

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 20, 11½ Richmond Street West, Toronto.

ON THE PARSING OF "LIKE."

THE word "like" occasions the teacher of grammar much trouble, chiefly due to the fact that our language has passed in very many features into a stage in which at times the true relations of parts of the sentence are obscured by the omission of words whose force, however, continues to be felt syntactically. The precise origin of "like" is somewhat obscure. The nearest Anglo-Saxon form to it was the adjective, "gelic," similar. It is probable that "like" is simply an aphetic form of "gelic" in its later form of "ylice," "ilike," "ilyke," "alyke," (compare "ywiss," for A. S. "gewiss"). This aphasis was hastened, no doubt, by a similar change in the Norse "glik(r)," like, similar, which became "lik(r)." This is certain, that "like" appears in Middle English as an ADJECTIVE, meaning "alike," "similar." Thus Wiclif wrote: "The kyngdom of hevenes is lije (like) to an housbonde," Matt. xx. 1; "Do in lijk maner," Luke iii. 2; "Y (I) schal schewe to you to whom he is lijk," Luke vi. 47.

It will be noted here that when "like" is followed by a case it takes the preposition "to," "like to an housebonde," "to whom he is like." Similarly we find in the Authorized Version, "like unto a man," "to whom he is like." But modern usage almost invariably drops the preposition, and we have such a construction as:

"Whom art thou like in thy greatness." Ezek. xxxi. 2.

"I saw three unclean spirits like frogs." Rev. xvi.

"Among them all was found none like Daniel, Hananiah, Mishael and Azariah." Dan. i.
"What was he like? I have forgot him." Shakspeare, *All's Well*, i.

With a slight change of sense this adjectival value is preserved in the following sentences, where "like" means, "in a state make possible the action or event to follow." "Likely" is now generally used in this sense.

"He is like to die of hunger in the place where he is, for there is no more bread." Jer. xxxviii.

"You are like to lose your hair." Shakspeare, *Tempest*, iv. 1.

"I was like to be apprehended." *Merry Wives*, iv. 4.

"I am as like to call thee so again." *Merchant of Venice*, i. 3.

From this sense arose a colloquial use of "like" with the verb, "have," in place of "be." This construction is idiomatic and defies "parsing."

"We had like to have had our two noses." *Much Ado*, v. 1.

"Report being carried secretly from one to another in my ship, had like to have been my utter overthrow."—*Raleigh*.

A still further development with the verb, "feel," is found in recent times in such a sentence as, We did not feel like believing his story.

The Middle-English "like" was not only an adjective, but also an ADVERB (compare the adj. and adv. use of fast, hard, soft, loud, etc.), a use that is still common. Examples of this adverbial use are:

"Like as a father pitieth his children, so the Lord pitieth them that fear Him." Ps. ciii. 13.

"My fellow ministers are like (= equally) invulnerable." *Tempest* iii. 1.

With a shade of difference in meaning (= probably):

"Will money buy them? Very like (= probably). *Tempest* v. 1.

Another queer adverbial use is tacking on the word "like" as a modifier after a clause.

"A drop of good beer puts new sap into a man. It oils his joints like." Mayhew (in *Cent. Dict.*)

The adverbial use in comparisons, as in "Like as a father pitieth, so," etc., gave rise, under the influence of such expressions as "He is like me," to expressions such as "He reads like me." Strictly, "like" is here an adverb, "He reads like (in the same manner as) you (read)," but English constructions have constantly treated "like" as having the syntactical value of a PREPOSITION (compare the adjectives, *save, except*, etc., in their prepositional uses). Hence it is regularly followed by the objective case.

"Few in millions can speak like us." *Tempest* ii. 1.

"He flung down his shield,
Ran like fire once more."

—Browning, *Pheidippides*.

The adverbial use is found, though rarely (= "like as"), in such a construction,—

"And yet no man, like he, doth grieve," *Romeo and Juliet*, iii. 5; but this is obsolete.

The omission of the "as" in the conjunctive use of "like as," in such a sentence as "like as a father pitieth his children," etc., gives rise to the common vulgarism of using "like" as a CONJUNCTION, as in, "He speaks like (= as) you do." This usage is generally condemned, though we find a writer like Darwin saying: "Through which they put their heads, like the Gauchos do through their cloaks."

The use of "like" as (a) a NOUN and (b) a VERB, call for no special comment, except that the verbal use was originally impersonal.

(a) "His living like saw never living eye" Spenser, *F. Queen*, i. 7.

"I shall not look upon his like again." *Hamlet*, i. 2.

"One's likes and dislikes."

(b) "An it like your grace." *Tempest*, iv. 1.

MISCELLANEOUS EXAMPLES.

1. Yet like a star, with glittering crest,
Self-poised in air thou seem'st at rest.
2. For never read
Strangers like you that pictured countenance.
3. When I rear my hand do you the like.
4. If the other two be brained like us.
5. Solomon in all his glory was not arrayed like one of these.
6. Be strong and quit yourselves like men.
7. You are like to do such business.
8. 'Tis like to be loud weather.
9. Like cures like.
10. With ships the sea was sprinkled far and nigh
Like stars in heaven, and joyously it showed.
11. All I know
Of a certain star
Is, it can throw
(Like the angled spar)
Now a dart of red,
Now a dart of blue.
12. He is likest to a hog's head.
13. The boy is liker in feature to his father.
14. Books, pictures, and the like.
15. These are as like fools as any.
16. He ran like mad.
17. The cakes went like wild-fire.
18. Here is something like what I want.
19. He never felt like refusing the offer.
20. Such like offers are not to be refused.
21. Who is like unto Thee, O Lord.
22. How can they, like wretched, comfort me?
23. Like me no longer then—love me instead.

24. Though it looks like your work, it is none of you.

25. I like the work well; ere it be demanded (as like enough it will), I'd have it copied.

CORRESPONDENCE.

SUBSCRIBER.—In the extract: "From a child Surajah Dowlah hated the English. It was his whim to do so," "so," is an adverb.

F.H.H.—The analysis of: "An educated man stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man's skill has been able to devise from the earliest times." The sentence is complex. The principal clause is: "An educated man stands in the midst of a boundless arsenal and magazine, filled . . . engines." The subject of this principal clause is "man"; verb, "stands"; extension, (place) "in the midst . . . engines." The phrase, "filled . . . engines," is a participial adjective phrase describing arsenal and magazine. This principal clause is modified by two subordinate clauses (1) "as it were," adverbial subordinate modifying "stands"; (2) "which . . . times," adjectival clause, modifying "weapons . . . engines." The analysis of (1) is plain; of (2) subject, "skill"; comp. of subj., "man's" verb, "has been"; completion of predication "able"; adverbial extension, "to devise . . . times." The phrase, "from the earliest times," is itself an adverbial modifier of "devise."

School-Room Methods.

READING.

NO. II.

BY LITERATUS.

IN No. I., c (ke: se, before e, i, and y), and f (ef), were inserted with typographical errors. Teachers will please correct.

Teach the name of a letter and how to write it. An artist should know the names of his tools. Take the letters one after another in alphabetical order. The order is necessary, and the sooner taught the better. Dictionaries and encyclopedias have their matter arranged alphabetically. Other works of reference, if not, have alphabetically arranged Tables of Contents. We want to enable our pupils to find out know: ledge for themselves.

In Anglo-Saxon times c was called ka. When the Normans began to use the language they softened the name into se, and it has been a stumbling-block in the way of learners ever since. Of all the words in our language, about ten and a half per cent. begin with this letter; nine per cent. when it has the effect found in the name ke, and less than one per cent. when it has the effect in se. Ch requires exceptional treatment and will be taken up by itself. In the First Part of the First Book of the Ontario Readers in most cases c ought to be called ke.

Exercise on c (ke), First Part First Book:—cab, can, car, cart, cat, cats, care; cob, cod, cot, cold, colt; cub, cup, cur, cut, cull, cuff: Second Part First Book:—camp, card, carp, cast, cars, Carlo, carried, cannot, Canada; cord, corn, corner, corners; (o like u short), come, comes, cover, color; curd, cups, curled, curtains; clad, clam, clap, class, clatter; clip, clod, clot, clots, clean, cleaned, clear, clearest, climb, club; crab, crabs, crib, creak, cried, cream, creature.

NOTE.—Naming the first letter of the above exercise ke suggests how the pronunciation of every word in the exercise begins. As intimated above, nine per cent. of all the words in the English language begin with c (ke). Have the learners spell and pronounce each word. Point out the similarities and differences of the words.