

500

PROGRESSIVE EXERCISES

PARSING.

ADAPTED TO MURRAY'S AND OTHER APPROVED
TREATISES OF ENGLISH GRAMMAR.

BY JOHN FROST.

SECOND EDITION.



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HILLIARD, GRAY, LITTLE AND WILKINS.

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DISTRICT OF MASSACHUSETTS, TO WIT:

District Clerk's Office.

BE IT REMEMBERED, that on the thirty-first day of August, A. D. 1827, and in the fifty-second year of the Independence of the United States of America, *Hilliard, Gray, Little and Wilkins*, of the said District, have deposited in this Office the title of a Book, the right whereof they claim as proprietors, in the words following, to wit:

"500 Progressive Exercises in Parsing. Adapted to Murray's and other approved treatises on English Grammar; by *John Frost*."

In conformity to the Act of the Congress of the United States, entitled "An Act for the Encouragement of Learning, by securing the Copies of Maps, Charts and Books, to the Authors and Proprietors of such Copies, during the times therein mentioned:" and also to an Act, entitled, "An Act supplementary to an Act, entitled, An Act for the Encouragement of Learning, by securing the Copies of Maps, Charts and Books, to the Authors and Proprietors of such Copies, during the times therein mentioned; and extending the Benefits thereof to the Arts of Designing, Engraving and Etching Historical, and other Prints."

JNO. W. DAVIS, { *Clerk of the District
of Massachusetts.*

JAMES LORING, PRINTER.

PREFACE.

THE difficulties, which present themselves to the young pupil in English Grammar, on his first beginning to parse, have long been a subject of complaint. To distinguish the different parts of speech, to determine whether a noun be in the nominative or objective case and whether a verb be active or neuter, to ascertain the rule of syntax under which a particular form of construction falls, to fill up elliptical, and phrase inverted sentences, (all which are necessary to a knowledge of syntax) are difficulties, which are continually occurring, and are only to be overcome by years of application, or removed by the use of those instruments, which simplify the other sciences, viz. classification and arrangement.

The present publication professes to be no more than a single step towards a classification of the forms of English construction. If it should serve to attract the attention of some person who has the leisure and ability requisite for completing such a classification, the author will deem himself fortunate in having furnished so seasonable a hint;

--still more fortunate, should it be the means of rendering the study of English Grammar easier and more interesting to the young, and occasion any considerable saving in the precious time usually devoted to that study.

To such instructors as may be induced to make trial of this book, the author would remark, that it is designed for a first book of Exercises in Parsing, to be used as soon as the pupil has committed to memory the whole or such portions of the Grammar as the instructor may think fit. It is recommended that each pupil should be required to parse the whole of one of the short sentences, instead of one word at a time, and to give the rules of syntax, and that each parsing lesson should be accompanied by a short review of that part of the Grammar which it illustrates, and by such oral instruction as every able teacher knows how to communicate.

J. F.

Boston, August, 1827.

N. B. It was originally designed to confine these exercises to Syntax; but at the suggestion of an eminent instructor in this city, a few Exercises in Etymological Parsing have been prefixed to the Syntactical Exercises.

EXERCISES IN ETYMOLOGICAL PARSING.



LESSON 1.

ARTICLE AND SUBSTANTIVE.

The President.	Honesty's reward.
The General.	The continent.
A man.	An island.
A woman.	A lion.
An acorn.	Integrity.
An honour.	A hero.
The Congress.	An Alfred.
The truth.	Sages.
Boston.	The Livingstons.
London.	The Missouri.
The Hudson.	Lake Ontario.
The Potomack.	Mount Sinai.
Justice.	Providence.
Patience.	A horse.
A house.	A child.
A hunter.	An outlaw.
The patriot's pride.	James's honour.
James Munroe.	William's truth.
The manufacturer's interest.	Mr. Williams's store.
John Brown's book.	James river.
An altar.	The theatre.
A tree.	Wisdom.
The soldiers' barracks.	Pride.
The boy's hat.	A dog.
Rhode Island.	An oak.
Washington.	An amulet.

ARTICLE, ADJECTIVE, AND SUBSTANTIVE
LESSON 2.

A good man.	The North River.
A wise son.	Spanish honour.
A dutiful child.	Great examples.
An old house.	A proud triumph. [ube.
An able seaman.	The dark rolling Dan-
An undoubted character	The silver-suited morn.
The true patriot.	Limpid streams.
The elder brother.	Whispering pines.
The younger sister.	The bubbling fountains.
A better soldier.	A shady retreat.
The best general.	An unbounded freedom.
The truest honour.	Outrageous conduct.
The latest news.	Assurance unparalleled.
A bad man.	Silver ewers.
A worse boy.	Beauty's best ornament.
The worst person.	Woman's brightest grace
An interesting story.	A free country.
A fortress impregnable.	Armed bands.
Ancient palaces.	Unqualified praise.
Integrity unshaken.	An ability proved.
A wall decayed.	Austrian armies.
A building shattered.	Italian scenery.
An honest lawyer.	A Russian Winter.
True patriotism.	A circulating library.
Franklin, the American	The French police.
sage.	The press unshackled.
Mighty conquerors.	The tried temper.
The statesman's true	Unaccountable folly.
interest.	Retiring modesty.
Poor Richard's Alma	Purling brooks.
North America. [nack.	Waving branches.

EXERCISES

IN

SYNTACTICAL PARSING.



LESSON 1.

Substantive and regular verb neuter. Indicative mood.

John walks. William moves. Charles talks. A horse neighs. Lambs bleat. The rain ceased. The flowers bloomed. The cannons roared. The trumpet sounds. Heroes have died. The boys have played. The scholars have studied. The carriage has passed. The bell had tolled. The kittens will frolick. The dog had growled. A thief shall suffer. A liar will suffer. The boy will have repented. A lady will have fainted.

LESSON 2.

Regular verb active. Indicative mood. Substantive in its three cases.

John followed Charles. William calls George. A man has passed the house. The

lanplighter has lighted the street. The morning will furnish nature's light. George's mother will reward industry. Henry's brother shall visit the school. George's father's carriage passed the schoolhouse.

LESSON 3.

Potential mood. Adjective.

George can open the window. The air would enter the room. Truants should suffer punishment. Idlers should receive reproof. Industrious boys may receive encouragement. Studious girls should obtain many rewards. Could George obtain a medal? William might have laboured. Caroline should have observed Mary's directions. Mary would have repeated the lesson. Charles could have returned.

LESSON 4.

Potential and subjunctive moods. Personal Pronoun.

If George return, William will go. Though Frank hide his fault, escape from conscience is impossible. Unless Henry return, William's uncle will miss a companion. If William lose the book, the loss will be great. If the man has offended, he should acknowledge the fault. If Charles will attend the auction, the

auctioneer will sell good books. Charles may obtain a cheap library. If John wished for money, Frank would procure it. If the boys had not recited well, disgrace would have been the consequence.

LESSON 5.

Personal Pronoun. Regular Verb.

Thou walkest. He honours them. I encourage him. We commended her. He considers well. They will surpass us. He has deceived them. You have determined. Ye have conquered. Thou hast convinced me. He admired you. They persecuted us. We pitied them. They revile thee. Thou blestest them. She despised reproof. Misfortune surprised her. He praised himself. We cannot commend him. She respected herself. They deceived themselves. I esteemed her. They neglected him. She would have perceived it. They could have regarded it. We should search ourselves. You should not deceive yourselves. The child laughs; it cries. It cannot walk. It cannot support itself.

LESSON 6.

Adjective Pronoun. Regular Verb.

I received my books. He feared his enemies. Charles loves his case. You can re-

cover your property. They might restore to us our rights. We will not oppose their wishes. She can finish her work. Thou hast preferred virtue to pleasure. He served his country. They travelled with their servants. She will succeed in her design. We should preserve our integrity. You promised your assistance.

LESSON 7.

Adjective Pronoun.—Continued.

Each man arrived at his station. Every reproof should produce its effect. His father and my brother reside in Boston. William's sister lives with her aunt. Either party can repair the injury. This man defers his own happiness. That boy might have improved his time. These men may have boasted of their attainments. Those things have remained. Any man may practise these virtues. Some persons can never acquire property. Other persons amass wealth with little exertion. One man labours for wealth. All men desire happiness. Good men will attain it. Such men arrive at happiness sooner or later.

LESSON 8.

Adjective Pronoun used as a Noun.

One loves his ease. Another delights in exertion. Some always pursue pleasure.

Others satisfy themselves with employment. Each requires occupation. Either will answer his purpose. All may improve their talents. This delights me. That disappoints her expectations. These resolve on some active pursuit. Those defer all employment. He did not expect this. We should prefer that. He requires all. None attend to it carefully.

LESSON 9.

Adjectives used as Substantives.

The rich should relieve the poor. The learned may instruct the ignorant. Many disregard advice. Few walk in the ways of wisdom. Respect thou the good. We should not neglect the unfortunate. Where he has bestowed much, he will require much. A little will satisfy me. I prefer the useful to the beautiful. The diligent usually succeed. The industrious acquire wealth. The idle may expect poverty.

LESSON 10.

*Regular Verb and Irregular Verb TO BE. Preposition.
Adverb.*

George is a very good boy. William loves George very much. Philip is too fond of play. Charles was not there. John Orton is not fond of study. John has not been an

industrious boy. George Washington was a great man. The old men are proud of him. The boys had been out of school for an hour. The girls were at their lesson in Geography. The time will be very short. The scholars must be diligent. The examination shall not be long. A diligent boy will be a successful scholar. George may be wrong. William may have been right.

LESSON 11.

Irregular Verb TO BE, continued.

Charles might be at the head of the class. Henry could be in a very high rank. Henry would be proud. George might have been monitor. George was very negligent. If Charles were a good writer, he would be a candidate for a medal. Doctor Franklin was the donor of the boys' medals. If William had been diligent, praise would have been his reward. If James will be leader, there may be good sport. Can George run fast? Is William a good draughtsman? I am not able to inform you.

LESSON 12.

Regular Verb passive.

James is loved. Charles has been chastised. George was caressed. A man had

been called. A horse will have been hired before George will return. The thief will be punished. The time has been wasted in idleness. Money may be obtained. Can a proud man be respected? John might be praised without injury. George may have been slighted. He could not have been entirely neglected. A house would have been repaired for the man. He would not be satisfied with an old house. Attention might have been required. Labour should not have been exacted.

LESSON 13.

Regular Verb passive, continued.

If a boy be encouraged, he will be improved. If a man be praised, the praise should be bestowed while he is absent. Whether George be admonished or not, he has deserved it. Unless great labour had been bestowed on the repairs of the ship, she would not have been insured. If Charles has been injured, he should be indemnified. Though a man be possessed of much riches, he cannot be happy, unless he be endowed with virtue. If George will be advised by good friends, he may be saved from ruin. Good advice should never be neglected. Old friends should not be disregarded. Can their kindness be re-

membered without gratitude? Can their virtues be overlooked without injustice?

LESSON 14.

Irregular Verb.

John struck Charles. The sun shines brightly. I love to feel its warmth. Speak to that young man. A certain man drew a bow at a venture. Call William's brother to go with us. Thou art the man. He cannot run fast. You love to spend money in trifles. They make much trouble. Have you ever heard the story of the whistle? Ask William to read it. John's father has written to him to come into the country. Will John's brother go with him? Arise, and go to thy house. Bear your misfortunes with patience. Good fortune may yet fall to you. Look forward with hope.

LESSON 15.

Irregular Verb, continued.

My house is not sold. John's brother will sell his farm. I shall buy it. Find my cloak, Charles. Do not forget my umbrella. Our side of the street has become quite dry. How long has that old man lain upon the sidewalk? I have written three long letters.

You have seen the longest letter. Ye are hypocrites. Thou strivest against a strong adversary. Thine are severe troubles. My enemies are numerous. My powers are exhausted. Take thy reward.

LESSON 16.

Relative Pronoun.

The man, who really loves virtue, will practise it. Was any man present, who knew the facts? Love not the sport, which causes pain to any living creature. Do good to those, who do good to you. Be grateful to your benefactors, who have been kind to you. Practise obedience to your parents, to whom you owe your support and your education. Never be guilty of that, which is dishonourable. That, which God delights in, must be happy. We made peace with the people, whom we had conquered. See the return, which they make for all these favours!

NOTE. It is recommended to let one pupil parse the relative clause, and another the rest of the sentence, to accustom them to the distinction.

LESSON 17.

Relative Pronoun, continued.

George takes no delight in amusements, which are mischievous. The life, which a

good man leads, is happy. The time, which is spent in study, is not lost. The hours, in which we take wholesome exercise, are not thrown away. Choose those amusements, which exercise the body without any injury to health. Avoid those amusements, which tend to injure the morals. Never play at games, in which money or any other thing is lost by one party and gained by the other. The boy, whose hours of play are free from mischief and bad humour, is happier than he is, who indulges evil propensities when he is free from restraint. He, that would be happy, should be virtuous. They, that will be rich, must be frugal. He, that would thrive, must rise early.

LESSON 18.

Compound Relative Pronoun.

Do what you know is right. Love that, which you know to be honourable. Choose what is good. Take what belongs to you. Never meddle with what belongs to another. To those, who were sick, I administered what would heal them. I renounced what I did not approve. I addicted myself to what I esteemed honourable. What I did not approve, I would not practise. What I had earned, I retained. What fell to me by good fortune, I laid up.

LESSON 19.

Interrogative Pronouns, used as Substantives and as Adjectives.

Who approaches? What do you seek? Whom has he sought? Which is this? To which person did he apply? For what purpose was the application made? To whom was the letter directed? Who brought an answer? What could he expect? Which was the proper person? For whom was this brought? Which is the man, to whom you applied? What was the nature of the application, which you made?

LESSON 20.

The same words constituting different parts of speech.

Honour the brave. Honour is the reward of courage. He hopes for promotion. May his hopes not be disappointed. That is to aid you. Give me the aid I require. I do not know that you require any. Any one may hand it to him. Hold up your hand. Take hold of my cane. Frank will cane him severely. How calm is the lake. I expected a calm. Endeavour to calm your spirits. He is her inferiour in some things. His writing is not inferiour. We strive to excel. Give it to me. Walk to and fro.

LESSON 21.

The same words constituting different parts of speech, continued.

He is still anxious. He can still the storm of passion. How still is the scene! A still is a vessel for distillation. Damp weather is unpleasant. They cast a damp on our spirits. It was but a stone's cast from us. Labour cheerfully. Labour promotes health. You will damp your feet. His darts are keen. He darts an angry look. She looks disturbed. Let us dash it out. The water went, dash! on his head. He drew a dash across it with his pen.

LESSON 22.

The infinitive used as nominative. Part of a sentence used as nominative. The case absolute. The infinitive mood absolute.

To persevere is commendable. To see an old friend is pleasant. To hear musick pleases me. To ride promotes health. What is more exhilarating than to ride on horseback? To honour our parents is a divine command. The guards waiting, he is led out. The prize having been awarded, we went home. To confess the truth, he was wrong. To conclude, I will name the conditions. He being responsible, you may be free. Charles mak-

ing no objection, I agree to it. To make a confession, I was willing to connive at this proceeding.

LESSON 23.

Two or more substantives, or a substantive and pronoun singular, with a verb in the plural.

The same connected by a disjunctive conjunction, and requiring a verb in the singular.

A noun of multitude with a verb singular or plural.

Honour and shame from no condition rise. Demosthenes and Cicero were eloquent. The rain and the dew descend on all alike. The wise and foolish, the rich and the poor, are all liable to misfortune. John and William were there. Either James or John is wrong. Hope or fear was predominant. Both William and George are to be here. The assembly was large. Congress has risen. The crew were running in different directions. The multitude pursue pleasure as their chief good. The army is defeated. The people do not approve the measure. They oppose it strenuously.

LESSON 24.

Pronouns agree with the nouns for which they stand, in number and gender. Interjections govern pronouns of the first person in the objective case, and of the second person in the nominative.

I, who am no conjurer, can do that. Thou who knowest me, shalt answer. He, who is innocent, should not fear. We, who were there, saw no such appearance. The soldiers, that advance foremost, fall soonest. You, who are first, should retire. Where are they, who were most active? Ah me! how unfortunate I am! O ye, who are prosperous, pity the wretched! We, who are free, know not the sorrows of the slave. He who is wise will heed these admonitions.

Oh, thou, Parnassus! whom I now survey. *Byron.*

Ah me! neglected on the lonesome plain,
As yet young Edwin never knew your lore. *Beattie.*

LESSON 25.

Participles and participial Nouns.

I am walking very fast. George is making rapid progress in his studies. William came running to his mother. The enemy, believing themselves to be secure, were in no haste

to pursue those, who were retreating. By the observing of rules we avoid mistakes. John was sent to prepare the way by preaching repentance and by instructing the people. He was fond of reading poetry and writing themes. Having been reprov'd, Walter will reform. It is an undervaluing of his merits. Having been long in Spain, he was familiar with the Spanish customs. His having been unfortunate is no disgrace. He was already reduced to a skeleton. He had long been completely discouraged and broken down. Generally speaking, she was affable. I am tired of hearing long speeches.

LESSON 26.

Government and agreement of Participles. The Conjunction, as used as a relative Pronoun. Adverbs and adverbial phrases.

He was reposing in the shade. The bashaw was reclining on a sofa, smoking tobacco and drinking coffee. The Janissaries were forming their line. The French were just commencing the attack. Napoleon was observing their operations with his pocket telescope. Such as retreated early escaped. Such as remained were taken. He granted a parole to such as pleased him. He spoke unaffectedly and very pleasantly. He retired

very early, and appeared no more. At last they approached. In fine, he positively refused. At length we were dismissed.

LESSON 27.

The possessive case. Nouns in apposition. The nominative case independent.

John's brother lives here. William's wife's sister remains in Boston. Virtue's reward is sure. Alexander, king of Macedon, was surnamed the Great. Mozart, the musical composer, was a great genius. Milton, the poet, was blind. O thou, who rollest above, round as my shield! Hear, sons of men, your teacher.

O thou, the nymph with placid eye!—	
Receive my temperate vow.	Barbauld.
Hail, divinest Melancholy!	Milton.
Mirth! admit me of thy crew.	Id.
Haste thee, nymph, and bring with thee,	
Jest and youthful Jollity.	Id.
But thou, O Hope! with eyes so fair,	
What was thy delighted measure?	Collins.

LESSON 28.

The verb to be, and other intransitive verbs have the same case after them as that which next precedes them. The verbs bid, dare, need, make, see, hear, feel, and let, have the infinitive after them without the sign to before it.

I am he whom you seek. I believe it to be him. He was anxious to be their agent. He

appears a hero. Bid him do it. He dares not do it. I saw him rise. I made the fellow submit. She heard the building fall. He would not let me approach. You need not retire. Can you feel his pulse beat now? He durst not attack me.

LESSON 29.

When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction THAN or AS, but agrees with the verb, or is governed by the verb or the preposition understood. Exception. The relative who sometimes follows than in the objective case. Murray.

Adjectives in the comparative and superlative degrees.

He is richer than you. William is younger than George. It was executed better by you than him. He is as eloquent as Plato. It is as white as snow. Yesterday he bounded as the roebuck; was glowing as the summer fruits. Cato, than whom Rome has produced no firmer patriot, resisted this encroachment of Cæsar. Henry the Fourth was the most illustrious of the French kings. Sully was the most upright of their ministers. D'Aguesseau was the best of their chancellors.

It is darker than midnight. They are worse than their enemies. George was better than his promise. William was the most undaunted of the whole company.

LESSON 30.

Ellipsis or omission of the Verb.

To whom thus Adam. *Question.* What ship brought these goods? *Ans.* The Neptune. *Ques.* What master commands her? *Ans.* George Ormond. He regards his word, but thou dost not. I bought more than you did. William rode farther than you could. He will return, if he can. He may not enter, but you may. He is more fit for the office than his brother. I shall not return home to-night, but you must. Henry will not advance this way, but you will. He could never have brought it to pass, but you might in a short time. Tell me how thou stand'st; thy cause how prospered.

LESSON 31.

Omission of the Preposition.

A noun signifying time, space, direction, distance, or dimension, is often governed by a preposition understood.

He staid an hour. We waited ten minutes. They retreated six miles. He rode this way. He should have built his house forty feet square. George might have been here the first of June. We arrived at Florence June the eighth. He retired the day after we saw him. He went a great distance before he could be overtaken. Charles and

William remained a month. I returned last Friday. Stephen rode three miles. Go home.

LESSON 32.

Omission of the Preposition.

- - Bring me another horse. *Shaks.*
He held a pouncet-box, which, ever and anon, he gave his nose. *Idem.*
Thou, like a sleeping faithless sentinel,
Didst let them pass unnoticed, unimproved.

Cotton.

Like a visit—the converse of friends—or a day,
That bow from my sight, passed forever away:
Like that visit, that converse, that day,—to my heart,
That bow from remembrance can never depart.

Campbell.

Give me a rude and stormy shore,
So power can never threat me more.

Percival.

My gold and silver ye shall fling
Back to the clods that gave them birth.

Everett.

My course was like a river deep.

Id.

Heat me these irons hot.

Shaks.

Give me the iron, I say.

Id.

Bring me a cloak. If the north air bites,

Baillie.

And his wife—by turns she wept and smiled.

Wilson.

If Chanticleer
Would give thee a few lessons, doubtless he
Might raise thy voice.

Bowring's Specimens.

But where, of ye, O tempests! is the goal?
Are ye like those within the human breast?
Or do ye find at length, like eagles, some high nest?

Byron.

LESSON 33.

*Omission of the Conjunction with the subjunctive mood,
and of the auxiliary Verb, and the Pronoun.*

Were we in Syria, I might say
The Naiad of the fount rejoiced in thee.

Hillhouse.

Why distrust my faith?

Id.

Had he seen

Our variegated woods.

Brainard.

O, had I the wings of a swallow, I'd fly
Where roses are blossoming all the year long.

Percival.

Douglas. 'Tis true, and more than I can now remember.
Percy. And never speak of it?

Douglas.

Inly I burn'd;

But honour, pride, forbade. Pilfer from dreams!

Hillhouse.

But ye the mountain stream shall turn
And lay its secret channel bare,
And hollow for your sovereign's urn,
A resting place forever there;
Then bid its everlasting springs
Flow back upon the King of kings;
And never be the secret said,
Until the deep give up his dead.

Everett.

We may die; die colonists; die slaves;
die, it may be, ignominiously and on the scaffold.
Be it so. Be it so.—*Webster.*

Well—we would kill them; challenge twenty more—
Kill them—twenty more—kill them.

Ben Jonson.

Be it Dapple's bray,
Or be it not, or be it whose it may.

Cowper.

Ross. Your eye in Scotland
Would create soldiers, make our women fight,
To doff their dire distresses.

Malcolm.

Be it their comfort,

We are coming thither.

Shaks.

Be the combat our own.

Percival.

LESSON 34.

*Omission of the relative Pronoun, the personal Pronoun,
and the Verb.*

For I have business would employ an age.

Jane Shore.

I had several men in my ship died of calen-
tures.—*Swift.*

They affect to guess at the object they can-
not see.—*Bolingbroke.*

Sound needed none,
Nor any voice of joy. *Wordsworth.*
The thing they can't but purpose, they postpone.
Young.

Strike home! and the world shall revere us,
As heroes decended from heroes. *Percival.*

If you would be happy when you die, be
pious while you live. If you would be cheer-
ful when you are old, be religious while you
are young.—*Cappe.*

All fame is foreign but of true desert;
Plays round the head but comes not near the heart.
Pope.

Sheathe your dagger;
Be angry when you will, it shall have scope:
Do what you will, dishonour shall be humour.
Shaks.

Behoves no more
But sidelong, to the gently waving wind,
To lay the well-tuned instrument reclined.
Thomson.

Come, to the beaming God your hearts unfold!

Who does not act is dead.

There are, I see, who listen to my lay.

Id.

Id.

Id.

Who strikes her, strikes himself. *Shaks.*

Who steals my purse, steals trash. *Id.*

Oft have I dreamed of thee! whose glorious name
Who knows not, knows not man's divinest lore.

Byron.

LESSON 35.

Omission of the Conjunction.

For why? there was but one great rule for all;
To wit, that each should work his own desire,
And eat, drink, study, sleep as it may fall,
Or melt the time in love, or wake the lyre,
And carol what unbid the muses might inspire.

Thomson.

While rocks, woods, streams, around; repose and peace
impart.

Id.

But lo! the sun appears, and heaven, earth, ocean smile.

Beattie.

But who the melodies of morn can tell?
The wild brook babbling down the mountain's side;
The lowing herd; the sheep-fold's simple bell;
The pipe of early shepherd dim descried
In the lone valley; echoing far and wide
The clamorous horn along the cliff above;
The hollow murmur of the ocean-tide!
The hum of bees, the linnet's lay of love,
And the full choir that wakes the universal grove.

Id.

Or chirps the grasshopper one good-night carol more:

Id.

Hence towered on Egypt's plain the giant pyramid.

Anon.

Wear not the forests, now,
Their latest coat of richly-varied dyes? *J. Baillie.*

Here brightly pictured seem
The world's gay scenery and its pageantries.
Bowring's Specimens.

And mute are timbrel, trump, and horn. *Scott.*

Be thoughts of thee a cloudy screen
To temper the deceitful ray. *Id.*

There rose the choral hymn of praise. *Id.*

LESSON 38.

Objective case before the Verb or the Preposition governing it.

Whilst thee the shores and sounding seas
Wash far away. *Milton.*

--- Yet a few days, and thee
The all-beholding sun shall see no more
In all his course. *Bryant.*

Take the wings
Of morning—and the Barcan desert pierce. *Id.*
No thanks he breathed. *Wordsworth.*

While its song,
Sublime as thunder, rolls the woods along.
Bowring's Specimens.

Not fearful, for he nothing fears. *Id.*

Howling thy dreadful roar he oft repeats. *Id.*

The wild horse thee approaches in his turn. *Id.*

The starlight dews
All silently their tears of love distil. *Byron.*

But who the melodies of morn can tell? *Beattie.*

Far along
From peak to peak, the rattling crags among,
Leaps the live thunder. *Byron.*

All, which it inherit, shall dissolve. *Shaks.*

And I the road
Following, that led me to my own abode,
Much wondered. *Cowper.*

How! leap into the pit our life to save? *Id.*

LESSON 39.

The relative placed before the word to which it refers.

The auxiliary removed from the principal verb to which it belongs.

Who noble ends by noble means attains,
Or failing smiles in exile or in chains,
Like good Aurelius let him reign, or bleed
Like Socrates, that man is great indeed. *Pope.*

A breath thou art,
Servile to all the skyey influences,

That do this habitation, where thou keep'st,
Hourly afflict. *Shaks.*

If, whilst they profess only to please, they
secretly advise, and give instruction, they
may now, perhaps, as well as formerly, be es-
teemed with justice the best and most hon-
ourable among authors.—*Shaftesbury.*

Hath not old custom made this life more sweet
Than that of painted pomp? *Shaks.*

Say, will no white-rob'd Son of Light,
Swift darting from his heavenly height,
Here deign to take his hallow'd stand?

Mason.

Neither is religious faith unreasonable, be-
cause it includes miraculous events, nor be-
cause it embraces a series of truths, which no
individual reason could have ascertained, or
of which it may not, even now, see the ne-
cessity.—*Buckminster.*

Because he cannot always, by his short-
sighted vision, discover the tendencies of the
mighty events, of which this earth has been
the theatre, he looks on the drama of exist-
ence around him as proceeding without a
plan.—*Id.*

LESSON 40.

Promiscuous Exercises.

Thee, Gertrude's sad survivor, thee alone—
Heaven's peace commiserate. *Campbell.*

Where shall I seek thy presence? how, unblamed,
Invoke thy dread perfection? *Barbauld.*

Far o'er ether spreads the widening glow;
And, from before the lustre of her face,
White break the clouds away. *Thomson.*

Them to the noon-day toil no harvest calls. *Glover.*

Often, like the evening sun, comes the
memory of former times on my soul.—*Or-
sian.*

Me miserable! which way shall I fly
Infinite wrath, and infinite despair. *Milton.*

He scarce had ceas'd when the superiour fiend
Was moving towards the shore; his pond'rous shield,
Ethereal temper, massy, large and round,
Behind him cast; the broad circumference
Hung on his shoulders like the moon, whose orb
Through optick glass the Tuscan artist views
At evening from the top of Fieschi,
Or in Valdarno, to descry new lands,
Rivers or mountains, in her spotty globe. *Id.*

Homer was the greater genius; Virgil the
better artist; in the one, we must admire the

man; in the other, the work. Homer hurries us with a commanding impetuosity; Virgil leads us with an attractive majesty. Homer scatters with a generous profusion; Virgil bestows with a careful magnificence. Homer, like the Nile, pours out his riches with a sudden overflow; Virgil, like a river in its banks, with a constant stream.—*Pope.*

Say, sweet carol! who are they
 Who cheerly greet the rising day?
 Little birds in leafy bower;
 Swallows twittering on the tower;
 Larks upon the light air borne;
 Hunters rous'd with shrilly horn;
 The woodman whistling on his way;
 The new-waked child at early play,
 Who barefoot prints the dewy green,
 Winking to the sunny sheen;
 And the meek maid who binds her yellow hair,
 And blithely doth her daily task prepare.

Say, sweet carol! who are they
 Who welcome in the evening gray?
 The housewife trim, and merry lout,
 Who sit the blazing fire about:
 The sage a-conning o'er his book;
 The tired wight in rashy nook,
 Who, half asleep, but faintly hears
 The gossip's tale hum in his ears;
 The loosen'd steed in grassy stall;
 The thanies feasting in the hall;
 But most of all, the maid of cheerful soul
 Who fills her peaceful warrior's flowing bowl.

Baillie.