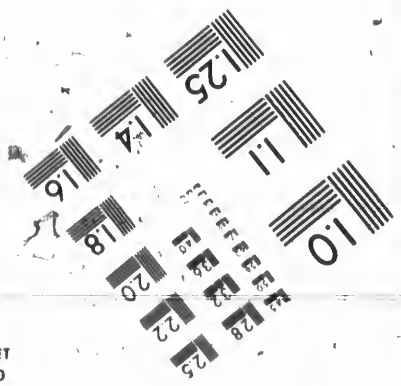
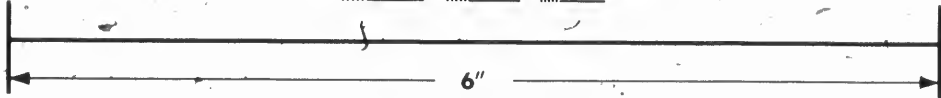
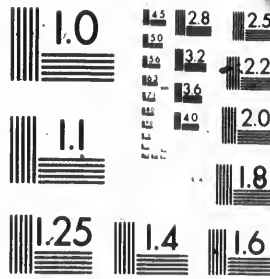


**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques.

© 1987

The copy filmed here has been reproduced thanks to the generosity of:

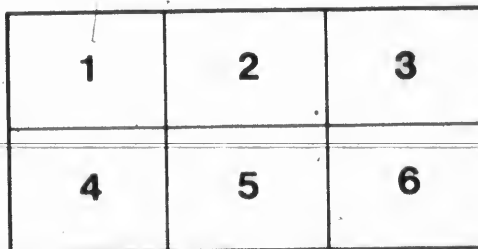
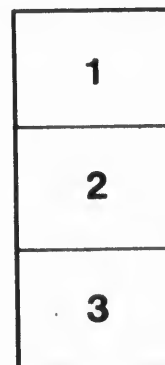
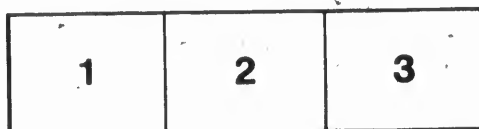
The Nova Scotia
Legislative Library

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol → (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce, à la générosité de:

The Nova Scotia
Legislative Library

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole → signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

NOVA SCOTIA
LEGISLATIVE LIBRARY



PROVINCE HOUSE

NOVA

EN

F

Proscribo

NOVA SCOTIA SCHOOL SERIES.

THE ESSENTIALS

OF

ENGLISH ANALYSIS,

AND AN EXPOSITION OF THE

FUNDAMENTAL LAWS OF SYNTAX,

WITH EXERCISES.

Prescribed by the Council of Public Instruction for use in the Public Schools of Nova Scotia.

A. & W. MACKINLAY.
1867.

NS

425.2

M

HALIFAX:

"Nova Scotia Printing Company," Cor. Sackville and Granville Streets.

4171

m
no
to
fo
stu

cl
th
ful
Ed

in
tes
to
dis
vic
of
sch
wh

PREFACE.

GRAMMAR is the science of sentences. Sentences are made up of elements, some of which are essential and others non-essential. These elements may be classified according to their sentential relations, and each class subjected to a formal investigation. To study a sentence in this way is to study it *Logically*.

Sentences are made up of words. These words may be classified according to their individual meaning or office, and the grammatical properties and relations of each class carefully determined. To study a sentence thus, is to study it *Etymologically*.

Both these methods are essentially analytical, and are in perfect harmony. Both should be combined in good teaching. The teacher is recommended to train his pupils to consider sentences as wholes, and then to arrange and dispose of their elements: and finally to treat of the individual words of which they are composed. A uniform mode of dealing with a sentence should obtain throughout the school. Ample directions are given in the following pages whereby this may be secured so far as relates to the elements

of the sentence. In dealing with individual words the subjoined mode will be found convenient and exhaustive:—

NOUN.

Prop. } Com. } Abstr. }	} numb., pers., gend., case,	} subj. to the verb—: or, absolute. obj. of the verb (or preposit.— attributive to—(if in the possessive, or in the apposition.	} Rule.

VERB.

Trans. } reg. Intrans. } irreg.	} voice, mood, tense, numb., pers.,	} agreeing with its subject.	} Rule.

ADJECTIVE.

Definite. Qualitative, Quantitative,	} in the—degree.	} distinguishing— marking the quality of— marking the quantity of—	} Rule.

ADVERB.

Time. Place. Degree. Manner.	} qualifying the	} verb.— adj.— adv.—	} Rule.

And so of the remaining parts of speech, proceeding from the *general* to the *particular*.

The study of English may be made a *mental discipline* scarcely inferior to the study of the classic language, while for the multitude it yields richer treasures, and is more readily turned to practical account. To secure this, pupils should, in addition to constant practice upon the exercises in Part II, be required to subject passages of their usual reading lessons to a critical examination as to the forms of sentences, the position of the elements, their mutual relations, and their fitness to express the thought intended.

Teachers should require their pupils to practice the exercises given in Part II, as they advance in the study of Part I.

PART I.

ON SENTENCES.

1. A sentence, in its simplest form, is the complete expression of *one single thought*. Such an expression is commonly termed an assertion, or affirmation.

To make an assertion of any kind there must be two notions or ideas in the mind: first, The idea of the thing about which the assertion is made; and, secondly, The idea of that which we assert respecting it.

The very simplest sentence, therefore, must contain two parts, answering to these two ideas; namely, the word or words conveying that about which we assert something, and the word or words that contain the assertion itself. The first of these is called the *subject*; the second is called the *predicate*.

All the names of things which we can think of, as we have before seen, are nouns; and the only part of speech which conveys the assertion is the verb. Hence every sentence must contain a noun, or something equivalent to a noun, and a verb. The noun will always be the subject of the sentence, and the verb will form the predicate.

Sub.
Snow

Pred.
melts.

I. THE SIMPLE SENTENCE.

2. A Sentence is called simple when it contains only one finite verb. The two essential parts of the simple sentence are the Subject and the Predicate.

OF THE SUBJECT.

3. If the subject consists of one unqualified term, it is called a simple subject. The simple subject will generally be a noun; but it may consist of any word used in place of a noun; such as:—

I. A pronoun—*I go.*

II. An adjective—*Many fell bravely.*

III. An infinite verb—*To walk is pleasant.*

Nouns which have merely limiting adjectives attached to them may be considered as unqualified terms, and regarded therefore as simple subjects.

The boys play.

Ten men are gone.

This horse kicks.

4. If the subject consists of a word with one or more qualifications attached to it, it is called an *enlarged subject*. It may be enlarged in the following different ways:

I. By an adjective—*The good man is happy.*

II. By a noun in apposition—*William the Conqueror died.*

III. By a participle, or participial phrase—*William dying soon after, left the kingdom to his son.*

IV. By a noun in the possessive case—*A mother's love prevailed.*

V. By a preposition and its object—*A man of virtue is respected.*

The process by which a term is enlarged, by the addition of various qualifications, may be seen thus:

The child	cries.
The good child	cries.
The farmer's good child	cries.
The farmer's good child, William,	cries.
The farmer's good child, William, of 7 years old,	cries.
The farmer's good child, William, of 7 years old, having lost his leg by an accident,	cries

Here child is the subject, and all the words added simply go to qualify it, *i. e.* to make the idea conveyed more distinct and determinate; but there is no assertion conveyed except by the word "cries."

OF THE PREDICATE.

5. The predicate asserts respecting the subject, either—first, What it is; or secondly, What it does; or thirdly, What is done to it.

Man is mortal. The snow melts.
The child is warned.

6. If the predicate consists of a single verb, or the verb *To be* with a noun, an adjective, or some equivalent phrase after it, it is called a *simple predicate*: as,

Autumn *departs*. Man *is mortal*.
Europe *is a continent*. He *is of sound mind*.

REMARKS.

a. All compound verbal expressions, conveying a single idea, must be regarded as forming simple predicates—as:

The coat *must be mended*. You *ought to go*.

b. The verb "to be" can never form a predicate by itself, except when it means "to exist," as God *is, i. e.* exists.

c. The negative may be taken as a part of a simple assertion—as Strong men *will not fall*.

COMPLETION OF PREDICATE.

7. When the verb is active or transitive it does not convey a complete notion of the action, unless we express the object as well: *e. g.*

"William defeated;"—Here an imperfect assertion is made, unless we specify *whom* he defeated;—"William defeated Harold."

Hence, when the predicate of a sentence consists of a transitive verb, it requires a *completion*, which completion is termed **THE OBJECT**.

8. The predicate may be completed by any term that can express the object of the particular action, which we affirm of the subject. Such object may be expressed by—

I. A noun—Brutus killed *Cæsar*.

II. A pronoun—*Him* the Almighty power hurled headlong.

III. An adjective—He commiserated *the wretched*.

IV. An infinite verb—He loved to *muse*.

V. A participial phrase—He loves walking in the fields.

The predicate may be completed sometimes by a double object—as :

We call *Demosthenes a great orator*.

He dyed *the cloth a red colour*.

REMARKS.

a. Neuter verbs may take an object after them, as well as active,—only the object will generally signify really the same thing as the subject, and consequently it is put in the nominative case. This is seen, wherever the case can be indicated (as in the pronouns), by the form of the word :—

Edward became king.

It is I.

b. Some neuter verbs become active by putting a preposition after them. To despair = neut. verb. To despair of = act. verb. The latter may of course take an object after it, like any other active verb—as :

Pyrrho despaired of *truth*.

EXTENSION OF PREDICATE.

9. The predicate, in addition to being completed by an object, may also be more accurately defined by enumerating any of the circumstances of time, place, manner, etc., which tend to render our idea of the action more explicit and distinct. These we term—*Extensions of the predicate*.

10. The predicate may be extended in various ways :

I. By an adverb—Leonidas died *bravely*.

This may be termed the *adverbial adjunct*.

II. By a preposition and its case—He marched *with a large army*.

This may be termed the *prepositional adjunct*.

III. By a noun in the objective case—He rides *every day*.

IV. By a participle used adverbially—He reads *walking*.

REMARKS.

Observe that a prepositional phrase may belong either to the subject, predicate, or object—as :

A man of *great honesty* is respected.—*To sub.*

The church was situated *on the hill*.—*To pred.*

We always read books of *great merit*.—*To obj.*

11. The circumstances which determine more accurately the meaning of the predicate, may be classified under four heads:

Those relating, 1st, To time; 2dly, To place; 3rdly, To manner; 4thly, To cause and effect.

Adjuncts of Time.

He came *yesterday*. I suffered *for many years*.
The sea ebbs and flows *twice a day*.

Adjuncts of Place.

He lives *in London*. Civilisation travels *westward*.
Learning came *from the east*.

Adjuncts of manner.

Birds fly *quickly*. I am *exceedingly* sorry.
William Rufus was shot *by an arrow*.
They consult *with closed doors*.

Adjuncts of Cause and Effect.

He perished *from hunger*.
With perseverance all things are possible.
The eye was made *for seeing*—(purpose).
Cloth is made *of wool*—(material cause).

To analyze Simple Sentences the following points should be carefully remembered.

First—As a simple sentence can contain only one finite verb, the pupil may select it at once from all other words or phrases, and set it down as the predicate.

Secondly—Consider what is the *nominative* to that verb, and set it down as the subject of the sentence.

Thirdly—See if there are any enlargements to the subject, and arrange them accordingly.

Fourthly—Consider whether or not the predicate consists of an active verb, and if so, look next for its object or completion; consider, moreover, whether that object, when found, has any enlargements similar to those of the subject.

Fifthly—Whether the verb be active, passive, or neuter, consider whether there are any circumstances of time, place, manner, etc., which qualify the action, and set them down as extensions of the predicate.

Sixthly—Be very careful not to mistake a participle or infinite mood for a predicate. The former must be treated only as an adjective, the latter as a noun.

METHOD OF ANALYSING SIMPLE SENTENCES.

EXAMPLE 1.

Hannibal, being sent to Spain, on his arrival there, attracted the eyes of the whole army.

Subject.	Predicate.	Completion of Predicate.	Extension of Predicate.
Hannibal, being sent to Spain, (<i>participial clause.</i>)	attracted	the eyes of the whole army,	on his arrival there. (<i>adjunct of time.</i>)

EXAMPLE 2.

Lastly, came Winter clothed all in frieze,
Chattering his teeth for cold.

Subject.	Predicate.	Completion of Predicate.	Extension of Predicate.
Winter clothed all in frieze, chattering his teeth for cold.	came		lastly

N. B.—Participial clauses, used as in the last sentence, may be put either as qualifications of the subject, or as extensions of the predicate, according as we consider them to be descriptions of the *thing* about which we are speaking, or as modifications of the *action*.

II. THE COMPLEX SENTENCE.

12. A sentence is termed complex, when with only one principal subject and predicate it contains two or more finite verbs. The part containing the main subject and predicate is called the *principal sentence*; those parts which contain any of the other finite verbs are called *subordinate sentences*.

<i>Principal.</i>		<i>Subordinate.</i>
He drove the horse,		which I bought yesterday.

13. Subordinate sentences are of three kinds :

A. The noun sentence. B. the adjective sentence. C. The adverbial sentence.

14. *The noun sentence* is one which, in reference to the principal sentence, occupies the place and follows the construction of a noun. It may therefore take the place either of the subject or the object of a principal sentence.

That we obey the laws of the country is wise.—*Place of Sub.*

He knows *that we are free.*—*Place of Obj.*

15. *The adjective sentence* is one which, in reference to the principal sentence, occupies the place and follows the construction of an adjective.

The man, *who is prudent,* looks to the future.

As the adjective sentence may qualify any noun, it can be attached to any part of the principal sentence where a noun is possible.

16. *The adverbial sentence* is one which, in reference to the principal sentence, occupies the place and follows the construction of an adverb. Like the adverbial adjunct it may relate—

- I. To Time—*When war rages,* the people suffer.
- II. To Place—*Where thou goest,* I will go.
- III. To Manner—He succeeds, *as his father did.*
- IV. To Cause and Effect—such as :
 - a. Ground or reason—He wept, *because his father was not there.*
 - b. Condition—I will not let thee go, *except thou bless me.*
 - c. Concession—*Although we disregard it,* the evil day will come.
 - d. Purpose—*In order that he might escape,* he changed his dress.
 - e. Consequence—He labours so hard, *that he will surely succeed.*

REMARK.

Adverbial sentences are sometimes expressed by a noun joined with the present participle of the verb—as : *spring returning,* the swallows arrive. This is called the *nominative absolute.*

DIRECTIONS FOR ANALYSING COMPLEX SENTENCES.

First—Divide the complex sentence to be analysed into as many portions as there are finite verbs, being careful to arrange all the *adjuncts* with their proper subjects and predicates.

Secondly—Keep the order of these sentences as nearly as possible the same as in the passage to be analysed.

Thirdly—Prefix a letter to each member to designate it; arrange them all in a column, one under the other; and opposite to each write down the kind of sentence, determined according to the explanations given in the preceding sections.

EXAMPLE.

Cæsar, who would not wait the conclusion of the consul's speech, replied, that he came not into Italy to injure the liberties of Rome, but that he came to restore them.

a. Cæsar replied,	Principal sent, to b, c, d.
b. who would not wait the conclusion of the consul's speech.	Adj. sent to a.
c. that he came not into Italy to injure the liberties of Rome,	Noun sent. to a, co-ord. to d.
d. but that he came to restore them.	Noun sent. to a, co-ord. to c.

III. THE COMPOUND SENTENCE.

17. A sentence is called compound, when it contains two or more principal assertions *co-ordinate* with each other.

18. There are three relations in which the parts of a compound sentence may stand to each other—1st. That in which two or more assertions are merely coupled together. 2ndly. That in which two or more assertions are opposed to each other. 3rdly. That in which we account for one assertion by means of another.

19. The first of these relations is called *copulative*; and it presents two principal varieties—

I. When there is equal stress laid on both members—as :

Man proposes and God disposes.

II. When there is a preponderating stress on the second member—as :

He not only forgave him, but sent him away loaded with benefits.

20. The second of these relations is called the *adversative*; and it also presents two varieties—

I. When the second member *negatives* the first—as :

The righteous man has many sorrows, but the Lord delivereth him from them all.

II. When the second members *limits* the first—as :

We ought to rejoice, but we must rejoice with trembling.

21. The third of these relations is called the *causative* ; it presents likewise two varieties—

I. When the dependence involves an effect or consequence—as :

He was an honourable man ; and, *therefore*, his friends trusted him.

II. When the dependence involves a ground or reason :

I go away happy ; *for* I have satisfied him.

EXAMPLE.

Sir Andrew Freeport's notions of trade are noble and generous ; and as every rich man has usually some sly way of jesting, which would make no great figure, were he not a great man, he calls the sea a British common.

- | | |
|--|---------------------------------|
| a. Sir Andrew Freeport's notions of trade are noble and generous ; | Prin. sent. co-ord. to e. |
| b. (and) as every rich man has usually some sly way of jesting, | Adv. sent. (cause) to e. |
| c. which would make no great figure | Adj. sent. to b. |
| d. were he not a great man, | Adv. sent. (condition) to c. |
| e. he calls the sea a British common. | Prin. sent. to b, co-ord. to a. |

CONTRACTION OF SENTENCES.

22. When two or more members of a sentence have the same subject, or predicatè, or object, only once expressed, it is said to be *contracted* ; thus there may be—

- I. Two or more subjects, and one predicate—as :
The trade winds and the moonsoons are permanent.
- II. Two or more predicates, and one subject—as :
The air expands and becomes lighter by heat.
- III. Two or more objects and one predicate,
The sun illumines the mountains and the valleys.
- IV. Two or more similar extensions to one predicate,
Moisture is evaporated from the water, and even from the snow.

EXAMPLE.

Who noble ends by noble means obtains,
 Or failing, smiles in exile or in chains,
 Like good Aurelius should he reign or bleed
 Like Socrates, that man is blest indeed.

<p>a. That man is blest indeed</p>	<p>Prin. sent. to <i>b</i>, <i>c</i>, <i>d</i>, and <i>e</i>.</p>
<p>b. who noble ends by noble means obtains</p>	<p>Adj. sent. to <i>a</i>, enlarg. of sub.</p>
<p>c. or failing smiles in exile or in chains</p>	<p>Adj. sent. to <i>a</i>, co-ord. to <i>b</i>, and contracted in sub.</p>
<p>d. Like good Aurelius should he reign</p>	<p>Adj. sent. (concession) to <i>a</i>.</p>
<p>e. or bleed like Socrates.</p>	<p>Adj. sent. (concession) to <i>a</i>, co- ord. to <i>d</i>, and contracted in sub.</p>

We may now point out the method by which the whole of the principles of Analysis may be combined and applied in one form.

GENERAL FORM OF ANALYSIS

GENERAL FORM OF ANALYSIS.

(See the above sentences.)

Kind of Sentence.	Subject.	Predicate.	Compl. of Pred.	Extens. of Pred.
^a Prin. sent to <i>b, c, d, and e.</i> That man is blessed indeed	That man	is blessed	—	indeed
^b Adj. sent. to <i>a.</i> Who noble ends by noble means obtains	who	obtains	noble ends	by noble means
^c Adj. sent. to <i>a, co-ord. to b, contracted in sub.</i> Or failing smiles in exile or in chains.	who (<i>understood</i>) failing	smiles.	—	in exile or in chains,
^d Adv. sent. (<i>concession</i>) to <i>a.</i> like good Aurelius should he reign.	he	should reign	—	like good Aurelius
^e Adv. sent. (<i>concession</i>) to <i>a, co-ord. to d, and contracted.</i> or bleed like Socrates.	he (<i>understood</i>)	(<i>should</i>) bleed	—	like Socrates.

NOTE.—It is recommended to have copy-book paper of a large size ruled all the way down as above. The sentences to be analyzed can be separated from each other by leaving one horizontal row blank between them, or by writing each sentence out above the analysis. Frequent exercises should also be put upon the blackboards by the pupils.

FUNDAMENTAL ELEMENTS OF LANGUAGE.

23. From the above analysis we see that there are simply four fundamental elements which enter into the composition of language.

1. The noun, or whatever takes the place of the noun. The noun, or its equivalent, always takes the place of the subject and of the object in the sentence.

2. The attribute to the noun, *i. e.*, the objective, or whatever takes the place of the adjective.

The place of the adjective may be taken by the possessive case of another noun, by a participle, by a noun in apposition, and sometimes by a preposition and its case. (Vid. par. 4.)

3. The verb or assertive, which forms the predicate.

4. The adverb or its equivalents.

The equivalents to the adverb are the preposition and its case—as: “He walks *with rapidity*,” and sometimes the participle—as: He goes *hobbling*.

These form the various extensions of the predicate.

If subordinate sentences are employed, these are always equivalent, either to a noun, an adjective, or an adverb; so that every sentence, however developed or however complex, simply contains the same four elements, *viz.*:—The name, the attribute, the affirmation, and the adverbial qualification, as shown by the following table:—

All language consists of

1. Names.	{ Noun. Pronoun. Adjectives used as Noun. Infinite Mood.	} <u>Forming</u> Subject and Object in the sentence.
2. Attributes.	{ Adjective. Possessive Case of Nouns. Participles.	} Enlargements of Subject and Object.
3. Affirmations.	Verbs.	Predicate.
4. Circumstances which qualify the affirmation.	{ Adverb. Preposition and Case.	} Extensions of Predicate.

The conjunction is simply the link between one sentence and another.

ON THE LAWS OF SYNTAX.

I. FUNDAMENTAL LAWS.

24. The principles of Analysis, which have now been explained, show that there are only *three principal relations*, in which words stand to each other in a sentence.

First—The relation between the subject and the predicate. (Predicative relation.)

Secondly.—The relation between the predicate and its various enlargements. (Objective relation.)

Thirdly—The relation between the noun and its attribute. (Attributive relation.)

25. The fundamental law of the predicative relation is as follows:—

Rule I.—*The verb must agree with its subject in number and person.*

REMARK.

The subject is usually said to be in the *nominative* case. In the noun there is no distinction of inflexion to point out the subject and the object: but in the pronoun such a distinction exists, and the proper nominative form must be carefully observed, when the pronoun is used as a subject.

26. The fundamental law of the objective relation is as follows:—

Rule II.—*Active verbs and prepositions take nouns or something equivalent to nouns after them as their object.*

REMARKS.

1.—In the case of pronouns the peculiar objective form must always be used after verbs and prepositions.

2.—Prepositions may relate nouns to other nouns, or to adjectives, or to verbs—as: A man of wisdom. Good for food. He went to school.

27. The fundamental law of the attributive relation is as follows:—

Rule III.—*Every adjective or word used as an adjective qualifies some noun expressed or understood.*

Attributes may be expressed—

- I. By the adjective—*The man, This man, Good man.*
- II. By the possessive pronoun, or the possessive case—*My mother, My father's house.*
- III. By the participle—*The sun, shining in his strength.*
- IV. By a noun in apposition—*William the Conqueror.*
- v. By a preposition and its case—*A man of Wisdom.*

28. To these must be added the two fundamental rules for the use of the adverb and the conjunction; viz.:

Rule IV.—*Adverbs modify the meaning of any words which convey the idea of an action, or attribute, and not the idea of existence.*

i. e.—They may modify the verb, the adjective, and the adverb.

Rule V.—*Copulative and disjunctive particles unite together notions or assertions, which hold the same relation in any given sentence.*

REMARKS.

The distinction should be remembered between conjunctions which merely *couple* words and sentences together co-ordinately, and those which introduce and govern subordinate sentences. Thus,

John goes, and Mary follows,
If John go, Mary will follow.

In the latter case the "if" governs the verb *go*, and modifies the form of the whole sentence to which it belongs.

II. SPECIAL RULES OF SYNTAX.

29. Besides the above five fundamental laws of Syntax, which are the same for nearly all languages, there are a number of special rules relating particularly to the English language, which should be kept in mind, as aids either for composing, or parsing correctly. The most important of these special rules are the following:—

I. RULES RELATING TO THE NOMINATIVE CASE.

a. Two singular nouns as subject, connected by "and," will have a verb in the plural after them—as: *John and Thomas are ready.*

b. Two singular nouns as subject, connected by "or" or

"nor," will have the verb in the singular—as: John or Thomas *has* done this.

c. A collective noun, in which the idea of unity is not prominent, will generally take a verb in the plural—as: The people were divided.

N. B.—In every case the number of the verb follows the *simplification* of the subject rather than the *form*.

d. When a noun followed by a participle stands alone in a sentence, without governing or being governed by any other words, the noun is said to be in the *nominative absolute*—as: Spring coming, the swallows appear. This we have already shown to be equivalent to an adverbial sentence.

e. A noun used after the interjection O is said to be in the nominative of address—as: O *death* where is thy sting?

2. RULES RELATING TO APPPOSITION.

30. a. A noun or pronoun standing in apposition to another noun or pronoun must be in the same case with it.

b. When nouns standing in apposition are in the *possessive* case, the "s" and apostrophe are only used with one of them—as:

I have read a play of Shakespeare's, the great English poet.

c. The nouns which come respectively before and after the verb "to be," as well as other neuter and passive verbs, *stand for the same thing*—as: "John is a man." "Stones are called minerals." They may therefore be considered as in apposition to each other, and must always be in the same case.

3. RULES RELATING TO THE POSSESSIVE CASE.

31. a. When two nouns come together, the one denoting *possession* in relation to the other, the first is put in the *possive* case—as:

John's horse.

b. If there are two or more possessives together, the "s" and apostrophe are affixed only to the last—as:

John, William, and Mary's share.

c. The possessive form may sometimes be used with "of"—as: A house of *my father's*. This, however, should only be used as equivalent to, One of *my father's* houses; and is

consequently, only correct when a person is supposed to have several of the things referred to.

4. RULES RELATING TO THE OBJECTIVE CASE.

32. *a.* Neuter verbs sometimes take an object after them; particularly in the case of nouns denoting *time, space, or measurement*; as, also, in the case of those which are derived from the same root as the corresponding verb—as:

I watched *three hours*. I walked *four miles*.
Let me die the *death* of the righteous.

b. Some *passive* verbs take an object after them—as:

I was asked *it* yesterday.

c. Some *transitive* verbs, particularly verbs denoting giving, lending, teaching, promising, etc., take *two* objects after them—as:

He gave me *a book*. John lent *my friend* a pound. The school master teaches *his scholars arithmetic*.

d. "*Than*" is followed by the objective case of the relative. A man, *than whom* I never saw a better. In all other instances it is followed by the nominative—as: John is taller than I.

5. RULES RELATING TO PRONOUNS.

33. *a.* Pronouns must agree with the nouns for which they stand in gender, number, and person.

b. The relative must agree with its antecedent in *gender, number, and person*. Its *case* will be determined *not* by the antecedent, but by its relation to the verb in its own sentence.

e. If no noun come between the relative and the verb, the relative is in the nominative case; but if a noun come between, that noun will be the subject of the verb, and the relative will be the object.

The man who honours me.
The man whom I honour.

d. Sometimes a relative is governed by a preposition following it—as:

The boy, *whom I spoke of*, is gone.

e. When several pronouns of different persons are joined together to form a subject, the verb agrees with the first per-

son rather than the second, and the second rather than the third—as :

You and I (we) go together.
You and he (you) will come presently.

f. The objective case of the relative is often omitted—as :

The man I saw yesterday, for ~~the~~ The man *whom* I saw yesterday.

g. "As" is sometimes used as the compound relative—

e. g.: The words are as follow. Here "as" is equivalent to "those which."

6. RULES RELATING TO VERBS.

1. *The Subjunctive Mood.*

34. The particular form of the subjunctive mood is only used where uncertainty and futurity are both implied—as :
If he arrive to-morrow I shall be there.

2. *The Infinitive Mood.*

a. A verb may be put into the infinitive mood by another verb, by an adjective, and by a noun, as :

I wish *to go*. He is worthy *to be elected*. His capacity *to work* is amazing.

b. Some verbs are followed by the infinitive mood without "to," especially verbs signifying to bid, to see, to make, to need, to feel, observe, etc., as :—

I bade him go. I saw him do it. I made him give it up. You need not try.

c. The "to" before the infinitive mood, is sometimes equivalent to the preposition "IN ORDER TO"—as : He eats *to live*.

3. *Verbs used Absolutely.*

The imperative, the infinitive, and the particle in "ing," are sometimes used absolutely, *i. e.* independently of other parts of the sentence.

Many boys, *say* twenty, were present. *To tell* you the truth, I do not believe him. *Judging at random*, there were above a hundred.

4. Some verbs of motion form their compound tenses by *is*, instead of *has*—as :

He *is* come. They *are* gone.

5. Many verbs require a particular preposition after them—*e. g.*:

To depart	requires	from
To despair	“	of
To cope	“	with
To pray	“	for
To suffer	“	from
etc.		etc.

In these cases (which are called preposition verbs) the original verb is usually intransitive, and becomes transitive by the addition of the preposition. The verb and the preposition together may then be regarded as one active verb, and the noun following can be considered as the object.

The passive form of preposition verbs can also be employed: as,

The rule is departed—*from*.
His life is despaired—*of*.
He cannot be coped—*with*.

6. If one verb depends upon another, they must observe a proper succession of tenses, *i. e.* a verb in a purely past tense cannot be connected with a verb in a present tense, and contrarily—*e. g.*:

I think he can succeed.
I thought he could succeed.

7. Verbals in “ing” may govern an objective case like a verb, or may be used with a possessive case like a noun: as,

His opening the window was the cause of my cold.
The enemy's deceiving him was the cause of his failure.
The singing of the birds is delightful.

ON THE PRINCIPLES OF PUNCTUATION.

35. The foregoing analysis enables us to comprise all the main principles of punctuation in a few simple rules:

I. The subject, predicate, object, and simple adjunct of a sentence should not be separated from each other by any point whatever.

II. Subordinate sentences and participial clauses should be separated by a comma.

III. Co-ordinate sentences should be separated by a semicolon.

IV. When a larger division than the semicolon is re-

quired in the members of a sentence to make the sense apparent, a colon is used, as:—

- a. When a number of subordinate sentences have reference to one common apodosis.
- b. When a co-ordinate sentence is employed as a distinct proposition, without any connecting particle.
- v. When a sentence terminates it should be indicated by a full stop.

REMARKS.

1. In contracted sentences the collateral subjects, predicates, objects, or adjuncts should be separated from each other by a comma.
2. As the rules of punctuation really depend on the connection of the thoughts in a passage, the comma may be dropped in the case of subordinate sentences, and the semicolon changed into a comma in that of co-ordinate sentences whenever the connection of the thoughts is unusually close, as:

He that made all things is God.

J.

E

in

P
d
th

Ju
cl
n

th

an
oc
tu
th

w

dr

PART II.

EXERCISES ON THE ANALYSIS OF SENTENCES.

1. ON THE PRIMARY ELEMENTS OF THE SENTENCE.

36. Express a complete thought respecting the following things:—

The horse, the sheep, the book, virtue, wisdom, the sun, walking, Paris, honour, the blackbird, flowers, music, ball, voice, the wind, Snowdon, courage, the boat, truth, the clouds, Wales, character, the cattle, the night, the mind, the winter, the heat, the snow, nature.

37. Put a subject to the following predicates:—

Swim, fly, runs, play, cry, grow, look, sleeps, strike, lived, sings, jump, teaches, obeys, dream, hit, ran, gathered, smiles, built, walks, chirps, smells, felt, learns, laugh, go, went, talks, came, rode, eat, buys, nurse, works, think, act, scream, scolded, sold.

38. To the following words write predicates, which have the affirmative word (copula) expressed in a distinct form:

Charity, beauty, the lion, the tide, the odour, the cow, the shade, amiability, the rose, pride, the child, autumn, the robin, reading, the ocean, love, a garden, thought, buttercups, sleep, spring, marbles, pictures, solitude, fields, the boys, writing, birds, eggs, the country, the throne, the noise, the army, peace.

39. Put an attribute to any subject, and a modifying word to every predicate contained in the following sentences:

The eagle soars. The cuckoo is calling. Weeks had passed. Children are troublesome. The sun is shining. The hunter shoots. The

cataract roars. The mountains overshadow the lake. Birds come to our window. A coach runs to Chester. The town is surrounded by interesting scenery. The torrent rushes down through a cleft in the rock. The clouds sailed off Snowdon. The bees are building their cells. The soldiers defended the castle. The villagers are singing their evening song. That bird builds her nest of wool. The butterfly flutters on his wing. The daisy decks the fields. The man labours. The dog guards the gate.

40. Analyze the following sentences, showing the subject, predicate, attribute, and modifying word or phrase in each:—

The little cricket chirps merrily. The yellow cowslip blooms gaily. The whole country arose immediately. The steady coachman drove carefully. The bitter blast whistled shrilly. The narrow pass was terrific. Curious flowers are found there. The fierce battle raged frightfully. Many rivers overflow their banks periodically. Ill weeds grow apace. The merry lark is soaring high. Two boys were going from school. A little boy was digging industriously. A meek dove flew out. Pure water is healthy. The moping owl complains dolefully. A dark cloud overshadows the calm lake. Thick mists envelop the grand mountains. The grey mists fall in showers. The murmuring surge chafes the idle pebbles. The old clock suddenly stopped. The glorious sun is not yet risen. White houses peep through the trees. The broad stream came pouring on. This little village stands very pleasantly.

2. EXPANSION OF THE PRIMARY ELEMENTS OF THE SENTENCE.

41. In the following sentences expand the noun into noun phrases:—

Walking is healthy. Mercy is a double blessing. Drunkenness is degrading. Travelling is instructive. Modesty is charming. Reading is useful. Forgiveness is divine. Delays are always dangerous. Sleep is refreshing. Friendship is one of the blessings of life. Sea-bathing is salubrious. Hospitality is a virtue often exercised in savage countries.

42. In the following sentences expand the adjectives into adjective phrases:—

Virtuous men are honoured. A wealthy man can do much good. A learned man is valued. Honest persons are trusted. The walls are very lofty. Four-legged animals are called quadrupeds. Gnats are very insects. Hard-hearted persons are generally disliked. The world is very large. Tall men were greatly admired by Frederick the Great. Shrewd persons are to be found in all nations. Great generals were common in the time of Napoleon. Keen disputes existed in the middle ages. Brave soldiers fell at Waterloo.

43. In the following sentences expand the adverbs into adverbial phrases:—

Discoveries are often made accidentally. He came upon me unawares. He acted confidently. He is eating now. Bring that child here. He

did it reluctantly. She tripped along lightly. He opposed us violently. Perhaps it may occur to you. Leonidas fell gloriously at Thermopylæ. Xerxes returned hastily into Asia. Cromwell acted sternly and decidedly when it was necessary to do so. Some persons think he acted hypocritically. Bees build their hives very ingeniously. The bird was instantly secured.

44. In the following examples expand the nouns and noun phrases into sentences :—

To obey the laws is wise. It is disagreeable to be overreached. Being indifferent to good is fatal to our happiness. To be just is more important than to be generous. Children do not generally approve of being washed. To be or not to be, that is the question. Humility is the duty of man. Contentedness is a Christian virtue. Sorrow sometimes worketh patience.

45. In the following examples expand the adjectives and adjective phrases into sentences :—

Philosophers of true wisdom are very rare. Very learned men are rare also. True friendship is eternal. A wounded conscience who can bear? A courageous man is not daunted by difficulties. A king of strong and earnest character is a blessing to his people. A cheerful disposition carries us over many difficulties. A friendly teacher gains the confidence of his scholars. We expect much from a person of great pretensions : but overrated abilities seldom fail of producing disappointment in the end.

46. In the following examples expand the adverbs and adverbial phrases into sentences :—

He acted confidently. We all answered discreetly. They received us with true kindness. He bore his misfortune with patience. Do not speak foolishly. Why do you speak contemptuously? Croesus bore his troubles royally. Leonidas acted heroically.

3. OF THE SUBJECT.

47. In the following examples point out the subject, and state of what kind of word or phrase it consists :—

Deer are not wild in this country. Ye are wondrous strong. Up he rode. Great are thy works, Jehovah! Order is heaven's first law. Who can impair thee? Thus was the Sabbath kept. Clouds are only vapours. Happy are ye. Rocks hide us. So sang they. Few were distinguished by cuirasses, scarce any by helmets. Africa is a large peninsula. Do not give too much for the whistle. Many are called, but few chosen. Give me leave to speak to him. To muse o'er flood and fell is not solitude. This is Moscow. Farewell! Blessed are ye. To create is greater, than created to destroy. To solicit by labour what might be ravished by arms, was esteemed unworthy of the German spirit. Smack went the whip, round went the wheels. Were never folks so

glad. To chastise the insolent, or to plunder the defenceless, was alike a cause of war. Like leviathans afloat, lay their bulwarks on the brine. On came the whirlwind.

48. In the following sentences underline the enlargement of every subject :—

Several happy years had passed away. Henry the Eighth reigned thirty-eight years. The modern city of Jerusalem is about a mile in length. The conquest of Wales took place in the reign of Edward I. Alas! exclaimed a silver-headed sage. From peak to peak leaps the live thunder. The most opulent kings of the earth courted the protection of the Roman Commonwealth. Alfred the Great made many wise laws. The solitary place was glad. The quality of mercy is not strained. Men's evil manners live in brass, their virtues we write in water. Whang the miller was very avaricious. The lenity of the emperor confirmed the insolence of the troops. Now the bright morning star, day's harbinger, comes dancing from the east. Within a windowed niche of that high hall sate Brunswick's fated chieftain. Abraham being now advanced in years, wished to see his son Isaac settled in marriage. Isaac having gone forth at eventide, met them on their way. The masters of the most wealthy climates of the globe turned away with contempt. The poor father trembling with anxiety began to ford the stream.

49. Explain, in the following examples, precisely of what the enlargement to the subject consists :—

Edward, Duke of Kent, the fourth son of George III., and father of Queen Victoria, died of a neglected cold. Chaucer, the father of English poetry, passed a great part of his life at the Court of Edward III.

His withered cheek and tresses grey,
Seemed to have known a better day.

Such haughty contempt for the opinion of mankind, must remind us of the very different behaviour of one of the greatest monarchs of the present age. Seventy chosen archers of the royal guard ascended in silence. The barbarians of Germany abhorred the confinement of walls. Rejecting with disdain the delicacies provided for his table, he satisfied his appetite with the coarse and common fare which was allotted to the meanest soldiers. The deposed king was treated with gentleness.

Around the fire one wintry night,
The farmer's rosy children sat.

Palestine, the land of Israel, is a small canton of Syria. The keys of the city were then delivered to Sir Walter. The dark-browed warriors came around him. Impatient of fatigue or delay, these half-armed warriors rushed to battle.

The stately homes of England,
How beautiful they stand.

True happiness has no localities. They stood prepared to die, a people doomed. Alexander, having recovered from his grief, again took the field. He comes, the herald of a noisy world. The drum's deep roll was heard afar.

[50. Construct sentences to exemplify each kind of subject.]

[51. Construct sentences to each mode of enlarging the subject.]

4. OF THE PREDICATE.

52. In the following sentences point out the predicates ;

Hark, the lark at heaven's gate sings. The curfew tolls the knell of parting day. The busy bee makes honey all the day. The boding owl screams from the ruined tower. The fire went roaring up the chimney. Flowers are blooming everywhere. Mount Blanc is a high mountain. The cataract deafened the ear with its roar. The wind whistled down the dark aisle. The Welsh found a leader. The evening breezes gently sighed. I am monarch of all I survey. Was a camel lost in the desert yesterday? Having eaten, he slept. The scythed chariots rolled swiftly. The rain was falling in torrents. Night came slowly on. Henry the Seventh was very avaricious. William II. was shot unintentionally. The crew were drunken and riotous. I was at Bangor yesterday.

53. State of what each predicate, in the following examples, consists :—

The streets are narrow. The clouds are dark. The stage-coach is coming. William was declared King. Take care of yourself. All is peaceful. Louisa is an orphan. Be good. How grand the mountains are. I love reading. The moon shines brightly. The castle was destroyed. He was content. The child became troublesome. She is of a happy disposition. William, upon hearing this, departed. Paris is a beautiful city. These ferns are very elegant. Tea grows in China. She is handsome. The bells are ringing merrily. The King died soon after. The following true account of a faithful servant is very interesting. Dear is my little native vale. Hurrah! the foes are moving. The night is come. They are of an ancient family. Snowdon is a very high mountain. They are wandering in the fields. Those violets smell very sweetly. The air is chill. The rain falls fast. Their graves are green. The minstrel was infirm and old. The dews of summer night did fall. November's sky is chill. They grew in beauty side by side. The stars are very bright to-night.

COMPLETION OF PREDICATE.

54. In the following examples point out the words which complete the predicate :—

The peasant boys tended the sheep. Henry the Second conquered Ireland. Hast thou forgotten me? The reindeer inhabits Lapland. Henry the Eighth married Ann Boleyn. William the Conqueror left three sons. He conducted himself ill. The people at this time knew very little. You must wake me early. We made a crown of flowers. My merry comrades call me. None but the brave deserves the fair.

The British Emperor defended the frontiers. Henry the Seventh succeeded Richard the Third. Charles fought many battles. The barbarians cultivated their lands. Mercy and truth preserve the King. His good wife assisted him. The more daring Probus pursued his victories. Our guide cleared the road. We all drew in our breath. Nature seemed to adore its maker. Many of the inhabitants work the mines: The reindeer carries the Laplander. The coachman drove the horses. Merry little children play pranks. Some flowers mark the hours. The lightning struck the house. He quickly lost consciousness. Chatterton, the Bristol poet, wrote wonderful verses. Wilkie, the painter, loved to travel. The view fulfilled our expectations. Wave your tops, ye pines. The budding twigs spread out their fan. I felt her presence. My spirit drank repose. The sweet nightingale haunts the shrubberies. The king released him. Conversation enriches the understanding. The memory of thy glory lit the gloom. Elizabeth rejected all consolation. Some memory of home has entered her heart. At last we wounded our game. Slowly and sadly we laid him down.

55. In the following sentences, underline all that belong to the completion of the predicate:—

I met a little cottage-girl. Some natural tears they dropped. Henry took many prisoners. A stranger filled the Stuart's throne. A willing mind makes rapid progress. Heap on more wood. The legions of Gaul defended the frontiers of the empire. God blessed the work of their hands. He thus concealed his great ignorance. The whale tosses his great tail. Willie purchased some fresh shrimps. Dr. Rae, the Arctic traveller, is building in Kingston dock-yard an Arctic schooner. He climbed the dark brow of the mighty Helvellyn. We enjoyed some luscious sweet grapes. A few dry sticks afforded us a cheerful blaze. Hastings had ruled an extensive and populous country. The Laplander, wrapped up in his deer-skins, defies the severity of his native climate. Seeing that I was observed, I made a low obeisance. He turned out the contents of his knapsack. The good woman prepared for me a truly pastoral meal. The action of the waves had worn away a great portion of the base. The cold wind strips the yellow leaf. Fair autumn spreads her fields of gold. Constantine repelled a desperate sally of Pompeianus. The army seized the person of the king. Have dominion over the fish of the sea. The birds salute the source of light and day. Elizabeth of England espoused the cause of the revolted Netherlands. The English fleet destroyed a great part of the squadron. Night equalizes the condition of the beggar and the monarch.

56. In the following sentences, distinguish between the direct and the indirect object:—

Thy brother conjured me to make my escape. Give me that beautiful flower. The Roman general set fire to his ships. The emperor obliged him to obey. Canute commanded the waves to retire. His master accused him of fraud. We heard the waters rush past us. I saw him fight with the enemy. A son owes honour to his father. He taught his flock the love and fear of God. Having uttered a short prayer, he gave the signal to the executioner. He offered her his arm.

William paid Robert ten thousand marks. Edward promised to make William his heir. The doctor prescribed the patient a receipt. He recommended him also great moderation. The master accused his apprentice of theft. They appointed him governor of the castle. I played him a tune on the flute. We showed the stranger all the rooms of our dwelling. Pour me out a glass of wine. The jackal is said to provide the lion his daily meal. We esteemed him the best of all companions. Regard me ever as your friend. We considered him to be too young for the situation.

[57. State what kind of indirect object is contained in each of the following examples, and of what it consists :

His parents made him a draper. The currier turns hides to leather. Heat changes water into steam. Give me your opinion on this matter. He adds injury to insult. John made his elder brother very jealous. We esteemed him wiser than the rest. Promise me a portion of your profits. He sang us many a good song last night. Of what is the old man thinking? I cannot dispense with his services. They accused Caesar of ambition. Water consists of two gases. I was taught grammar by the schoolmaster. We heard the thunder roll, and saw the lightning flash, and the roof blazing. The teacher gives the scholar sound instruction. We burned the paper to ashes. They esteemed Balbus as the best of all their companions. I hold you guiltless in the matter.]

EXTENSION OF PREDICATE.

58. In the following sentences, point out the extensions of the predicate, and state of what they consist :—

Pleasantly rose next morn the sun on the village of Grand Pré. Shell-fish cast their shell once a year. He bitterly repented. Now they went to work again with fresh courage. Three weeks later the nuptials were announced from the pulpit. English style begins, at the earliest, only about the middle of the fourteenth century. The eagle and the stork on cliffs and cedar tops their eyries build. The air gets slowly changed in inhabited rooms. In the present day, the binding of a book illustrates the power of machinery. From branch to branch the smaller birds with songs solaced the woods. Thus with the year seasons return. Hew down the bridge, Sir Consul: Now the sun is rising calm and bright. Sleep had scarcely been thought of all night. One morn a Peri at the gate of heaven stood disconsolate. Soon after, we reached a chalet on the top of the mountain. The preparations for the trial proceeded rapidly. On either side the river lie long fields of barley and of rye. Over the joyous feast the sudden darkness descended. The green trees whispered low and mild. I saw her bright reflection in the waters under me. Simply and solemnly now proceeded the Christian service. The bells are ringing merrily. The old man now went up to the altar. Rivers rush into the sea. The Queen arrived at the station at four o'clock in the afternoon. The dawn had already tinged the horizon with a yellow dusky light. The muleteers drew

their mules from the stables. The platform of the station, so tranquil till this moment, was now filled with a variety of sounds.

In the market-place of Bruges, stands the belfry, old and brown—
Thrice consumed, and thrice rebuilt, still it watches o'er the town.

59. In the following sentences, point out and classify the extension of time and place:—

At my feet the city slumbered. The squirrel climbs up the tree. Pines are green all the year. The sun conceals himself behind the trees. The sentinel places himself before the gate. She is singing now. From their nests beneath the rafters sang the swallows. The moon and stars shine by night. Vast meadows stretched to the eastward. I went to the Exhibition last Thursday. Many animals sleep during the winter. The camel can thirst ten days. Letitia went to London yesterday morning. The splash of horses was soon heard behind them. The village reposes in the midst of farms. The farmer sat in his easy chair. We shall visit Paris in the month of June. The sun rises in the east. The moon and stars lighten up the heavens during the night. Alfred arose every morning at six o'clock. My uncle has lived in Italy for many years. The fig-tree is principally cultivated in the southern countries of Europe. We visit Wales once a year. High in front advanced the brandish'd sword. Back to the thicket slunk the guilty serpent. Now came still evening on. After a short silence he commenced again.

60. In the following sentences, point out and classify the extension of manner and cause:

Take her up tenderly. Lift her with care. He applied to his father from necessity. A good child obeys with alacrity. The judge dares not pronounce sentence arbitrarily. The oven glows with heat. Pine-wood is very useful on account of its flexibility. We recognize birds by their wings. A tree is known by its fruit. Loud laugh their hearts with joy. They pitched their tents with care. The attendants moved about noiselessly. Do your mission gently. Pilot condemned Christ from fear of men. The beaver constructs his dam with nicety. The bird fashions her nests on unerring principles of architecture. She has done her work very neatly. The child came springing through the garden. Grass is generally cut with a scythe, but wheat with a sickle. He gained his position by industry and perseverance. Napoleon went to Egypt with forty sail of the line. With such talents he may rise to the highest offices in the state. Telemachus encountered many dangers from love to his father. A student studies for his profit, and travels for his pleasure. The mother knit good warm stockings for the children.

Four long years of mingled feeling,
Half in rest and half in strife,
I have seen thy waters stealing
Onward, like the stream of life.

[61. Out of the following words form sentences, each with an extension of time; distinguishing between those

which denote, 1. point of time ; 2. duration ; 3. repetition :—

Messenger—come. Violet—bloom. Lark—sing. Coach—start. Sea—ebb. Leaves—fall. Post—leaves. The moon—shine. The cock—crow. Ship—sail. Our train—arrive. Doors—open. Cuckoo—leave. School—begin. Dormouse—sleep. I—get up. Alfred—walk. Eagle—fly. Summer—last. Winter—begin. Sun—rise. Father—walk—field. Rose—bloom. Cherry—blossom. Some animals sleep. Corn thresh.]

[62. Out of the following words form sentences, each with an extension of place ; distinguishing between, 1. rest in ; 2. motion to ; 3. motion from.

Town—stand. Coachman—drive. Liverpool—situated. Officer—perished. William—live. Garden—lie. Coffee—export. Children—play. Labourer—come. Wind—change. Our friends—go. Rome—built. Put—book. We—dwell. London—situated. Gate—stand. The boys—fell. Village—lies. Fish—live. I—go. Rivers—run. Bristol—situated. Alps—lie. Swallow—leave. Paris—stand.]

[63. Out of the following words form sentences, each with an extension of manner ; distinguishing between those which denote, 1. manner, properly so called ; 2. degree ; 3. instrument ; 4. accompanying circumstances.

Scholar—learn. Dog—run. Soldier—exhaust. Night—come. The sun—light. Lightning—strike. Evening—star—shine. Thunder—roll. The clouds—envelop. The storm—come. The oak—stand. Conversation—interrupt. Family—sit. Stockings—knt. Velvet—make. Richard I.—killed. Bird—catch. King—come. Workman—tired. Parliament—open. Garden—cultivate. Swallow—fly. Master—teach. Corn—grow. Charles—arrive.]

[64. Out of the following words form sentences, each with an extension of cause ; distinguishing between those denoting, 1. reason ; 2. condition ; 3. purpose ; 4. motive ; 5. material cause.

Iron—rusty. River—swell. Air—purified. Fire—produced. Wood—swim. Brutus—kill—Caesar. The virtuous man—act. Sailors—undergo—danger. Tree—known. The child—fall. He is pale. Mother—watch. Father—labour. Scholar—learn. Churches—built. Schools—founded. We make—butter. Go—to bed. Rise—early. All things—become easy. Balbus—succeed. Eye—made. Tongue—formed.]

65. Analyze the simple sentences given below according to the following models:—

First Model.

Subject.	Predicate.	Object.	Extension.
All the people.	brought	him [<i>indirect</i>] their offerings [<i>direct</i>]	willingly into the city.

[N. B.—Parse these sentences according to the model given in the Preface.]

Second Model.

All	Enlargement of Subject.
the people	Subject of Sentence.
willingly	Extension of Predicate, (<i>manner</i>).
brought	Predicate of Sentence.
him	Indirect object (<i>dative</i>).
their offerings	Direct object.
into the city.	Extension of Predicate (<i>place</i>).

The moon threw its silvery light upon the lake. It whitened the surface of the water. The two men climbed the steep mountain in silence. The King of the Belgians arrived in England yesterday.

The curfew tolls the knell of parting day.

In summer he took his frugal meals in the open air. Dost thou see that read breast with the straw in his bill? The swallows twitter in their straw-built nests. Custom is the principal magistrate of man's life. Houses are built to live in. God Almighty first planted a garden. The fly sat upon the axle-tree of the chariot-wheel. The lawns and meadow-ledges midway down hang rich in flowers. You had set that morning, on the casement's edge, a long green box of mignonette. Suspicions amongst thoughts are like hats amongst birds. Expense ought to be limited by a man's wages. The sea-coast of Thrace and Bythnia still exhibits a rich prospect of vineyards, of gardens, and of plentiful harvests. Many a glad good-morrow, and jocund laugh form the young folk, made the bright air brighter. The death of Claudius had revived the fainting spirits of the Goths. Long ere noon all sounds in the village were silenced. The sun from the western horizon, like a magician, extended his golden wand o'er the landscape. The age of the great Constantine and his sons is filled with important events.

But she, with sick and scornful looks averse,
To her full height her stately stature draws.

The ancient Christians were animated by a contempt for their present

existence, and by a just confidence of immortality. Overwhelmed by the sight, yet speechless, the priest and the maiden gazed on the scene of terror.

I turning saw, throned on a flowery rise,
One sitting on a crimson scarf unroll'd,
A queen, with swarthy cheeks and bold black eyes,
Brow bound with burning gold.

In that hour of deep contrition,
He beheld with clearer vision,
Through all outward show and fashion,
Justice, the Avenger, rise.

66. Form ten sentences—

a. With enlarged subjects.

b. With enlarged objects.

c. With extensions of time and place properly classified.

67. Form five sentences to exemplify each of the particulars given under extensions of manner and cause.

5. OF THE COMPLEX SENTENCE.

68. In each of the following examples underline the subordinate sentence :—

Aurelian was invested with the consulship by Valerian, who styled him the deliverer of Illyricum. Rain fertilizes those fields which spread their bounty to God's creatures. Many books cost more than they are worth. Work as long as you can. When the wise men came out of the east to Jerusalem, they asked for the new-born king of Judea. A sincere, upright man speaks as he thinks. Many learned men write so badly that they cannot be understood. It was so cold in the year 1830, that Lake Constance was frozen. A short-hand writer must write as quickly as an orator speaks. Civilization, which brings man out of a savage state, consists in multiplying the number of occupations. Generally speaking, the more one has, the more one wishes. Lazy people always do as little as they can. When the little chickens come out of the egg, they are able to run. When Herod heard of the new king of Judea, he was frightened. A dervish was journeying alone in a desert, when two merchants suddenly met him. Many of the talents we now possess, and of which we are too apt to be proud, will cease entirely with the present state. She had superadded to her jacket a ribbon which fell across her shoulder to her waist. They were the sweetest notes I ever heard, and I instantly let down the glass to hear them more distinctly. On a spring evening, on whichever side I turn my eyes, myriads of happy beings crowd upon my view.

Tell me not in mournful numbers,

"Life is but an empty dream!"

For the soul is dead that slumbers,

And things are not what they seem.

69. Point out the noun sentences below, and show what place they each hold in reference to the principal sentence:

It may easily be shown that the earth is round. Whether the truth will ever come to life is uncertain. How he made his escape is a profound mystery. He never told me that he was going away. His excuse was, that he was engaged all the evening. My determination is, that you shall depart after Christmas. Socrates proved that virtue is its own reward. All affirmed that the king was never seen to smile again. When letters first came into use is uncertain. It is probable that they were first brought from the East.

You forget she is a gipsy girl.

And does that prove that Preciosa is above suspicion?

She sends your jewels back, and bids me tell you, she is not to be purchased by your gold.

Thou knowest that the Pope has sent him into Spain, to put a stop to dances on the stage.

And so I fear these dances will be stopped, and Preciosa be once more a beggar.

Doest thou remember when first we met?

70. Expand the phrases printed below in italics into noun sentences:—

The utility of steam is now everywhere acknowledged. *Your forgetfulness of the promise* is very blameable. *The cause of the delay* is wholly unknown. It is wicked to steal. It is wise to be cautious. *The immortality of the soul* is generally admitted. I greatly desire *your success*. *The suffering of humanity* is a mysterious fact in the dispensations of Providence.

[71. Write five complex sentences, each having a noun sentence for its subject; five, each having the same for its object; five, each having the same for a predicate, with the verb "to be;" and five having the same in apposition to noun or pronoun.]

72. Point out the adjective sentences below, and show what noun they each qualify:—

The amusement of letters, which affords so many resources in solitude, was incapable of fixing the attention of Diocletian. Towards the west lies the fertile shore that faces the Adriatic. The choice of a spot, which united all that could contribute either to health or to luxury, did not require the partiality of a native. There is sweet music here, that softer falls than petals from blown roses on the grass. I keep smooth plats of fruitful ground, where thou mayest warble, eat and dwell. It was a high speech of Seneca, "That the good things which belong to prosperity are to be wished, but the good things that belong to adversity to be admired." Let the day perish wherein I was born. How much less in them that dwell in houses of clay, whose foundation is in the dust. There are many injuries which almost every man feels, though he does not complain. The place whereon thou standest is holy ground.

On the square the oriel window, where in old heroic days
Sat the poet Melchoir, singing Kaiser Maximilian's praise.

See, here is a bowyer

Of eglantine, with honeysuckles woven,
Where not a spark of prying light creeps in.
She loved me for the dangers I had passed;
And I loved her that she did pity them.
This only is the witchcraft I have used.

Pleased with my admiration, and the fire
His speech struck from me, the old man would shake
His years away.

[73. Write ten complex sentences, with an adjective sentence qualifying the subject; and ten more with an adjective sentence qualifying the object.]

74. Point out the adverbial sentences in the following examples:—

Where'er we tread 'tis haunted ground. Cromwell followed little events before he ventured to govern great ones. Thou shalt honour thy father and mother, that thy days may be long. When Jesus was twelve years of age, he went into the temple with his brethren. The older you become, the wiser you should be. The gardner is planting the shrubs where they will have the most shade. Can the soldier, when he girdeth on his armour, boast like him that putteth it off? While the earth remaineth, seed-time and harvest shall not fail. Where the carcass is, there will the eagles be gathered together. Where thou hast not sowed, thou canst not reap. If you wish to be well, you must live moderately. God has made everything good, but man is not always satisfied. Live so that thou mayest never have reason to repent. Paul, before he was converted, was a great persecutor of Christ. The body of St. Andrew was magnificently interred by Constantine, when he became a Christian. When darkness broke away, and morning began to dawn, the town wore a strange aspect indeed. Fools rush in where angels fear to tread. Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting thou art God.

When Tancred's buried, and not till then,
The heir shall have his own again.

75. Specify which of the following relations of time and place are implied in the adverbial sentences below—point of time, duration, repetition; rest in, motion to, motion from:—

When Columbus had finished speaking, the sovereigns sank upon their knees. My father gets up when the sun rises. Magdalene did not know the Saviour until she had talked with him. While he was talking thus, the place, the old man's shape, both troubled me. When you are tempted to resent an injury, reflect with yourselves, Has God no account against you? After the most violent shock had ceased, the clouds of dust began to disperse. When the spray had fallen again, the glittering domes had vanished. While I call for justice upon the prisoner,

I wish also to do him justice. When you would speak or think harshly of your neighbor, reflect, Are you so without sin, that you can venture to cast the first stone at another? He, like the world, his ready visit pays where fortune smiles. When William Penn approached the Sachems, all the Indians threw down their arms. And when even was come, the ship was in the midst of the sea. After he had suppressed this conspiracy, he led his troops into Italy. I shall stay here until the post arrives. When he took his seat, the house cheered him. He swam the Esk river, where ford there was none. When Hannibal marched into Italy he was obliged to open a way over the mountains. As often as you repeat this offence, you will be severely punished. Whene'er I take my walks abroad, how many poor I see. He intends visiting his relations before he leaves England. Travel not early, before thy judgment be risen; lest thou observe rather shows than substance. Whene'er we visited him, he welcomed us most warmly. While Constantine signalized his valour in the field, the sovereign of Rome appeared insensible to the dangers of civil war. Before Constantine marched into Italy, he secured the friendship of the Illyrian emperor. As we were crossing the Straits, a severe storm arose. Whilst he passed this indolent life he was repeatedly heard to declare, that he alone was emperor. Where thou goest I will go. I will go wherever you wish.

76. Specify which of the following relations of manner, and cause are implied in the adverbial sentences below—likeness, relation, intensity, proportion, effect; reason, condition, concession:—

The upright man speaks as he thinks. As a man lives, so will he die. The man who is contented is as happy as if he possessed all the treasures of the world. In summer it sometimes thunders, so that the very windows rattle. In January, 1830, it was so cold, that Lake Constantine was frozen over. The stenographer must write as fast as a man can speak. Death spares the rich as little as he forgets the poor. The higher a man rises, the deeper he can fall. A bird flies swifter than a horse can run. The ostrich is unable to fly, because it has not wings in proportion to its body. Fishes have no voice, because they have no lungs. Since the barometer rises, the weather will probably soon clear up. The boy cannot write, because he has injured his hand. Learn while you are young, so that you may get forward in the world. We manure the fields, in order that they may become fruitful. We are ever present, although we never see him. Insects are useful, notwithstanding they often do injury to the plants. Many sorrows are benefits. Unless you obey you will be punished.

[77. Form ten complex sentences containing adverbial sentences of time, and as many containing adverbial sentences of place, manner, and cause.]

[78. Form two complex sentences to exemplify each of the particular relations of time, place, manner, and cause.]

79. Analyze the complex sentences given below according to the model.

[Parse these sentences according to the model given in the Preface.]

Sentence.	Kind of Sentence.	Subject.	Predicate	Object.	Extension.
<i>a</i> Can the husbandman look forward with confidence to the increase	Prin. sent.	The husbandman.	can look forward		with confidence to the increase
<i>b</i> who has the promise of God,	Adj. sent. to <i>a</i> .	who	has	the promise of God
<i>c</i> that seed time and harvest shall not fail?	Noun. sent. to <i>b</i> .	[that] seed-time and harvest	shall not fail.

Christian charity is friendship expanded, like the face of the sun when it mounts above the eastern hills. He needs strong arms who is to swim against the stream. An honourable friend of mine, who is now, I believe, near me—a gentleman to whom I never can on any occasion refer without feelings of respect, and, on this subject, without feelings of the most grateful homage; a gentleman whose abilities upon this occasion, as upon some former ones, are not entrusted merely to the perishable eloquence of the day, but will live to be the admiration of that hour when all of us are mute, and most of us forgotten; that honourable gentleman has told you that prudence, the first of virtues, never can be used in the cause of vice.

After these appear'd

A crew, who, under names of old renown,
Osiris, Isis, Orus, and their train,
With monstrous shapes and sorceries abused
Fanatic Egypt and her priests, to seek
Their wandering gods disguised in brutish forms
Rather than human.

His spear, to equal which the tallest pine
Hewn on Norwegian hills to be the mast
Of some great ammiral were but a wand,
He walked with, to support uneasy steps
Over the burning marl.

High on a throne of royal state, which far
Outshone the wealth of Ormus and of Ind,
Or where the gorgeous East, with richest hand,
Showers on her kings barbaric pearl and gold,
Satan exalted sat, by merit raised
To that bad eminence.

He scarce had finished when such murmur filled
 Th' assembly, as when hollow rocks retain
 The sound of blustering winds, which all night long
 Had roused the sea.

On she came with a cloud of canvas,
 Right against the wind that blew,
 Until the eye could not distinguish
 The faces of the crew.

Sweet was her breath as the breath of kine that feed in the meadows.

We sat within the farm-house old,
 Whose windows, looking o'er the bay,
 Gave to the sea-breeze, damp and cold,
 An easy entrance night and day.

6. OF THE COMPOUND SENTENCE.

80. Point out all the co-ordinate sentences in the following examples, and determine whether they are of the copulative, disjunctive, adversative, or causative (illative) class:—

Elder-berries are ripe at this season, and an excellent domestic wine is made from them. I hope we shall have another good day to-morrow, for the clouds are red in the west. The brooks are become dry and the ground is parched. Hazel-nuts grow profusely in some parts of this country, but they are in much greater demand than our produce will supply. Walnut-trees are fine ornaments to farms, and they are of great utility also. Just give me liberty to speak, and I will come to an explanation with you. He looked at her sorrowfully, but without manifesting either vexation or surprise.

The vine still clings to the mouldering wall,
 But at every gust the dead leaves fall.

The clergy were much displeas'd at the fashion, and one clergyman is said to have preach'd a sermon against it. Much silver was coin'd in Henry the First's time, but little gold and no copper was used. The castles were very large, but there was little room for comforts. The boat sank and they were all drown'd. He was a bad man, therefore he was not respect'd by his subjects. The dying king begg'd to be attend'd by his confessor, but she deny'd him even this comfort. Through faith we understand that the world was made by the word of God, so that things which are seen are not made of things that do appear. War is attend'd with desolating effects, for it is confess'dly the scourge of our angry passions. The life of the queen bee seems to be all enjoyment, yet it is only an idle life.

Take the instant way,
 For honour travels in a strait so narrow,
 Where one but goes abreast.

Down the broad vale of tears afar,
The spectral camp is fled;
Faith shineth as a morning star,
Our ghastly fears are dead.

He arrived at the right moment, or I should have been lost. William was a doughty champion, or England would not have been conquered.

Go on, go on, thy onward way
Leads up to light,
The morning now begins to grey,
Anon the cheering beams of day
Shall chase the night.

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
And at every gust the dead leaves fall,
And the day is dark and dreary.

81. Point out all the contracted sentences in the following passages, and show in what part of the sentence the contraction takes place:—

The action began at five minutes past ten, and was general by eleven. The veil of shadow, as it shifts, has glanced upon adoring souls, and at its touch cast down a fresh multitude to kneel. The Jews would not tread upon the smallest piece of paper in their way, but took it up, for possibly, say they, the name of God may be on it. The faculty of imagination is the great spring of human activity, and the principal source of human improvement.

Weak is the will of man, his judgment blind;
Remembrance persecutes and hope betrays;
Heavy is woe; and joy for human kind
A mournful thing, so transient is the blaze.

With a slow and noiseless footstep,
Comes that messenger divine,
Takes the vacant chair beside me,
Lays her gentle hand in mine.

Birds seek their nests; the ox, horse, and other domestic animals sleep around us. The richest dress that human art can invent, the finest decorations, the most pompous equipage, the most superb ornaments in the palaces of kings vanish and sink to nothing when compared with the beauty of nature. Every man has at times in his mind the ideal of what he should be, but is not.

82. Analyze the following miscellaneous sentences:—

The Christian religion, once here, cannot again pass away; in one or other form it will endure through all time; as in Scripture, so also in the heart of man, is written, "The gates of hell shall not prevail against it."

The state of the world is such, and so much depends on action, that everything seems to say aloud to every man, "Do something, do it, do it!"

Flowers form one of the first delights of early age, and they have proved a source of recreation to the most profound philosophers.

Gratitude consists in an equal return of benefits if we are able, of thanks if we are not; which thanks, therefore, must always rise in proportion as the benefits received are great, and the receiver incapable of making any other sort of requital.

The downfall of Bonaparte is an impressive lesson to ambition, and affords a striking illustration of the inevitable tendency of that passion to bring to ruin the power and the greatness which it seeks so madly to increase.

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till.

To prayer, repentance, and obedience due,
Though but endeavoured with sincere intent,
Mine ear shall not be slow, mine eye not shut;
And I will place within them as a guide
My umpire conscience, whom if they will hear,
Light after light, well used they shall attain,
And to the end persisting, safe arrive.

Not a drum was heard, not a funeral note,
As his corse to the ramparts we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

Within a window'd niche of that high hall
Sate Brunswick's fated chieftain; he did hear
That sound the first amid the festival,
And caught its tone with Death's prophetic ear;
And when they smiled because he deem'd it near,
His heart more truly knew that peal too well
Which stretch'd his father on a bloody bier,
And roused the vengeance blood alone could quell;
He rush'd into the field, and, foremost fighting, fell!

Where barbarous hordes on Scythian mountains roam,
Truth, Mercy, Freedom, yet shall find a home;
Where'er degraded nature bleeds and pines,
From Guinea's coast to Sabir's dreary mines,
Truth shall pervade the unfathom'd darkness there,
And light the dreadful features of despair.
Hark! the stern captive spurns his heavy load,
And asks the image back that Heaven bestowed;
Fierce in his eye the fire of valour burns,
And, as the slave departs, the man returns.

'Tis pleasant by the cheerful hearth to hear
Of tempests, and the dangers of the deep,
And pause at times, and feel that we are safe;
Then listen to the perilous tales again,
And with an eager and suspended soul,
Woo terror to delight us

I come, I come! ye have called me long;
I come o'er the mountains with light and song,
Ye may trace my step o'er the waking earth,
By the winds which tell of the violet's birth—
By the primrose stars in the shadowy grass—
By the green leaves opening as I pass.

A nightingale, that all day long,
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel, as well he might,
The keen demands of appetite;
When, looking eagerly around,
He spied far off upon the ground,
A something shining in the dark,
And knew the glow-worm by his spark.

Darken'd so, yet shone
Above them all the Archangel: but his face
Deep scars of thunder had intrench'd, and care
Sat on his faded cheek, but under brows
Of dauntless courage and considerate pride.
Waiting revenge! cruel his eye, but cast
Signs of remorse and passion to behold
The fellows of his crime, the followers rather,
Far other once beheld in bliss, condemned
For ever now to have their lot in pain.

He now prepared
To speak! whereat their doubled ranks they bend
From wing to wing, and half-enclose him round
With all his peers; attention held them mute,
Thrice he assayed; and thrice in spite of scorn,
Tears such as angels weep, burst forth; at last
Words, interwoven with sighs, found out their way.

As bees
In spring-time, when the sun with Taurus rides
Pour forth their populous youth about the hive
In clusters; they among fresh dews and flowers
Fly to and fro, or on the smoothed plank,
The suburb of their straw-built citadel,
New-rubbed with balm, expatiate, and confer
Their state affairs; so thick the airy crowd

Swarmed and were straitened; till, the signal given,
Behold a wonder! they but now who seem'd
In bigness to surpass earth's giant sons,
Now less than smallest dwarfs, in narrow room
Throng numberless.

EXERCISES ON THE LAWS OF SYNTAX.

1. FUNDAMENTAL LAWS.

83. Point out all the predicative relations which occur in the following passages:—

Manual labour, though an unavoidable duty, though designed as a blessing, and naturally both a pleasure and a dignity, is often abused, till, by its terrible excess, it becomes really a punishment and a curse. It is only a proper amount of work that is a blessing. Too much of it wears out the body before its time—cripples the mind, debases the soul, blunts the senses, and chills the affections. It makes a man a spinning-jenny, or a ploughing-machine, and not “a being of large discourse, that looks before and after.” He ceases to be a man, and becomes a thing.

Who shall say what work and works this England has yet to do? For what purpose this land of Britain was created, set like a jewel in the encircling blue of ocean; and this tribe of Saxons, fashioned in the depths of time “on the shores of the Black Sea,” or elsewhere, “out of Harzgebirge rock,” or whatever other material, was sent travelling hitherward, no man can say; it was for a work, and for works, incapable of announcement in words. Thou seest them there; part of them stand done, and visible to the eye; even these thou canst not name; how much less the others, still matter of prophecy only?

84. Correct the errors in the use of subject and predicate which occur in the following examples:—

Many of the advantages we now possess dies with us, but virtue is immortal.

One of my most intimate friends were present when the circumstances occurred.

You, whom I loved beyond all others, was my strongest opponent. The child said imploringly. Thou wilt not leave me, mother. *Quest.* Who are going for a walk to-day? *Ans.* John and me. Thou, my friend, were in great danger of thy life. One only of all the flock were missing when he arrived. The whole series were completed in about six months. The building of so many magnificent edifices were very expensive. Part of the plans are completed. They was very happy in each other's society.

85. Point out the objective relations which occur in the following passages:—

The great principle of human satisfaction is engagement. It is a most just distinction, which the late Mr. Tucker has dwelt upon so

largely in his works, between pleasures in which we are passive, and pleasures in which we are active. And I believe every attentive observer of human life will ascent to this position, that however grateful the sensations may occasionally be in which we are passive, it is not these, but the latter class of our pleasures, which constitutes satisfaction, which supply that regular stream of moderate and miscellaneous enjoyments in which happiness, as distinguished from voluptuousness, consists.

There is no phenomenon in nature more beautiful and splendid than the rising sun. The richest dress that human art can invent, the finest decorations, the most pompous equipage, the most superb ornaments in the palaces of Kings, vanish and sink to nothing when compared with this beauty of nature. The sun appears with all the splendour of majesty, rising higher and higher, and the earth assumes a new aspect. Every creature rejoices, and seems to receive a new life. The birds, with songs of joy, salute the source of light and day, every animal begins to move, and all feel themselves animated with new strength and spirit.

86. Correct the errors, in relation to the objective case, which occur in the following sentences:—

Between you and I, the whole plan is absurd. He gave assurance of his reformation to all his friends, relations, and they who took any interest in his welfare. William gave you and I a full description of his interview. Will thee come to-morrow, Jamie? Them books must be removed immediately. Charles and me were very glad to accept your kind invitation. Her and I were both in the room at the time.

87. Point out all the attributive relations in the following passages:—

That man, by merely measuring the moon's apparent distance from a star, with a little portable instrument held in his hand, and applied to his eye, even with so unstable a footing as the deck of a ship, shall say positively within five miles, where he is, on a boundless ocean, cannot but appear to persons ignorant of physical astronomy an approach to the miraculous. Yet the alternatives of life and death, wealth and ruin, are daily and hourly staked with perfect confidence on these marvellous computations, which might almost seem to have been devised on purpose to show how closely the extremes of speculative refinement and practical utility can be brought to approximate.

More than half my boys never saw the sea, and never were in London, and it is surprising how the first of these disadvantages interferes with their understanding much of the ancient poetry, while the other keeps the range of their ideas in an exceedingly narrow compass.

2. SPECIAL RULES OF SYNTAX.

88. Correct the errors which occur in the following passages, in relation to the subject and predicate:—

John and Mary comes to school every day from a long distance.
Morning or evening are the best time for study.

The whole army were defeated and fled.

Neither Napoleon nor Wellington were aware of what had occurred the previous night.

The swallow, the martin, and the redbreast, is considered to be the most innocent of birds.

Have not Homer or Virgil been the especial favourites of every age?

Have not Milton and Shakspeare been considered the two greatest English poets?

The school were to break up on the 20th.

The whole school was rambling about the common all the afternoon.

He and I goes to market every day.

You and Samuel was very hungry during the performance.

89. The nominative case is usually the subject to a finite verb; point out the nominatives in the following sentences which have no finite verb after them:—

God, from the mount of Sinai, whose grey top
Shall tremble, He descending will Himself
Ordain their Days.

For me, scarce hoping to attain that rest,
Always from port withheld, always distress'd;
The howling winds drive devious, tempest-toss'd,
Sails rent, seams opening wide, and compass lost.

Every thing being right, I shall start to-morrow morning.

Work, work, my boy, be not afraid;
Look labour boldly in the face.

Beauteous isle and plenteous,
What though in thy atmosphere
Float not the taintless luxury of light!

Not yet enslaved, nor wholly vile,
O, Albion! O, my mother isle!
Thy valleys, fair as Eden's bowers,
Glitter green with sunny showers.

90. Point out all the cases of apposition in the following sentences, and correct any that are wrongly written:—

Whang the miller was very avaracious.

After the short usurpation of his cousin Stephen, Henry II. succeeded his grandfather.

The abuses of John's government caused that combination of the Barons, which extorted Magna Charta—the basis of English liberty. Hence sprang the numerous Italian republics, Venice, Genoa, Florence, and others.

The person who called on you yesterday was me.

This is a work of Milton's, the great English poet.

It was him who represented the cause so badly.
 It was her who took away the book that I was reading.
 He, the wisest of his race, stood near, and observed the folly of his brethren, the Arabs.

91. Correct the errors in relation to the use of the possessive case, which occur in the following passages:—

The children's supper is nearly ready.
 John's and Mary's shares are smaller than the rest. His nose is very much like that of my father's. That wife of my uncle's is always scolding her servants.

92. Classify the objective cases in the following passages, according as they follow transitive, intransitive, or passive verbs, and show which of them are indirect objects:—

Navigation is an art so nice and complicated, that it requires the ingenuity as well as the experience of many ages to bring it to any degree of perfection. The fish we caught yesterday weighed six pounds. Some horses can run a mile a minute. Yesterday I was taken over the gardens, and shown the whole house. Just as we were going out we were asked the way to the church. Render unto Cæsar the things that are Cæsar's, and to God the things that are God's. Our master taught us geography with great skill. We watched three hours on the beach, but could see nothing of the vessel. Will you be so kind as to lend me half-a-crown?

Then sang Moses this song unto the Lord, and spake, saying: I will sing unto the Lord, for he hath triumphed gloriously; the horse and his rider hath He thrown into the sea.

93. Correct the following errors in the use of the relative pronoun, and give the reason for each correction:—

Whom do you think I am? Who were you speaking of just now? I do not know who you profess to be. Whosoever he may select, I shall be quite content. I have no idea who he means to put in my place.

94. Point out below all the instances of verbs used absolutely:—

There were a good number, say twenty, present.
 We went a good distance farther, suppose half a mile. Taking the count at random, I should say that there were fifty vessels in sight. Speaking accurately, we were only three and a half minutes in the room. To speak distinctly, I do not wish your company any longer.

95. Correct errors of any kind in the following examples:—

There is, in fact, no houses whatever on one side of the street.
 Nothing but grave and serious studies delight him.

In the observance of the laws consists the stability and welfare of the kingdom.

These are the men which we select for our companions.
 Will any one bring me their books? These kinds of potatoes are the
 best grown. Those sort of peas are very productive.
 Has either of your three friends arrived?
 Each of them shall be rewarded in their turn.
 Whom do you think it is?
 I dare not to solicit any favor of him.
 You need not to go so hastily.

96.

She always appears very amiably.
 If you wish to be healthy, live conformable to the rules of prudence
 and moderation.
 Agreeable to his promise he came to me in the afternoon. I ascend-
 ed an exceeding high mountain in Switzerland.
 This one is more preferable than that.
 I cannot run no farther. He won't give me none of his flowers. I
 will not forgive him neither this year nor next.
 Have you ran home for the umbrella?
 John has unfortunately broke his leg.
 We have began dinner this hour ago.

FINIS

ons.
potatoes are the

les of prudence
on. I ascend-

his flowers. I

