

40. Parse the following words in italics :
 "I seem to *have been* only like a *boy* playing on the sea-shore, and diverting myself in now and then *finding* a smoother pebble or a prettier shell than ordinary, *whilst* the great ocean of truth lay all *undiscovered* before me."
41. Write the following sentences with the errors corrected ; and give the reasons for such corrections :
 (a) Wh^t signifies fair words without charitable deeds ?
 (b) The next New-year's day, I shall be at school a year.
 (c) You may choose either of these three books on the table.
 (d) Send the multitude away that it may go and buy itself food.
 (e) The carpenter performed the work agreeable to his promise.
42. Analyze the following sentence :
 "The most singular fact of all is that he should have allowed himself under the circumstances, to be so deceived."
43. Parse the words italicized in the sentence :
 "Anger is a *thing* that those who live under us *suffer* more from than those who live with us.
44. Analyze the following sentence :
 "In a moment, ten *thousand* persons, who crowded the great hall, replied with a *still* louder shout, which made the old oaken roof *crack*; and in another moment, the innumerable throng *without* set up a third huzza, which *was* heard at Temple Bar.
45. Parse the words italicized in sentence 54.
46. Correct the following, giving in every case the reason for the correction :
 (a) "I cannot tell who to compare them to."
 (b) "Write upon your slates a list of the ten first nouns."
 (c) "Everybody trembled for themselves or their friends."
 (d) "The mechanism of clocks and watches were wholly unknown."
 (e) "Either a pestilence or a famine, a victory or a defeat, an oracle of the gods or the eloquence of a daring leader, were sufficient to impel the Gothic arms."
47. (a) Which of the parts of speech have modifications ?
 (b) What are moods ?
 (c) What is an irregular verb ? Give an example.
 (d) What is the difference between a participial adjective and a participle ?
 (e) What is a complex sentence ?
48. Analyze the sentence :
 "But *when* thou doest alms, *let* not thy left hand *know* what thy right hand *doeth*."
49. Parse the words italicized in the foregoing sentence.
50. (a) Construct a complex declarative sentence :—subject, *Winter*.
 (b) Construct a compound sentence :—subject, *The Telegraph*.
 (c) Construct an interrogative sentence of not less than ten words.
51. Correct the following sentences, and give in each case the reason for correction :
 (a) The whole need not a physician, but them that are sick.
 (b) Each of which have stamped their own impress on the character of the people.
 (c) In depicting of character this writer is little better than a mannerist.
 (d) We will send either of those three books on payment of the advertised price.
 (e) I am afraid of the man dying before the doctor can come.
52. What is a participle ? a participial adjective ? a participial noun ? a clause ? a sentence ?
53. Construct a sentence containing not less than twenty words, under each of the three following heads—*a, b, c* :
 (a) A complex interrogative sentence with an object clause ; choose one of the three subjects : High Bridge, Broadway, Brooklyn.
 (b) A complex declarative sentence with an object clause ; choose one of the three subjects : patriotism, obedience, honesty.
 (c) A compound declarative sentence with an adjective clause in both members ; choose one of the three subjects : Columbus, Washington, Lincoln.

54. Analyze,
 Under a spreading chestnut tree
 The village smithy stands ;
 The smith, a mighty man is he,
 With large and sinewy hands ;
 And the muscles of his brawny arms
 Are strong as iron bands.

55. Parse, *smith, he, under, as* and *hands*.

56. Correct the errors (if any) in the following sentences, and give the reasons for such corrections :
 (a) The crowd was so great that the judges with difficulty made their way through them.
 (b) Good order in our affairs, not mean saving, produce great profits to those who use them.
 (c) He is like a beast of prey who destroys without pity.
 (d) He would not be persuaded but what I was greatly in fault.
 (e) I came to see you because I knew you was my old master's friend.

57. In how many ways may "that" be used as a part of speech ? Form separate sentences illustrating the different uses of "that."

58. (a) Reconstruct and correct the following :

maximim for that was his Name though born on the Territories of the Empire descended from a Mixed Race of Barbarians his father was a goth and his Mother of the nation of alani.

- (b) When corrected and reconstructed, analyze your work to prove its correctness, giving only the subjects, predicates and modifiers in the simplest manner, and stating the kind of sentences you have constructed.
 (c) Parse the subjects and predicates for the purpose of ascertaining their agreement.

59. (a) Change the third person singular, present indicative active of the verb "*bring*" to the passive form.

- (b) Give the perfect infinitive of the verb "*come*."
 (c) Give the third person pluperfect indicative active of the verb "*go*."
 (d) Give the second person plural of pluperfect indicative passive of the verb "*raise*."

60. "*Have I no friend?*" quoth he." Parse the italicized words.

61. Construct a simple sentence from the following propositions. (Notice that the main proposition is the fourth :)

- (a) I believe Thomas to be my friend.
 (b) I depended on him for help.
 (c) I had no anxiety for the future.
 (d) I left my home for America.
 (e) I left in the month of June, 1860.

62. Correct the errors in the following sentences and give a reason for each correction.

- (a) He indeed, would be a useful policeman, that should detect all the rogues that were found in every part of the city.
 (b) I am the man that has protected thino infancy and have over loved thee with parental affection.
 (c) There is no other measure here than this ten feet pole.
 (d) We could neither find the place nor the persons by whom the goods had been concealed.
 (e) With the return of spring came four martins, who were evidently the same which had been bred under those eaves the previous year.—*N. Y. School Journal*.

BRAINS OR BRICKS.—"Let us put less money in great school-houses and more in the salaries of teachers. Smaller schools and more teachers, less machinery and more personal influence, will bring forth fruits higher and better than any we have yet seen." There is practical wisdom in these words of Garfield which the American people would do well to heed. There is no doubt that the tendency of our school system is too much in the direction of brick and mortar. We seem to be in danger of forgetting that brain and heart are of far more value in education than brick and mortar. More and better teachers, with better pay, are the greatest need of the hour.—*Ohio Ed. Monthly*.