

The Editor of THE RECORD:

SIR,—I take the liberty of sending down to you a system of combined analysis and parsing, which I have used with profit to my scholars, although it is based on a heresy. By this I mean that I wholly repudiate the modern classification of verbs into transitive, intransitive and attributive, and have reverted to the old nomenclature which styles “attributive” “neuter” verbs. A transitive verb, according to my thinking, is one that requires a direct object as its complement; an intransitive verb requires no complement, and a neuter verb requires a complement in the nominative case. I also make a distinction between pronouns and adjective pronouns.

With these few words for preface, and premising further that I use the broad arrow to signify government of or on its objective, and a perpendicular line to show relationship, I proceed.

The two great divisions of a sentence are subject and predicate; the subject is divided into subject proper and qualifier, the predicate into predicate proper: complement, direct or indirect, and extension. Taking the predicate as the keynote of the sentence, and recollecting that it is always a verb, the subject of the sentence is found by putting *who?* or *what?* *before* the predicate, and asking the question. It is always a noun, or something equivalent to a noun, and in the nominating case. The qualifier of the subject is found by asking *what?* or *what kind?* and is always an adjective, or its equivalent. The predicate is always a verb. The complements, direct or indirect, are found by putting *whom?* or *what?* *after* the predicate; the direct complement is always a noun or its equivalent in the objective case, and the indirect complement is either a noun in the nominative or an adjective. The extension answers to the questions, *when?* *why?* *where?* and *how?* asked with the predicate, and is always an adverb, or its equivalent. Each word in a sentence depends on that which naturally precedes it, and the two together will make a certain amount of sense, independent of the context. These things are, of course, known to all teachers. I simply give them as my preliminary explanations to a class, and go on to give an example:—

“He, who from zone to zone
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone
Will lead my steps aright.”

“When I was a boy it was all my joy
To rest in the scented shade,
When the sun was high, and the river nigh
A musical murmur made.”