruction.   |
|                                   | 16. Railroads facilitate travel. |

SENTENCES WITH ADJUNCTS.

*"Our national resources are developed by an earnest culture of the arts of peace."*



FIFTH MODEL.

(a.)

Quest. Concerning what is an assertion here made?

Ans. Concerning "resources."

What is asserted of "resources"?

A. Resources "are developed."

What resources are developed?

A. "National" resources.

What national resources?

A. "Our" national resources.

How are our national resources developed?

A. "By an earnest culture of the arts of peace."

By what culture?

A. By "earnest" culture.

What earnest culture?

A. "An" earnest culture.

What special culture?

A. Culture "of the arts of peace."

Of what arts?

A. "The" arts "of peace."

(b.)

Quest. In the above Sentence, what is the use of "our" ?

Ans. To define some particular *national resources*.

What is the use of "national" ?

A. To tell *what* resources.

What is the use of "resources" ?

A. To tell *what* are developed.

What is the use of "are developed" ?

A. To tell *what is said* of resources.

What is the use of "by an earnest culture of the arts of peace" ?

A. To tell *how* resources are developed.

(c.)

Ques. What is the *Modified Subject* ?

Ans. "Our national resources."

What is the *Modified Predicate* ?

A. "Are developed by an earnest culture of the arts of peace."

What are the principal Elements of this Sentence ?

A. "*Resources are developed.*" They "express the unqualified assertion."

What is the *Subject* ?

A. "*Resources.*" It is the name of "that of which something is asserted."

What is the *Predicate* ?

A. "*Are developed.*" Those words "express what is affirmed of the Subject."

What are the *Adjunct Elements* of the Sentence ?

A. "Our" and "National" are *Word Adjuncts* of "Resources;" and "by an earnest culture of the arts of peace" is a *Phrase Adjunct* of "are developed."

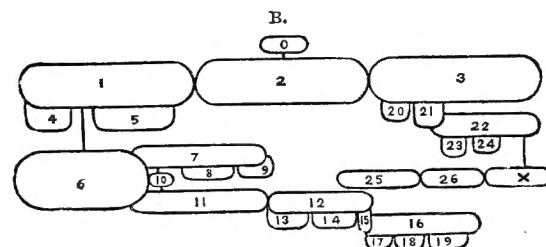
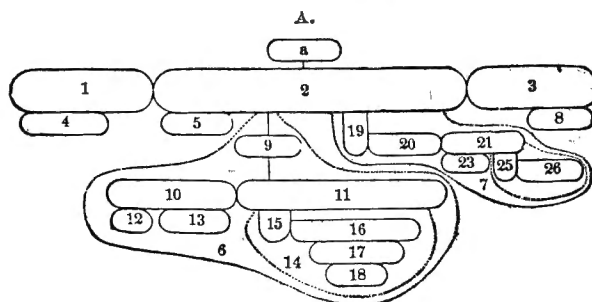
## QUESTIONS FOR REVIEW.

- PAGE
15. What is *Language* ? ..... See Def. 1.  
 What language is *Natural* ?—what, *Artificial* ? ..... See Obs. 1.  
 Artificial language is how distinguished ?  
 What is *Spoken Language* ? ..... See Def. 2.  
 What is *Written Language* ? ..... See Def. 3.  
 What is *Grammar* ? ..... See Def. 4.
16. What is *English Grammar* ? ..... See Def. 5.  
 What is a *Letter* ?—a *Word* ?—a *Phrase* ? ..... See Def. 6, 7, 8.  
 What is a *Sentence* ? ..... See Def. 9.
17. By their uses, how are Words *classified* ?  
 What is a *Noun* ?—a *Pronoun* ?—an *Adjective* ? .. See Def. 10, 11, 12.
18. What is a *Verb* ?—an *Adverb* ?—a *Preposition* ? .. See Def. 13, 14, 15.  
 What is a *Conjunction* ?—an *Exclamation* ?—a }  
*Word of Euphony* ? ..... } .. See Def. 16, 17, 18.
19. By their offices, how are Phrases *classified* ?  
 What is a *Substantive Phrase* ?—an *Adjective Phrase* ? .. See Def. 19, 20.
20. What is an *Adverbial Phrase* ?—an *Independent Phrase* ? .. Def. 21, 22.  
 By their forms, how are Phrases *classified* ?  
 What is a *Prepositional Phrase* ?—an *Infinitive Phrase* ? ... Def. 23, 24.  
 What is a *Participial Phrase* ?—an *Independent Phrase* ? ... Def. 25, 26.
21. What are the *Distinct Elements* of Phrases ?  
 What are *Principal Elements* of Phrases ? ..... See Def. 27.  
 What are *Adjunct Elements* of Phrases ? ..... See Def. 28.  
 The Principal Elements *consist* of what ?  
 What is the *Leader* of a Phrase ?—it may *consist* of what ? .. Def. 29.
22. What is the *Subsequent* of a Phrase ?—it may *consist* of what ? .. Def. 31.
24. What are the *Elements of a Sentence* ?—how distinguished ? .. Def. 32.  
 What are *Principal Elements* ?—what, *Adjunct Elements* ? ..... } See Def. 33, 34.
25. What are called *Attendant Elements* ? ..... See Def. 35.  
 The Principal Elements of a Sentence *consist* of what ?  
 What is the *Subject* of a Sentence ?—it may *consist* of what ? .. Def. 36.
26. What is the *Predicate* ?—it may *consist* of what ? ..... See Def. 37.
27. What is the *Logical Predicate* of a Sentence ? ..... See Obs. 1.  
 What is the *Modified Predicate* of a Sentence ? ..... See Obs. 3.  
 What is the *Object* ?—it may *consist* of what ? ..... See Def. 38.
28. *Adjunct Elements* may *consist* of what ?  
 What are *Logical Adjuncts* ?

## DIAGRAMS.

REM.—The *office* of an Element in a Sentence determines its *position* in the Diagram, according to the following

## GENERAL RULES.



RULE 1.—The *Principal Elements* of a Sentence are placed uppermost, and on the same horizontal line;—as (1), (2), (3), Diagrams A and B.

RULE 2.—The *Subject* of a Sentence takes the first place;—as, (1) and (10), Diagrams A, and (1), (6), and (25) B.

RULE 3.—The *Predicate* of a Sentence is placed to the right of the Subject—attached;—as, (2), and (11), A, and (2), (7), (11), and (26), B.

RULE 4.—The *Object* of a Sentence is placed to the right of the Predicate—attached;—as (3), A, and (3), (12), and (X), B.

RULE 5.—An *Adjunct* of a Sentence is placed beneath the Word which it limits or modifies—attached; as, (4), (5), (6), (7), (12), (13), (14), (17), (18), (23), A, and (4), (5), (8), (9), (17), (18), (19), (20), (23), (24), B.

RULE 6.—If the Adjunct is a *Phrase*, its Leader is attached to the Word which it limits; as, (15), (19), (25), A, and (15), (21), B.

RULE 7.—If the Adjunct is a *Sentence*, it is attached by a line to the Word which the Adjunct Sentence limits; as, the Adjunct Sentence within the dotted line (6), is attached by the line from (2) to (9), A, and (6 to 19 inclusive) is attached to (1), B.

RULE 8.—A *Logical Adjunct* is placed beneath the Word which it describes, but not attached. [See page 39.]

RULE 9.—The *Subsequent* of a Phrase is placed to the right of its Leader—attached; as, (20 and 21) to the right of (19)—(26) to the right of (25)—(16) of (15), A, and (22) of (21)—(16) of (15), B.

RULE 10.—A *Conjunction* used to introduce a Sentence is placed above the Predicate of the Sentence which it introduces; as, (a), used to introduce the Sentence (1, 2, 3), A, and (9), introducing the Adjunct Sentence (10, 11), A, and (o), introducing the Sentence (1, 2, 3), B.

RULE 11.—A *Conjunction* used to connect Words, Phrases, or Sentences, similar in construction, is placed between the Elements connected; as, (10), connecting (11) to (7), B. [See also Diagram, page 41.]

RULE 12.—A *Relative Pronoun* or a *Possessive Adjective* used to introduce an *Adjunct Sentence*, is attached to the “antecedent” by a line; as (6) attached to (1) and (×) attached to (22), B.

## CLASSIFICATION OF SENTENCES.

REMARK.—Some Sentences assert the *being, condition, or state* of a person or of a thing—or an act which does not pass over to an Object.

Others assert acts which terminate on Objects.

Some Sentences assert but one fact—others assert more than one.

Some assert an *Independent* or a *Principal Proposition*—others a *Secondary* or a *Qualifying Proposition*. Hence,

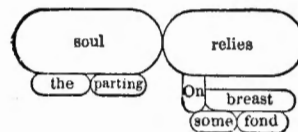
Sentences are distinguished as

*Intransitive* or *Transitive*,  
*Simple* or *Compound*,  
*Principal* or *Auxiliary*.

DEF. 43.—An *Intransitive Sentence* is a Sentence that asserts *condition, being, or state*—or an act which does not terminate on an Object.

## EXAMPLES.

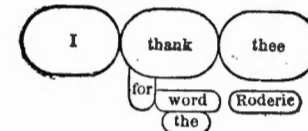
- |  |                            |
|--|----------------------------|
| 1. William sleeps.   | 4. God is love.            |
| 2. Errors abound.  | 5. Mountains are elevated. |
| 3. Mary is cheerful.   | 6. Fishes swim.            |
| 7. “On some fond breast the parting soul relies.”                                |                            |
| 8. “Now fades the glimmering landscape on the sight.”                            |                            |
| 9. “Satyrs and sylvan boys were seen<br>Peeping from forth their valleys green.” |                            |



Obs.—An *Intransitive Sentence* contains one or more *Subjects* and *Predicates*—but no *Object*.

DEF. 44.—A *Transitive Sentence* is a Sentence that asserts an act which terminates on an Object.

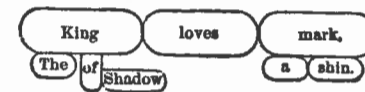
- EXAMPLES.—1. Virtue secures happiness.  
2. Industry promotes health and wealth.  
3. “I thank thee, Roderick, for the word.”  
4. “The king of shadows loves a shining mark.”  
5. “And the eye and the heart hailed its beautiful form.”



Obs.—A *Transitive Sentence* has at least one *Subject*, one *Predicate*, and one *Object*.

DEF. 45.—A *Simple Sentence* is a Sentence that asserts but one proposition.

- EXAMPLES.—1. William sleeps.  
2. Mary is cheerful.  
3. Virtue secures happiness.  
4. “The king of shadows loves a shining mark.”



Obs.—A *Simple Sentence* can have but one *Subject*, one *Predicate*, and—when *Transitive*—one *Object*.

DEF. 46.—A *Compound Sentence* is a Sentence that asserts more than one proposition.

- EXAMPLES.—1. *Anna* and *Mary* study Latin.  
2. *Temperance* elevates and *ennobles* man.  
3. *Robert* studies *Grammar* and *Arithmetic*.  
4. “Slowly and sadly they climb the distant mountain,  
And read their doom in the setting sun.”

Obs.—A *Compound Sentence* has more than one *Subject* or *Predicate* or *Object*.

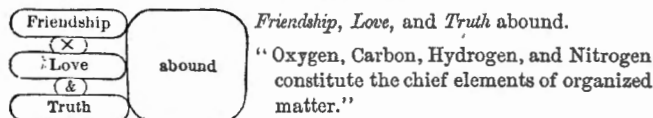
DEF. 46 (b).—In a Compound Sentence, the Principal Elements which are compounded are called *Clauses*.

Obs.—The Compound Clauses may be,

1. The *Subjects only*—Warner and Arthur study Grammar.
2. The *Predicates only*—Warner studies and recites Grammar.
3. The *Objects only*—Warner studies Grammar and Arithmetic.
4. The *Subjects and the Predicates*—Warner and Arthur study and recite Grammar.
5. The *Subjects and the Objects*—Warner and Arthur study Grammar and Arithmetic.
6. The *Predicates and the Objects*—Warner studies and recites Grammar and Arithmetic.
7. The *Subjects, the Predicates, and the Objects*—Warner and Arthur study and recite Grammar and Arithmetic.

Obs.—A Compound Sentence may have more than two clauses.

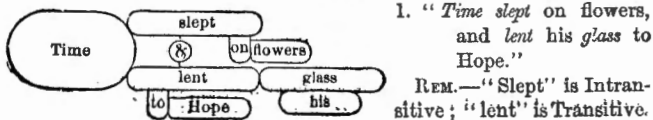
EXAMPLES.



REM.—Sentences which have Compound Predicates often have Objects applicable to only a part of them. Hence,

DEF. 46 (c).—A *Compound Sentence*, having one or more Transitive, and one or more Intransitive Predicates, is called a *Mixed Sentence*.

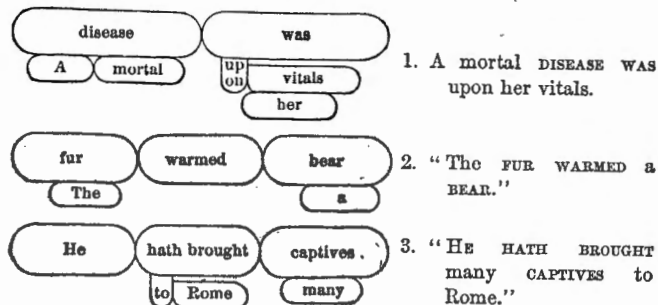
EXAMPLES.



- 
- stars
- will lift
- heads
- then up
- their
- rejoice
- The
2. The stars will then lift up their heads and rejoice.
  3. "I will never part for public honors, Nor disturb my quiet with the affairs of state."
  4. "Who can observe the careful ant, And not provide for future want."
- REM.—"Will lift" is Transitive; "rejoice" is Intransitive.

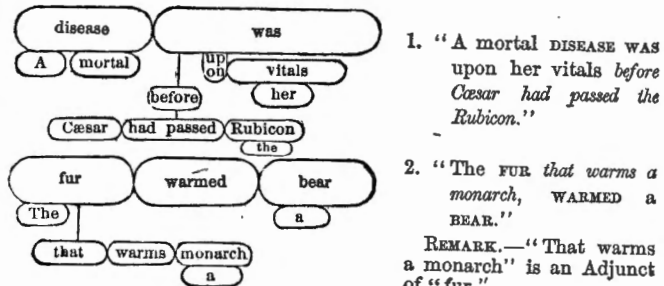
DEF. 47.—A *Principal Sentence* asserts an independent or a principal proposition.

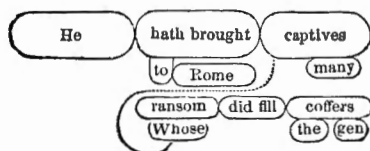
EXAMPLES.



DEF. 48.—An *Auxiliary Sentence* is a Sentence that is used as an *Element* in the structure of another Sentence or of a Phrase.

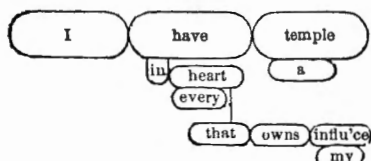
EXAMPLES.



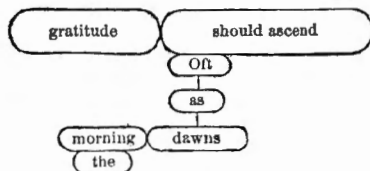


3. "HE HATH BROUGHT many CAPTIVES to Rome, *Whose ransom did the general coffers fill.*"

4. "SWEET WAS the SOUND, *when oft, at evening's close, Up yonder hill the village murmur rose.*"
5. "The bounding STEED *you pompously bestride,* SHARES with his lord the PLEASURE and the PRIDE."



6. "I HAVE a TEMPLE in every heart *that owns my influence.*"
- REMARK.—"That owns my influence" describes "heart."



7. "Oft as the morning dawns SHOULD GRATITUDE ASCEND."
- REMARK.—"Oft" modifies "should ascend." "As the morning dawns" limits "oft."

8. "To him *that wishes for me,* I AM always PRESENT."
9. "These lofty TREES WAVE not less proudly, *That their ancestors moulder beneath them.*"

OBS.—A Principal Sentence and its Auxiliary Sentences constitute a *Complex Sentence*. [See EXAMPLES 1, 2, above.]

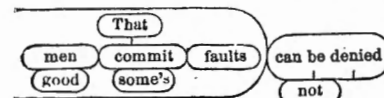
REM.—An Auxiliary Sentence is an Adjunct of a Word, a Phrase, or a Sentence; or it is used as a substitute for a Noun. Hence,

*Auxiliary Sentences* are distinguished as

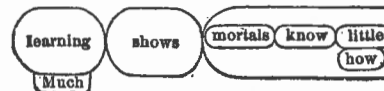
*Substantive,*  
*Adjective, and*  
*Adverbial.*

DEF. 49.—A *Substantive Sentence* is used as the *Subject* or the *Object* of a Sentence; or as the *Object* of a Phrase.

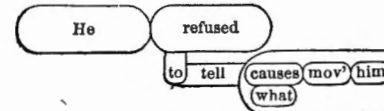
## EXAMPLES.



1. "That good men sometimes commit faults, can not be denied."



2. Much learning shows how little mortals know.

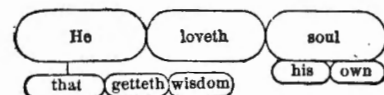


3. He refused to tell what causes moved him.

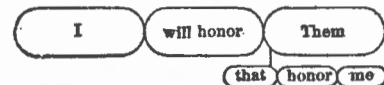
4. "That all men are created equal, is a self-evident truth."
5. "Yet Brutus says he was ambitious."

DEF. 50.—An *Adjective Sentence* is a Sentence that is used as an Adjunct of a Substantive.

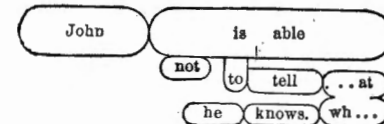
## EXAMPLES.



1. "HE *that getteth wisdom* LOVETH his own SOUL."



2. THEM *that honor me,* I WILL HONOR."

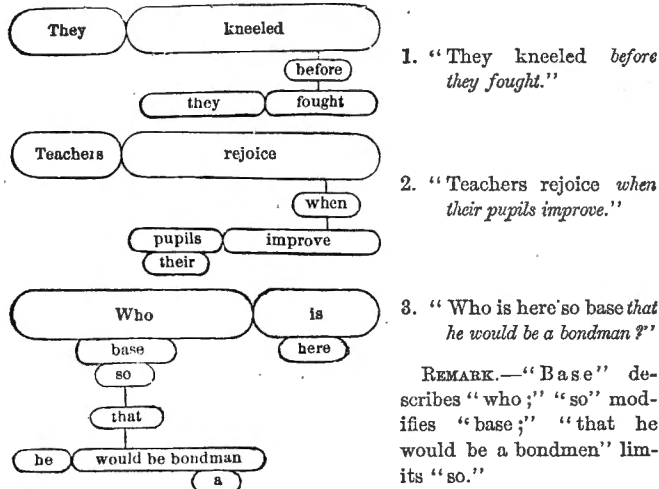


3. JOHN IS NOT ABLE to tell what he knows.

4. "That life is long *which answers life's great end.*"
5. "The man of wealth and pride *Takes up a space that many poor supplied.*"
6. "Here I come to tell *what I do know.*"

DEF. 51.—An *Adverbial Sentence* is a Sentence that is used as an *Adjunct* of a *Verb*, a *Participle*, an *Adjective*, or another *Adverb*.

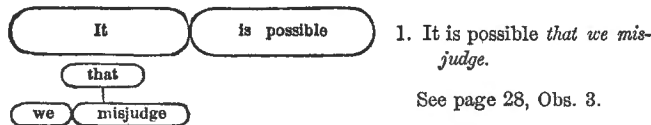
EXAMPLES.



1. "They kneeled before they fought."
2. "Teachers rejoice when their pupils improve."
3. "Who is here so base that he would be a bondman?"
4. "Where wealth and freedom reign, contentment fails."
5. "How dear to my heart are the scenes of my childhood When fond recollection presents them to view."
6. "These lofty trees wave not less proudly That their ancestors moulder beneath them."

Obs.—A Sentence is sometimes a *Logical Adjunct* of some Word in a Principal Sentence.

EXAMPLES.

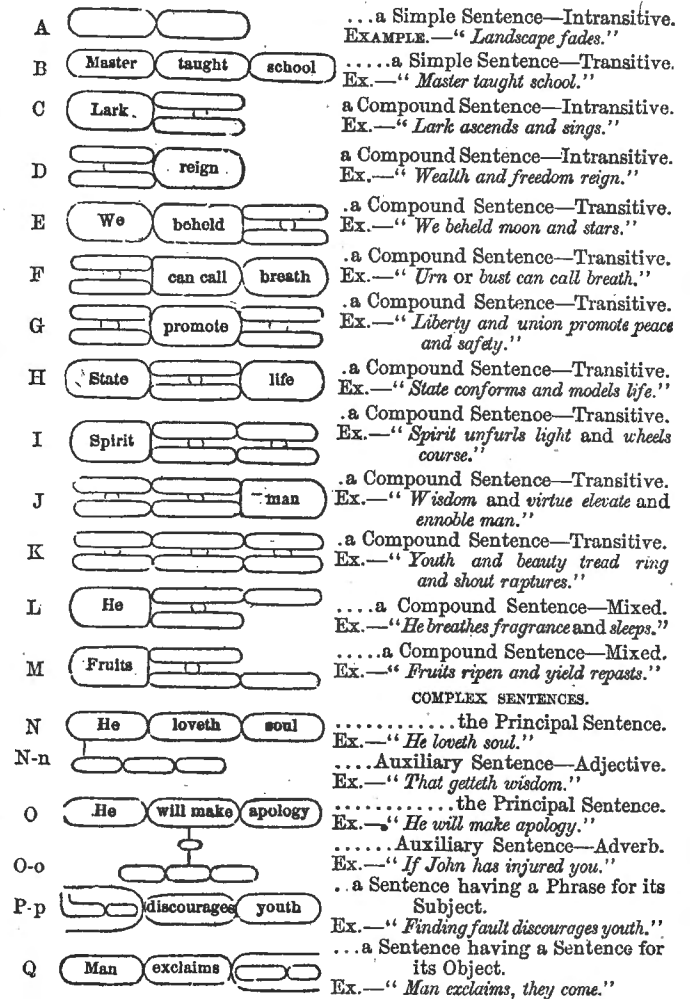


NOTE.—"That we misjudge" is a Sentence, used to limit the application of the Word "it." Hence, the Sentence is an *Adjunct* of the Word. It is called a *Logical Adjunct* because there is no *Grammatical connection* between the two Sentences.

See page 28, Obs. 3.

RECAPITULATION OF DIAGRAMS.

I. FOR SENTENCES.



2. PHRASES.

Leader—Subsequent.

- R Of Java ..... a Prepositional Phrase—Simple  
 EXAMPLE.—“Of Java.”
- R 2 In peace  
 safety ..... a Prepositional Phrase—Compound.  
 Ex.—“In peace and safety.”
- S Gaining time ..... a Participial Phrase—Simple, Transitive.  
 Ex.—“Gaining time.”
- T To dream ..... an Infinitive Phrase—Intransitive.  
 Ex.—“To dream.”
- T 2 To give gifts ..... an Infinitive Phrase—Transitive.  
 Ex.—“To give gifts.”
- U Story  
 being done ..... an Independent Phrase.—Intransitive.  
 Ex.—“Story being done.”
- U 2 Boat  
 having left wharf ..... an Independent Phrase—Transitive.  
 Ex.—“Boat having left wharf.”
- COMPLEX PHRASES.
- V Of gaining time ..... a Participial Phrase the Object of a  
 Preposition.  
 Ex.—“Of gaining time.”
- W On bed  
 of sea-flowers ..... Principal Phrase Prepositional, or Infinitive.  
 Auxiliary Phrase Prepositional, or Infinitive.  
 Ex.—“On bed of sea-flowers.”
- X Saying ..... a Participial Phrase, having a Sentence  
 for its Subsequent.  
 Ex.—“Saying, we will reply.”
- Y ..... Adjunct Word—Adjective or Adverb.
- Z ..... Compound Adjunct.

REM.—1. With the exception of the last two, the above Diagrams are adapted to the *Principal Elements* of a Sentence or of a Phrase. In the exercises which follow, these Elements are variously modified by Adjunct Words, Phrases, and Sentences.

2. The whole Predicate—consisting of one, two, three, four, and sometimes five words—is placed in one Diagram, as exhibited on the following pages.

QUESTIONS FOR REVIEW.

- PAGE 38. Why are Sentences classified? ..... See Remark.  
 How are Sentences classified?  
 What is an *Intransitive Sentence*? ..... See Def. 43.  
 May Intransitive Sentences be either Simple or Compound? ..... See Obs.  
 Make Intransitive Sentences. .... Simple.  
 Make “ “ ..... Compound.
39. What is a *Transitive Sentence*? ..... See Def. 44.  
 Make Transitive Sentences ..... Simple.  
 Make “ “ ..... Compound.  
 What is a *Simple Sentence*? ..... See Def. 45.  
 Make Simple Sentences. .... Intransitive.  
 Make “ “ ..... Transitive.  
 What is a *Compound Sentence*? ..... See Def. 46.  
 Make Compound Sentences ..... Intransitive.  
 Make “ “ ..... Transitive.
40. What are *Clauses* of a Sentence? ..... See Def. 46 (b)  
 What Elements in a Sentence may be compounded? See Obs. (1-7).  
 Make Sentences having Compound. .... Subjects.  
 Make “ “ “ ..... Predicates.  
 Make “ “ “ ..... Objects.  
 How numerous may be the *Clauses* of a Sentence?  
 What is a *Mixed Sentence*? ..... See Def. 46 (c).  
 Make Mixed Sentences—1st Clause Transitive.  
 Make “ “ 2d Clause Transitive.
41. What is a *Principal Sentence*? ..... See Def. 47.  
 What is an *Auxiliary Sentence*? ..... See Def. 48.
42. What is a *Complex Sentence*? ..... See Obs.  
 Make Compound Sentences.  
 What are the *offices* of Auxiliary Sentences? ..... See B  
 By their offices, how are Auxiliary Sentences distinguished?
43. What is a *Substantive Sentence*? ..... See Def. 49.  
 Make a Substantive Sentence that shall be the *Subject* of a  
 Principal Sentence.  
 Make a Substantive Sentence that shall be the *Object* of a  
 Principal Sentence.  
 What is an *Adjective Sentence*? ..... See Def. 50.  
 Make Adjective Sentences.
44. What is an *Adverbial Sentence*? ..... See Def. 51.  
 Make Adverbial Sentences.

EXERCISES IN ANALYSIS.

REM.—1. In the following Exercises will be found Sentences of every grade—from the most simple to the most complex. The Teacher will find exercise for his judgment and discretion in assigning the Sentences to his pupils (for analysis) according to their several capacities.

2. The Teacher will find it interesting and profitable to his Pupils to assign to each at least one Sentence, to be placed in its appropriate Diagram—drawn on the black-board *ex tempore*, or on paper by appointment at a previous recitation.

SIMPLE SENTENCES—*Intransitive.*

1. "Now fades the glimmering landscape on the sight."



A Simple Sentence—Intransitive . . . . . See Def. 43

ANALYSIS.

The *Modified Subject* . . . "The glimmering landscape."  
 The *Grammatical Subject* . . . . . "Landscape."  
 The *Modified Predicate* . . . "Now fades on the sight."  
 The *Grammatical Predicate* . . . . . "Fades."

ADJUNCT ELEMENTS.

Of the Subject, { "The" . . . . . a Word.  
 "Glimmering" . . . . . a Word.  
 Of the Predicate, { "Now" . . . . . a Word.  
 "On the sight" . . . . . a Phrase.

CONSTRUCTION.

Elements.	Office.	Class.
Now,	tells <i>when</i> "landscape fades."	Adjunct of "fades."
Fades,	tells <i>what</i> "landscape" does.	Predicate of "landscape."
The,	tells <i>what</i> "landscape."	Adjunct of "landscape."
Glimmering,	tells <i>what</i> "landscape."	Adjunct of "landscape."
Landscape,	tells <i>what</i> "fades."	Subject of "fades."
On the sight,	tells <i>where</i> "landscape fades."	Adjunct of "fades."

Other EXAMPLES applicable to the same Diagram.

2. The studious pupil | seldom fails in his recitation.
3. The arrogant pedant | was quickly banished from the company.
4. Such bright examples | seldom fail, ultimately, to please.
5. That bright meteor | flashed brilliantly athwart the heavens.
6. The young aspirant | never succeeded in his effort.
7. Our brightest students | are also foremost in their sports.

Let each Pupil make a Sentence adapted to the same Diagram.

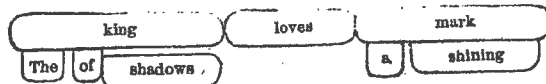
ADDITIONAL EXAMPLES.

Principal Elements similar—Adjuncts dissimilar.

8. "The big tear | then started from his eye."
9. "Morni's face | brightened with gladness."
10. "His aged eyes | look faintly through tears of joy."
11. "We | came to the halls of Selma."
12. "We | sat around the feast of shells."
13. "Fingal | rose in his place."
14. "The sword of Trenmor | shook by his side."
15. "The gray-haired hero | moved before."
16. "On the pathway of spirits  
She wanders alone."
17. "The song of the wood-dove has died on our shore."
18. "And on the stranger's dim and dying eye  
The soft, sweet pictures of his childhood lie."
19. "His hair falls round his blushing cheek, in the wreaths of  
waving light."
20. "A flood of glory bursts from all the skies."
21. "The long, bright days of summer quickly passed."
22. "The dry leaves whirled in Autumn's rising blast."
23. "The garden rose may richly bloom,  
In cultured soil and genial air,  
To cloud the light of Fashion's room,  
Or droop in Beauty's midnight hair."
24. "On Horeb's rock the prophet stood,—  
The Lord before him passed;
25. A hurricane, in angry mood,  
Swept by him, strong and fast;
27. The forest fell before its force;
28. The rocks were shivered in its course;
29. God was not in the blast." (See p. 258, Obs. 3.)

SIMPLE SENTENCES.—*Transitive.*

1.—“*The king of shadows loves a shining mark.*”



A Simple Sentence—*Transitive*.....See Def. 44.

ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject ..... “King.”  
 The Predicate ..... “Loves.”  
 The Object ..... “Mark.”

ADJUNCT ELEMENTS. { Of the Subject, { “The” ..... a Word.  
 Of the Predicate, { “Of shadows” a Phrase.  
 Of the Object, { “A” ..... a Word.  
 “Shining” ..... a Word.

Elements.	Office.	Class.
The,	to tell <i>what</i> “king.”	Adjunct of “king.”
King,	to tell <i>who</i> “loves mark.”	Subject of “loves.”
Of shadows,	to tell <i>what</i> “king.”	Adjunct of “king.”
Loves,	to tell <i>what</i> the king does.	Predicate of “king.”
A,	to tell <i>what</i> “mark.”	Adjunct of “mark.”
Shining,	to tell <i>what</i> “mark.”	Adjunct of “mark.”
Mark,	to tell <i>what</i> the king “loves.”	Object of “loves.”

Other EXAMPLES applicable to the same Diagram.

- The science of Geology illustrates many astonishing facts.
- A love for study secures our intellectual improvement.
- The habit of intemperance produces much lasting misery.
- A desire for improvement should possess all our hearts.
- The use of tobacco degrades many good men.
- A house on fire presents a melancholy spectacle.
- A man of refinement will adopt no disgusting habits.

Let each Pupil make a Sentence for the same Diagram.

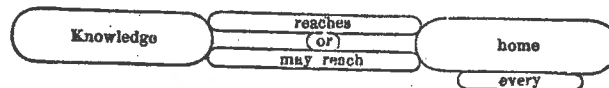
Let the Pupil read only the Principal Elements of the above Sentences. Thus,

Love secures improvement,

Then let him add the Adjuncts to each word.

COMPOUND SENTENCES.—*Transitive.*

1. “*Knowledge reaches or may reach every home.*”



ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject ..... “Knowledge.”  
 The 1st Predicate ..... “Reaches.”  
 The 2d Predicate ..... “May reach.”  
 The Object ..... “Home.”

ADJUNCT ELEMENTS. { Of the Subject ....  
 Of the Predicate ..  
 Of the Object .... “Every.”

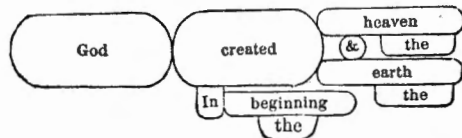
ADDITIONAL SENTENCES,

Having the PRINCIPAL ELEMENTS similar in construction.

- “By thus acting, we cherish and improve both.”
- “Whose potent arm perpetuates existence or destroys.”
- “For which we shunned and hated thee before.”
- “Hope, like a cordial, innocent though strong, Man’s heart at once inspirits and serenest.”
- “Hence every state, to one loved blessing prone, Conforms and models life to that alone.”
- “Mighty Alfred’s piercing soul Pervades and regulates the whole.”
- “Temperance fortifies and purifies the heart.”
- “Bright angels viewed with wondering eyes, And hailed the incarnate God.”
- “Who does not receive and entertain a polite man with still greater cheerfulness?”
- “And oft that blessed fancy cheers, And bears my heart above.”
- “That voice of more than Roman eloquence, urged and sustained the Declaration of Independence.”
- “The pewter plate on\* the dresser, caught and reflected the flame,”

\* See K. y, pages 21 and 79.

1. "In the beginning, God created the heaven and the earth."



ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject ..... "God."  
The Predicate ..... "Created."  
The Objects ..... { "Heaven" and "Earth."

ADJUNCT ELEMENTS. { Of the Subject .....  
Of the Predicate ..... "In the beginning."  
Of the 1st Object ..... "The."  
Of the 2d Object ..... "The."

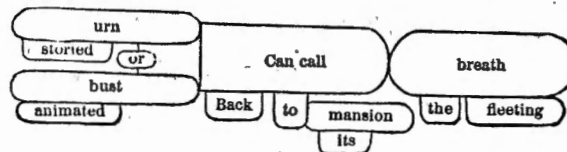
CONSTRUCTION.

Elements.	Office.	Class.
"In the beginning,"	tells when God "created."	Adjunct of "created."
"God,"	tells who "created heaven and earth."	Subject of "created."
"Created,"	tells what "God" did.	Predicate of "God."
The,	tells what "heaven."	Adjunct of "heaven."
Heaven,	tells what "God created."	Object of "created."
And,	joins "heaven and earth."	Conjunction.
The,	tells what "earth."	Adjunct of "earth."
Earth,	tells what "God created."	Object of "created."

ADDITIONAL EXAMPLES, for the same Diagram

2. William loves his study and his play with equal attachment.
3. God, in the creation, has displayed his wisdom and his power.
4. Men gather the tares and the wheat with equal care.
5. We, at all times, seek our honor and our happiness.
6. Students require of the teacher much instruction and some patience.
7. He educated his daughter and his son at great expense.

1. "Can storied urn or animated bust Back to its mansion call the fleeting breath?"



ANALYSIS.

PRINCIPAL ELEMENTS. { 1st Subject ..... "Urn."  
2d Subject ..... "Bust."  
The Predicate ..... "Can call."  
The Object ..... "Breath."

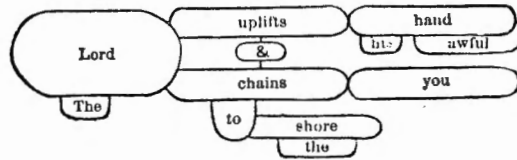
ADJUNCT ELEMENTS. { Of the 1st Subject ..... "Storied."  
Of the 2d Subject ..... "Animated."  
Of the Predicate ..... { "Back."  
"To its mansion."  
Of the Object ..... { "The."  
"Fleeting."

ADDITIONAL SENTENCES,

In which the PRINCIPAL ELEMENTS are similar.

2. "Illuminated reason and regulated liberty shall once more exhibit man in the image of his Maker."
3. "The hunter's trail and the dark encampments startled the wild beasts from their lairs."
4. "Their names, their years, spelled by the unlettered muse, The place of fame and elegy supply."
5. "Thy praise The widows' sighs and orphans' tears embalm."
6. "Hill and valley echo back their songs."
7. "Then Strife and Faction rule the day,"
8. "And Pride and Avarice throng the way."
9. "Loose Revelry and Riot bold, In freighted streets their orgies hold."
10. "Here Art and Commerce, with auspicious reign, Once breathed sweet influence on the happy plain."

1. "The Lord uplifts his awful hand,  
And chains you to the shore."



ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject....."Lord."  
The 1st Predicate...."Uplifts."  
The 2d Predicate...."Chains."  
The 1st Object....."Hand."  
The 2d Object....."You."

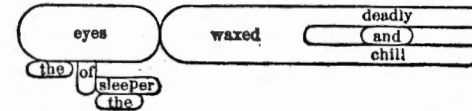
ADJUNCT ELEMENTS. { Of the Subject....."The."  
Of the 1st Predicate....."  
Of the 2d Predicate....."To the shore."  
Of the 1st Object..... { "His."  
Of the 2d Object..... { "Awful."

ADDITIONAL EXAMPLES,

In which the PRINCIPAL ELEMENTS are similar.

2. "He heard the King's command,  
And saw that writing's truth."
3. "For misery stole me at my birth,  
And cast me, helpless, on the wild."
4. "That the page unfolds,  
And spreads us to the gaze of God and men."
5. "Now twilight lets her curtain down,  
And pins it with a star."
6. "They fulfilled the great law of labor in the letter, but broke it  
in the spirit."
7. "Then weave the chaplet of flowers, and strew the beauties of  
Nature about the grave."
8. "He marks, and in heaven's register enrolls  
The rise and progress of each option there."

1. "And the eyes of the sleeper waxed deadly and chill."



ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject...."Eyes."  
The Predicate... "Waxed deadly and chill."

ADJUNCT ELEMENTS. { Of the Subject { "The".....a Word.  
Of the Predicate { "Of the sleeper" .a Phrase.

NOTE.—The words "deadly" and "chill" describe "eyes," and are therefore ADJECTIVES; but they describe by making (in connection with "waxed") an assertion. Hence they are ADJECTIVES IN PREDICATE—they constitute a part of the Predicate.

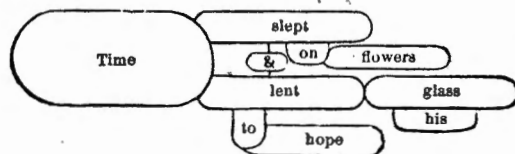
ADDITIONAL SENTENCES,

Having Adjectives or Participles in Predicate.

2. "Age is dark and unlovely."
3. "Bloodless are these limbs and cold."
4. "Now, therefore, be not grieved nor angry with yourselves."
5. "I am perplexed and confounded."
6. "They became agitated and restless."
7. "Rude am I in speech, and little blest  
With the set phrase of peace."
8. "What bark is plunging mid the billowy strife,  
And dashing madly on to fearful doom."
9. "The wares of the merchant are spread abroad in the shops, or  
stored in the high-piled warehouses."
10. "How finely diversified, and how multiplied into many thou-  
sand distinct exercises, is the attention of God!"
11. "Contentment is serious but not grave."
12. "The promises of Hope are sweeter than roses in the bud, and  
far more flattering to expectation."
13. "For cold and stiff and still are they  
Who wrought thy walls annoy."\*

\* Wrought annoyance to thy walls.

1. "Time slept on flowers and lent his glass to hope."



## ANALYSIS.

PRINCIPAL ELEMENTS.	{	The Subject..... "Time."	{	"Slept"..... Intransitive.
		The Predicates.		and
		The Object..... "Glass."		"Lent"..... Transitive.
ADJUNCT ELEMENTS.	{	Of the Subject.....	{	Of the 1st Predicate. "On flowers" . . . a Phrase.
		Of the 2d Predicate. "To hope" . . . a Phrase.		
		Of the Object..... "His" . . . . . a Word.		

## ADDITIONAL SENTENCES,

Adapted to the same Diagram.

2. We sigh for change, and spend our lives for naught.
3. William goes to school, and pursues his study with zeal.
4. James stays at home, and spends his time at play.
5. We shall pass from earth, and yield our homes to others.
6. Fruits ripen in Autumn, and yield us rich repasts.

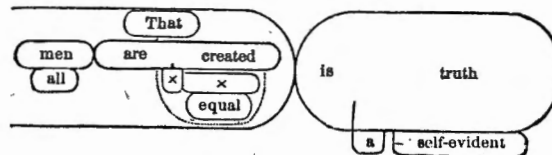
## Other MIXED SENTENCES, with variable Adjuncts.

7. "For Spring shall return, and a lover bestow."
8. "The waves mount up and wash the face of heaven."
9. "In silence majestic they twinkle on high,  
And draw admiration from every eye."
10. "Its little joys go out one by one,  
And leave poor man, at length, in perfect night."
11. "But the black blast blows hard,  
And puffs them wide of hope."
12. "Wreaths of smoke ascend through the trees,  
And betray the half-hidden cottage."

## COMPLEX SENTENCES.

## I. THE AUXILIARY SENTENCES.—SUBSTANTIVE.

1. "That all men are created equal is a self-evident truth."



## ANALYSIS.

PRINCIPAL ELEMENTS.	{	The Subject..	{	"That all men are created equal."	} a Sentence.
		The Predicate..	{	"Is" . . . . . "Truth" . . .	
ADJUNCT ELEMENTS.	{	Of the Subject . . . . .	{	"A."	} "Self-evident."
		Of the Predicate.		"Self-evident."	

## ANALYSIS of the Auxiliary Sentences.

PRINCIPAL ELEMENTS.	{	The Subject . . . . . "Men."
		The Predicate . . . . . "Are created."
ADJUNCT ELEMENTS.	{	Of the Subject . . . . . "All" . . . a Word.
		Of the Predicate . . . . . "Equal."*

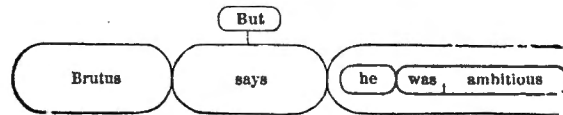
## ADDITIONAL COMPLEX SENTENCES,

Having SUBSTANTIVE SENTENCES for their SUBJECTS.

2. " 'I can not,' has never accomplished anything."
3. " 'I will try,' has done wonders."
4. "That friendship is a sacred trust,  
That friends should be sincere and just,  
That constancy befits them,  
Are observations on the case,  
That savors much of commonplace."

\* A word substituted for the Adverbial Phrase, " [not] equal [rights]."

1. "But Brutus says *he was ambitious.*"



## ANALYSIS.

PRINCIPAL ELEMENTS. { The *Subject* . . . . "Brutus" . . . . a Word.  
 { The *Predicate* . . . . "Says" . . . . . a Word.  
 { The *Object* . . . . { "He was am-  
 bitious" . . } a Sentence.

ADJUNCT ELEMENTS.—None.

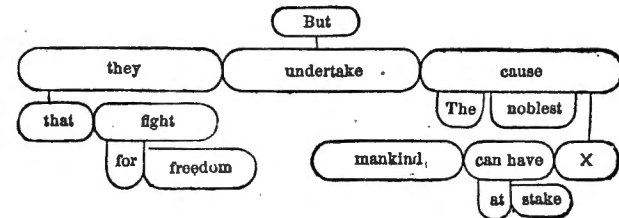
## ADDITIONAL COMPLEX SENTENCES,

Having SUBSTANTIVE SENTENCES for their OBJECTS.

2. "Go to the raging sea, and say, '*Be still.*'"
3. "But tell not Misery's son *that life is fair.*"
4. "'*And this to me?*' he said."
5. "Caesar cried, '*Help me, Cassius, or I sink.*'"
6. "While man exclaims, 'See all things for my use,'"
7. 'See man for mine,' replies a pampered goose."
8. "'Will you walk into my parlor?'  
- Said a spider to a fly."
9. "He knew not that the chieftain lay  
Unconscious of his son."
10. "He shouted but once more aloud,  
'My father! must I stay?'"
11. "We bustle up with unsuccessful speed,  
And in the saddest part cry, '*Droll, indeed!*'"
12. "Then Agrippa said unto Paul, 'Almost thou persuadest me to  
be a Christian.'"
13. "A celebrated writer says, 'Take care of the minutes, and the  
hours will take care of themselves.'"
14. "The little birds, at morning dawn,  
Clothed in warm coats of feather,  
Conclude that they away will roam  
To seek for milder weather."
15. "I tell thee thou art defied."

## AUXILIARY SENTENCES.—ADJECTIVE.

1. "*But they that fight for freedom, undertake  
The noblest cause mankind can have at stake.*"



## A COMPLEX SENTENCE.

## ANALYSIS of the PRINCIPAL SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject* . . . . "They" . . . . } Simple  
 { The *Predicate* . . . . "Undertake" . . } Transitive.  
 { The *Object* . . . . "Cause" . . . . }

ADJUNCT ELEMENTS. { *Of the Subject* . . { "That fight  
for freedom" } a Sentence.  
 { *Of the Predicate* . . ————  
 { "The" . . . . . a Word.  
 "Noblest" . . . . a Word.  
 { *Of the Object* . . { "[That] man-  
kind can have  
at stake" . . . . } a Sentence.

## ANALYSIS of the FIRST AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject* . . . . . "That."  
 { The *Predicate* . . . . . "Fight."

ADJUNCT ELEMENTS. { *Of the Subject* . . . . . ————  
 { *Of the Predicate* . . "For freedom" . a Phrase.

## ANALYSIS of the SECOND AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject* . . . . . "Mankind."  
 { The *Predicate* . . . . . "Can have."  
 { The *Object* . . . . . "[That] understood.

ADJUNCT ELEMENTS. { *Of the Subject* . . . . . ————  
 { *Of the Predicate* . . "At stake" . . . . a Phrase.  
 { *Of the Object* . . . . . ————

*Thus analyze and place in the same Diagram the following*

## ADDITIONAL SENTENCES.

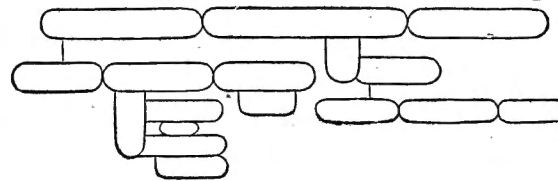
3. And students who love to study, merit the highest honors which teachers can give them.
4. And actions which were founded in justice, produced the good results which we had in view.
5. "But such as seek for truth shall find the richest boon which God to man can give."
6. "And I who bleed for thee,  
Shall claim the brightest gift  
Which thou canst yield to me."
7. "But he who wins at last,  
Shall love the very toils  
Which fortune round him cast."

## THE ADJUNCTS VARY.

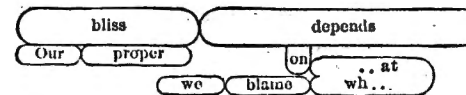
8. "He that walketh uprightly walketh surely."
9. "There is something in their hearts which passes speech."
10. "He is in the way of life that keepeth instruction."
11. "I love the bright and glorious sun  
That gives us light and heat ;
12. I love the pearly drops of dew  
That sparkle 'neath my feet.
13. I love to think of him who made  
These pleasant things for me."
14. "The boy stood on the burning deck,  
Whence all but him had fled :
15. The flames that lit the battle's wreck,  
Shone round him o'er the dead."
16. "I love to hear the little birds  
That carol on the trees."
17. "Poverty and shame shall be to him that refuseth instruction."
18. "Wisdom resteth in the heart of him that hath understanding."
19. "Understanding is a well-spring of life to him that hath it."
20. "But the noblest thing that perished there  
Was that young faithful heart."
21. "Thou hast green laurel leaves that twine  
Into so proud a wreath.
22. Thou hast a voice whose thrilling tones  
Can bid each life-pulse beat." (Page 269, Note 1.)

23. "Around Sebago's lonely lake  
There lingers not a breeze to break  
The mirror which its waters make."
24. "Cold in the dust this perished heart may lie,  
But that which warmed it once shall never die."
25. "He that by usury and unjust gain increaseth his substance,  
shall gather it for him that will pity the poor."

Let the Pupil place Sentence 25 in the subjoined Diagram



1. "Our proper bliss depends on what we blame."



## A COMPLEX SENTENCE—THE AUXILIARY QUALIFIES A PHRASE.

## Elements.

## Offices.

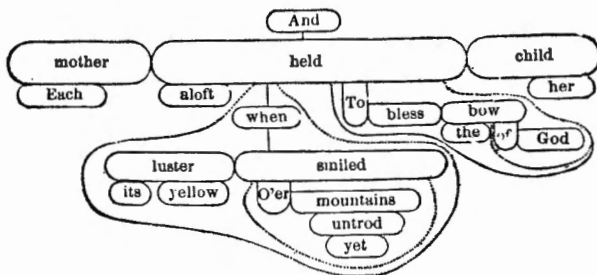
"Our" .....	Adjunct of "bliss."
"Proper" .....	Adjunct of "bliss."
"Bliss" .....	Subject of "depends."
"Depends" .....	Predicate of "bliss."
"On what we blame" .....	Adjunct of "depends."
"What," { [That] .....	Object of "on."
{ [Which] .....	Object of "blame."
"We" .....	Subject of "blame."
"Blame" .....	Predicate of "we."

## ADDITIONAL EXAMPLES.

2. "What thou dost not know thou canst not tell."
3. "I speak not to disprove what Brutus spoke."
4. "Seek not to know what is improper for thee."
5. "But here I stand and speak what I do know."

AUXILIARY SENTENCES.—ADVERBIAL.

1. "And when its yellow luster smiled  
O'er mountains yet untrod,  
Each mother held aloft her child,  
To bless the bow of God."



ANALYSIS of the PRINCIPAL SENTENCE.

FIRST MODEL.

PRINCIPAL ELEMENTS. { The Subject ..... "Mother" .. } Simple  
 { The Predicate ..... "Held" ..... } Transitive.  
 { The Object ..... "Child" ..... }

ADJUNCT ELEMENTS. { Of the Subject. "Each" ..... a Word.  
 { "Aloft" ..... a Word.  
 { Of the Predicate. { "When its yellow luster smiled o'er mountains yet untrod" ..... a Sentence (Adverbial).  
 { "To bless the bow of God" ..... a Phrase.  
 { Of the Object. .... "Her" ..... a Word.

SECOND MODEL.

Elements.	Offices.
"And" .....	Introduces the Principal Sentence.
"When its yellow luster smiled O'er mountains yet untrod," } .....	Adjunct of "held."
"Each" .....	Adjunct of "mother."
"Mother" .....	Subject of "held."
"Held" .....	Predicate of "mother."

- "Aloft" ..... Adjunct of "held."  
 "Her" ..... Adjunct of "child."  
 "Child" ..... Object of "held."  
 "To bless the bow of God" ..... Adjunct of "held."

ANALYSIS of the AUXILIARY SENTENCE.

- "When" ..... Introduces the Auxiliary Sentence.  
 "Its" ..... Adjunct of "luster."  
 "Yellow" ..... Adjunct of "luster."  
 "Luster" ..... Subject of "smiled."  
 "Smiled" ..... Predicate of "luster."  
 "O'er mountains yet untrod" ..... Adjunct of "smiled."

ANALYSIS of the ADJUNCT PHRASES.

- "To" ..... Introduces the Phrase—connects "bless" with "held."  
 "Bless" ..... Object of "to."  
 "The" ..... Adjunct of "bow."  
 "Bow" ..... Object of "bless."  
 "Of God" ..... Adjunct of "bow."  
 "Of" ..... Introduces the Phrase—connects "God" with "bow."  
 "God" ..... Object of "of."  
 "O'er" ..... Introduces the Phrase—connects "mountains" with "smiled."  
 "Mountains" ..... Object of "o'er."  
 "Yet" ..... Adjunct of "untrod."  
 "Untrod" ..... Adjunct of "mountains."

Thus analyze the following ADDITIONAL EXAMPLES.

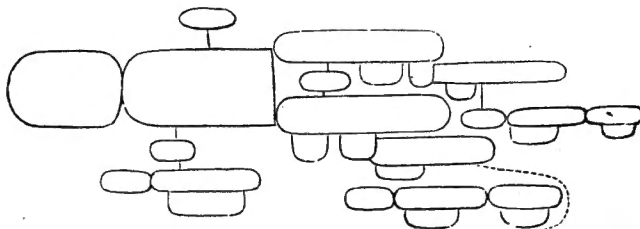
2. "Wherefore is there a price in the hand of a fool to get wisdom, seeing he hath no heart to it."
3. "Yet do I feel my soul recoil\* within me, As I contemplate the dim gulf of death."
4. "If we have whispered truth, Whisper no longer."
5. "Speak as the tempest does, Stern and stronger."
6. "The hoary head is a crown of glory, if it be found in the way of righteousness."
7. "Their advancement in life and in education was such that each ought to have been a gentleman."

\* Page 269, Note I.

8. "The sweet REMEMBRANCE of the just,  
SHALL FLOURISH when *he sleeps* in dust."
9. "But, when he caught the measure wild,  
The old man raised his head and smiled."
10. "There are sumptuous mansions with marble walls,  
Where fountains play in the perfumed halls."
11. "The earth hath felt the breath of spring,  
Though yet on her deliverer's wing  
The lingering frosts of winter cling."

## EXAMPLES

Of SUBSTANTIVE, ADJECTIVE, and ADVERBIAL SENTENCES.



Let the Pupil name the Sentence below adapted to this Diagram, and place it in an exact copy, written on the black-board.

1. "If you would know the deeds of him who chews,  
Enter the house of God, and see the pews."
2. "The man that dares traduce because he can  
With safety to himself, is not a man."
3. "And, as I passed by, I heard the complaints of the laborers who  
had reaped down his fields, and the cries of the poor whose  
covering he had taken away."
4. "The time must come when all will have been said that can be  
said to exalt the character of any individual of our race."
5. "Mysterious are his ways, whose power  
Brings forth that unexpected hour,  
When minds that never met before,  
Shall meet, unite, and part no more."
6. "My heart is awed within me when I think  
Of the great miracle that still goes on  
In silence round me."

7. "When we consider carefully what\* appeals to our minds, and  
exercise upon it our own reason—taking into respectful con-  
sideration what\* others say upon it—and then come to a con-  
clusion of our own, we act as intelligent beings."
8. "Before we passionately desire what\* another enjoys, we should  
examine into the happiness of its possessor."
9. "With what loud applause didst thou beat heaven with blessing  
Bolingbroke, before he was what thou wouldst have him be!"

## PROMISCUOUS EXAMPLES.

1. "The troubled ocean feels his steps, as he strides from wave to  
wave."
2. "Beneath the spear of Cathmar rose that voice which awakes the  
bards."
3. "As they sat down, one said to his friend on his right, 'We  
shall soon see who is who.'"
4. "He sunk to sleep  
With all the nameless shapes that haunt the deep."
5. "Go to the mat where squalid Want reclines,  
6. Go to the shade obscure where Merit pines,  
7. Abide with him whom Penury's charms control—  
And bind the rising yearnings of his soul.†
8. Survey his sleepless couch, and, standing there,  
Tell the poor pallid wretch that life is fair."
9. "It must be sweet, in childhood, to give back  
The spirit to its Maker, ere the heart  
Has grown familiar with the ways of sin."
10. "Wheresoe'er our best affections dwell,  
And strike a healthful root, is happiness."
11. "A man of refinement never has recourse to proverbs and vulgar  
aphorisms."
12. "Across the ocean came a pilgrim bark."
13. "The bark of the trunk of the white oak is frequently variegated with  
large spots."
14. "The wood of the young stocks is very elastic, and is susceptible of  
minute divisions."
15. "The flowers put forth in the month of May."
16. "Night, sable goddess, from her ebon throne,  
In rayless majesty, now stretches forth  
Her leaden scepter o'er a slumbering world."

\* Pages 92 and 222.

† See Key, p. 85.

17. "Vulgarism in language is a distinguishing characteristic of bad company and a bad education."
18. "The wood of the silver fir is not much used as timber."
19. "The hemlock spruce is not much esteemed for timber."
20. "Milton's learning has all the effect of intuition."
21. "His imagination has the force of nature."
22. "Heaven from all creatures hides the book of fate."
23. "And as Jesus passed by, he saw a man who was blind."
24. "If a noble squire had conducted himself well during the period of his service, the honor of knighthood was generally conferred upon him at the age of twenty."
25. "Another bright day's sunsets bathes the hills  
That gird Samaria."
26. "One glance of wonder, as we pass, deserves  
The books of Time."
27. "A fretful temper will divide  
The choicest knot that may be tied,  
By ceaseless, sharp corrosion."
28. A temper, passionate and fierce,  
May suddenly your joys disperse  
At one immense explosion."
29. "But no mere human work or character is perfect."
30. "The profoundest depths of man's intellect can be fathomed."
31. "In the loftiest flights of his imagination, he can be followed."
32. "None of his richest mines are inexhaustible."
33. "Then began he to upbraid the cities wherein most of his mighty works were done, because they repented not."
34. "That secrets are a sacred trust,  
That friends should be sincere and just,  
That constancy befits them—  
Are observations on the case,  
That savor much of commonplace ;  
And all the world admits them."
35. "The dilatory caution of Pope enabled him to condense his sentiments, to multiply his images, and to accumulate all that study might produce or chance supply."
37. "Dryden often surpasses expectation—"
38. "Pope never falls below it."
39. "Dryden is read with frequent astonishment—"
40. "Pope, with perpetual delight."

REM.—For the encouragement of Pupils who may not be able prop-

only to analyze the more difficult of the preceding Sentences, the following Exercises are simplified—

1. The Principal Elements of the Principal Sentences are printed in **SMALL CAPITALS** ;
2. The Principal Elements of the Auxiliary Sentences are printed in *Italic letters* ;
3. The letters in the margin refer to the appropriate **DIAGRAMS** (for the Principal Elements only) on page 45 ;
4. The *forms* and the *offices* of the Phrases are indicated by appropriate references.

THE AMERICAN FLAG.—*J. R. Drake.*

- B. When *Freedom*, from her mountain height,\*<sup>b</sup>  
*Unfurled* her standard to the air,\*<sup>b</sup>
1. I. SHE **TORE** the azure **ROBE** of night\*<sup>a</sup>  
And set the **STARS** of glory\*<sup>a</sup> there ;
  2. I. SHE **MINGLED** with the gorgeous dyes\*<sup>a</sup>  
The milky **BALDRIC** of the skies,\*<sup>a</sup>  
And **STRIPED** its pure celestial **WHITE**  
With streakings\*<sup>b</sup> of the morning light ;\*<sup>a</sup>  
Then, from his mansion\*<sup>b</sup> in the sun,\*<sup>b</sup>
  3. I. SHE **CALLED** her **EAGLE-BEARER** down,  
And **GAVE** into his mighty hand\*<sup>b</sup>  
The **SYMBOL** of her chosen land.\*<sup>a</sup>
- Majestic monarch of the cloud,\*<sup>a</sup>
- B. *Who rear'st* aloft thy regal form,  
To hear the tempest-trumpings loud,†<sup>b</sup>  
And see the lightning lances†<sup>b</sup> driven,†<sup>b</sup>
- A. When *strike* the warriors of the storm,\*<sup>a</sup>  
A. And *rolls* the *thunder-drum* of heaven,\*<sup>a</sup>  
A. Child of the Sun,\* to thee\*<sup>b</sup> 'TIS GIVEN,  
To guard the banner†<sup>c</sup> of the free,\*<sup>a</sup>  
To hover†<sup>c</sup> in the sulphur smoke,\*<sup>b</sup>  
To ward away the battle-stroke,†<sup>c</sup>  
And bid its blendings†<sup>c</sup> shine afar.†<sup>b</sup>  
Like rainbows,\*<sup>b</sup> on the cloud\*<sup>b</sup> of war,\*<sup>a</sup>  
The harbinger of victory.\*<sup>a</sup>

\* Prepositional Phrase.

<sup>a</sup> Adjective Phrase.

<sup>b</sup> Adverbial Phrase.

† Infinitive Phrase.

<sup>c</sup> Independent Phrase.

- 5 A. Flag of the brave,\**a* thy FOLDS SHALL FLY—  
The sign of hope and triumph\**a*—high.  
A. When *speaks* the signal trumpet-tone,  
A. And the long line comes gleaming on,  
B. (Ere yet the life-blood, warm and wet,  
*Has dimmed* the glist'ning bayonet),
6. M. Each soldier's EYE SHALL brightly TURN  
A. To where thy meteor-glories burn,\**b*  
A. And, as his springing steps advance,  
CATCH WAR and VENGEANCE from the glance;\**b*  
B. And, when the cannon-mouthings loud  
*Heave*, in wild wreaths,\**b* the battle-shroud,  
C. And gory sabers rise and fall,  
Like shoots\**b* of flame\**a* on midnight's pall,\**b*
7. A. There SHALL thy VICTOR-GLANCES GLOW ;  
8. A. And cowering FOES SHALL SHRINK beneath  
A. Each gallant arm\**b* that strikes below  
That lovely messenger\**b* of death.\**a*  
Flag of the seas,\**a* on ocean's wave,\**b*
9. A. Thy STARS SHALL GLITTER o'er the brave;\**b*  
A. When *death*, careering on the gale,\**b*  
*Sweeps* darkly round the bellied sail,\**b*  
A. And frightened waves *rush* wildly back,  
Before the broadside's reeling rack,\**b*
10. C. The dying WANDERER of the sea\**a*  
SHALL LOOK at once\**b* to heaven and thee,\**b*  
And SMILE to see thy splendors†*b* fly†*b*  
In triumph\**b* o'er his closing eye.\**b*  
Flag of the free heart's only home,\**a*  
By angel-hands\**b* to valor\**b* given,
11. B. Thy STARS HAVE LIT the welkin DOME,  
12. A. And all thy HUES WERE BORN in heaven :\**b*  
13. B. For ever\**b* FLOAT that standard SHEET !  
14. A. Where BREATHEs the FOE *but falls* before us,\**b*  
With‡ Freedom's soil beneath our feet,\**b*  
And Freedom's banner streaming o'er us?†*b*

† See page 233, Obs. 7. See also Key, p. 45.

## PART II.

### ETYMOLOGY.

REMARK 1.—IN PART I. we have considered—

1. The *Structure* of Sentences and of Phrases ;
2. The *Elements* which compose a Sentence or a Phrase ;
3. The *Classification* of Sentences and of Phrases ;
4. The *Analysis* of Sentences—*Proximate* and *Ultimate*.

REM. 2.—IN our progress through PART I. we have seen,

1. That the *Proximate Analysis* of a Sentence consists in resolving it into its *immediate Constituent Elements*.
2. That the *Ultimate Analysis* of a Sentence consists in reducing its *Proximate Elements* to the *WORDS* which compose them.

REM. 3.—We have next to consider the history of *WORDS*—considered as ultimate Elements of Sentences—including

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1. Their <i>Formation</i> . | 3. Their <i>Classifications</i> . |
| 2. Their <i>Functions</i> . | 4. Their <i>Modifications</i> .   |

The Science of Language embraces,

1. ORTHOGRAPHY—which treats of the *Structure* and *Form* of Words.
2. ETYMOLOGY—which treats of the *Classification* and *Modification* of Words.
3. SYNTAX—which treats of the *Relation* and mutual *Dependence* of Words.
4. PROSODY—which treats of the *Arrangement* and *Utterance* of Words.

REM.—A true system of Analysis requires that the *Functions* of Words be discussed previous to the consideration of their *Elements*. Hence we have placed an outline of ORTHOGRAPHY in the Appendix to this Work.