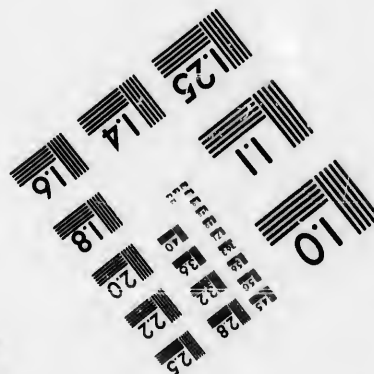
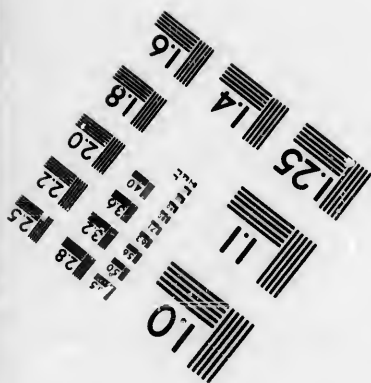
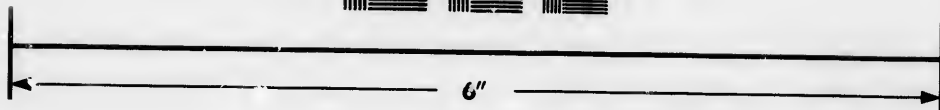
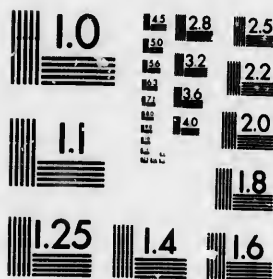


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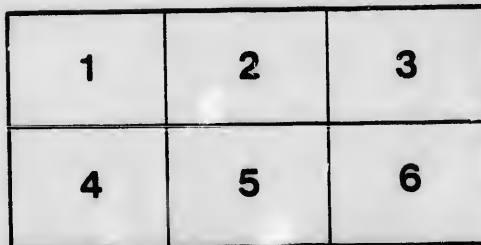
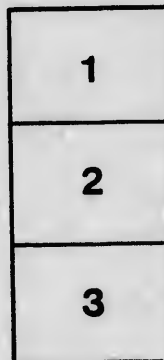
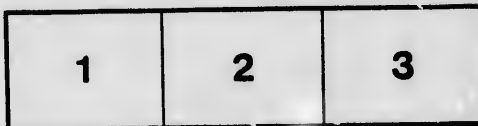
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ENGLISH GRAMMAR  
EXERCISES.

BY

C. P. MASON, B.A.,  
FELLOW OF UNIVERSITY COLLEGE, LONDON.

SECOND EDITION.

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## P R E F A C E.

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THE present work is a reprint in a separate form of the Exercises appended to my recently published "Shorter English Grammar." The references to the paragraphs of that work have been retained to prevent the cost of preparing new plates, and the exercises themselves are so arranged that they may be used with any good text-book of English Grammar, and there are some good works of that kind which have either a scanty apparatus of exercises or none at all. Every effort has been made to render these exercises as serviceable as possible to those who wish to guide their pupils to a real understanding of the structure of English sentences. The learner is taken by easy stages from the simplest English work to the most difficult constructions in the language. Beginning with the simplest elements of a sentence, he learns step by step the functions of the various Parts of Speech, and of their forms and combinations, and acquires by degrees the power of analysing and parsing the most complicated constructions.

I, the use of these exercises I strenuously urge upon teachers patient and unflinching compliance with the directions given for guiding the pupil to a thorough understanding of the *functions* of words and forms. Nothing is more useless and even hurtful than to furnish the learner with any kind of mechanical directions to enable him to tell the Parts of Speech. If he cannot tell that a word is a verb, an adverb or a preposition by recognizing its meaning and function in the sentence, of what possible use can it be for him to give it a name by the application of some empirical rule relating to its position, or something of the sort? When in this fashion he has managed to say that "now" is an *adverb*, or



"against" a *preposition*, he really knows no more than he did before. He is simply using words without a perception of their meaning. Nay, the matter is worse than this, for he is deluded into the idea that he knows something, while his fancied knowledge is a mere sham, and this delusion is itself a bar to his acquisition of the only kind of knowledge which could be of any use to him. If the pupil is too young to master the proper explanation readily, wait till he is older; if he is too dull, take him patiently over the ground again and again till the difficulties have vanished. None but learners of abnormal stupidity will hold out against this kind of treatment, and they had better devote such intellect as they have to simpler pursuits. The bane of far too much of our ordinary school work is the ignorant impatience of teachers to get their pupils "over the ground," that is to say, through a certain number of pages of some text-book. A tolerably long and wide experience justifies me in affirming most strongly that *slow and careful teaching* pays best even at examinations. The specimens of parsing and analysis that I see yearly in hundreds of instances, show how deplorably time and (not patience, but) impatience have been wasted in going over and over again the same profitless round of mechanical and unintelligent repetition. It is this that renders school "lessons" wearisome to the teacher, and dreary and repulsive to the pupil. No matter what the subject may be, learners never find a lesson dull when they feel that they are *really learning* something.

C. P. MASON.

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## EXERCISES.

## I. Common Nouns and Proper Nouns.

*Preliminary Lesson.*—Definition of a Noun. Distinction between Common Nouns and Proper Nouns (§§ 31-37).

**Exercise 1.** Say (or write) ten common nouns which are the names of each of the following things :—

1. Animals.
2. Trees and flowers.
3. Things that you see in the room.
4. Things to eat, to wear, or to play with.
5. Some stuff or material.

Say (or write) ten proper nouns which are names of

1. Boys or girls.
2. Towns.
3. Countries.
4. Rivers or mountains.
5. Dogs or horses.
6. Ships.
7. Houses or parks.

**Exercise 2.** Write the Common Nouns in the following sentences in one list, and the Proper Nouns in another :—

John likes school. My brother has a horse called Dobbin. The boys were reading about the battle of Agincourt. Bellerophon rode a winged horse called Pegasus. My uncle is the captain of the 'Bellerophon.' Lie down, Fido. The traveller ascended Helvellyn. March is a cold month. The soldiers had a weary march. She brought me a bunch of may. I like May better than June. King Arthur's sword was called Excalibur. We saw an eclipse of the sun. The horse that won the race was Eclipse. Petrels and swallows are birds. That cow has lost a horn. He sailed round Cape Horn in the 'Petrel.'

"O Solitude! where are thy charms?"

"Hence, loathed Melancholy,  
Of Cerberus and blackest midnight born,  
Find out some uncouth cell  
Where brooding darkness spreads his jealous wings."

"You may avoid that too with an 'if'" (*Shaksp.*). "Tellest thou me of ifs?" He wants to know the why and the wherefore of everything. (See: § 349, 5.)

## II. Singular and Plural.

*Preliminary Lesson.*—Definition of Number. Modes of forming the plural (§§ 47, &c.).

**Exercise 3.** A. Write the plural of each of the following nouns :—

Boot. Sheaf. Chimney. Enemy. Valley. Duty. Osprey. Calf. Echo.  
Cargo. Negro. Sky. Dray. Convoy. Buoy. Victory. Loaf. Wife.  
Leaf. Stuff. Scarf. Speech. Ass. Grass. Thrush.

B. Write the singular of each of the following nouns :—

Arches. Trespasses. Mice. Lice. Feet. Halves. Staves. Waves.  
Pies. Lies. Cries. Flies. Bruises. Trees. Kine. Oxen. Children.  
Bees. Noses. Nooses. Pence.

### III. Capital Letters.

*Preliminary Lesson.*—Use of capital letters (§ 6, *note*).

**Exercise 4.** Copy out the following examples two or three times and then write them from dictation :—

The mayors of provincial towns. The Lord Mayor. The barristers and solicitors. The Solicitor-General. A court of justice. The Lord Chief Justice. I speak of lords and commoners. The Lords and Commons. The princes and dukes. The Prince of Wales. The Duke of Bedford. The recorder of these events. The Recorder of Carlisle. The office of sheriff. Mr. Sheriff Johnson. The house of mourning. The House of Commons. Our common supplications. The Book of Common Prayer. An object in the middle distance. A student of the Middle Temple. The first chapter. James the First. The prescription of the doctor. The life of Dr. Johnson. The clemency of the conqueror. William the Conqueror. We have a good hope through grace. The Cape of Good Hope. The evangelist Matthew. St. John the Evangelist. The death of the emperor. O Death, where is thy sting?

### IV. Verbs, Sentences.

*Preliminary Lesson.*—Definition of Verb, Subject, Predicate, Sentence. Use of the Nominative Case. Agreement of the verb with its subject (§§ 179, &c., 374).

**Exercise 5.** Point out the subject and the verb in each of the following sentences, and explain their functions, that is, what they do in the sentence. Thus, "Boys play." 'Boys' is the *subject*, because it stands for that about which we tell something by means of the verb. It is in the nominative case. 'Play' is a verb; it tells us something about *boys*.\*

Birds fly. John works. Cats scratch. Snow falls. Soldiers fight. Stars shine. Geese cackle. Horses neigh. Up went the rocket. Down came the rain. In came William. Thus ends the tale. Then cometh the end. Here comes papa. Now fades the glimmering landscape on the sight. Deep drank Lord Marmion of the wave.

\* Not about the *subject*, because the subject of a sentence is only a *word*, and the verb tells us something, not about a *word*, but about *that for which the word stands*. Beware of confusion about this.

**Exercise 6.** Put some verb or other with each of the following nouns, so as to make a sentence :—

Grass. John. Trees. Cows. The sun. Stars. The wind. Mary. The child. Dogs. Lions. Owls. Mice. Boys. The bird. Parsons. The candle. -Horses. Water. Soldiers. Ships. Day. The leaves. Puss. Rain.

The following are verbs of which you can make use :—

Sail. Fight. Swim. Sink. Shine. Dawn. Howl. Shriek. Play. Squeal. Grow. Fall. Work. Graze. Twinkle. Blow. Run. Squeak. Roar. Preach. Cry. Sing. Kick. Scratch.

Put a subject of the proper number before each of the following verbs :—

Shine. Chatter. Plays. Sing. Sings. Howl. Scratches. Run. Flies. Appear. Arrive. Sinks. Float. Dances. Glitters. Growl. Works. Pray. Break. Speaks.

### V. The Possessive Case.

*Preliminary Lesson.*—Formation and use of the Possessive Case (§§ 67, &c.).

**Exercise 6b.** Draw one line under those nouns in the following sentences which are in the nominative case plural ; two lines under those which are in the possessive case singular ; and three lines under those which are in the possessive case plural ; and show in each instance to what other noun the noun in the possessive case is attached. This may be done by placing the same numeral over each,

as " I found Henry's book and William's slate."

John's hands are dirty. Men's lives are short. Hens' eggs are white. The children's voices are loud. The horses ate the oxen's food. The keeper caught the vixen's cubs. Goats' milk is wholesome. A cheese was made from the goat's milk. The bird's leg was broken. The birds have built nests in the farmer's barn. The farmers' barns are full of corn. The bakers' shops were shut. The baker's bread was spoilt. The masters heard the boys' lessons. The boys tore the master's book. The boy taxed the masters' patience. The men heard of their wives' danger. The kittens are in Mary's lap. The boy pulled the kitten's tail. Peter's wife's mother lay sick of a fever. John's day's work is nearly finished. Tom's horse's leg was broken. I bought this paper at the stationer's. He lodges at the baker's. We went to St. Paul's this morning.

### VI. Transitive and Intransitive Verbs.

*Preliminary Lesson.*—Distinction between Transitive Verbs and Intransitive Verbs. The Object of a Verb. The Objective Case (§§ 182, 183).

**Exercise 7.** In the following sentences point out which nouns are subjects of verbs and which are objects of verbs. In each case explain the use of the Subject, as in Exercise 5, and explain the use of the Object as follows :—"John struck the ball." The word *ball* is the object of the verb, because it stands for that which is the object of the action denoted by the verb."

John touched Henry. Cats eat mice. Bakers make bread. A lion devoured a sheep. The boys waste time. The horse kicked the groom. The groom kicked the horse. The man broke his leg.

**Exercise 8.** Write out the following sentences, and draw one line under the transitive verbs, and two lines under the intransitive verbs :—

Men eat bread. Cats mew. Sheep eat grass. The sheep graze. The boys learn lessons. The boys play in the yard. The hound chased the hare. The dog barked. The butcher killed the pig. The pig squealed. The child screamed. The boy struck his brother.

**Exercise 9.** In the following examples put in an object where it is wanted to show what the action denoted by the verb is done to :—

The boy hates. Men pray. The parson preaches. Mary wrote. The dog howled. The dog bit. The horse carries. The horse neighs. The man desires. The girls dance. Birds build. Birds twitter. Mary died. Rain fell. The lightning struck. Clouds covered. The sun warms. The sun shines.

**Exercise 10.** Make a dozen sentences containing a subject, a transitive verb, and an object, and a dozen containing a subject and an intransitive verb.

## VII. Verbs used transitively, intransitively, and reflectively.

*Preliminary Lesson.*—Verbs used (with a difference of meaning)

1. as transitive verbs ; 2. as intransitive verbs ; 3. as reflective verbs (§ 183).

**Exercise 11.** Write out the following sentences, and draw one line under the verbs that are used transitively, two lines under those that are used intransitively, and three under those that are used reflectively. A verb should be treated as a transitive verb used *reflectively* whenever a reflective pronoun can be supplied as an object so as to make the sense more complete, as "I always wash [myself] with cold water" ; "The visitors withdrew [themselves]" :—

The travellers started yesterday. The hunter started a hare. The man spoke French. The man spoke well. The boys play in the garden. The girl plays the piano. The ship sank. The man sank his fortune in the undertaking.

The judge tried the prisoner. The thief tried the lock. The boy tried hard. The traveller returned yesterday. The merchant returned the goods. The old man slipped on the ice. He slipped a shilling into my hand. The audience hooted the speaker. Owls hoot. He has twisted his ankle. The snake twists and turns about. The earth turns round. He turned the man out of the room. He gave up the game. You had better give in. The town surrendered. The governor surrendered the town. We all rejoiced at his success. His safe return rejoiced us all. The barber shaved me yesterday. He has not shaved this morning. I withdrew my claim. The deputation withdrew. Take this chair. Take yourself off. Get your umbrella. Get thee gone. Get up. Get out of my way. He made a noise. He made off as fast as he could. He cut his finger. He cut away pretty quickly. The singer delighted the audience. I delight to hear him.

**Exercise 12.** Find a dozen other verbs that may be used both transitively and intransitively, and six that may be used reflectively without being followed by a reflective pronoun, and make sentences to illustrate their use.

### VIII. Words used both as Nouns and as Verbs.

*Preliminary Lesson.*—Study the meaning and use of the word *iron*, in such sentences as '*Iron* is heavy' and 'The women *iron* the shirts.'

**Exercise 13.** Take the words in italics in the following sentences, and say in each case whether the word is a noun (because it is the *name* of something), or a verb (because it *tells* you what some person or thing does):—

He took a pinch of *snuff*. John *snuffs* the candle. The *furrows* are not straight. Grief *furrows* the brow. The maid *milks* the cow. The children drink *milk*. *Steam* comes out of the kettle. The cook *steams* the meat. The *irons* are hot. The laundress *irons* the shirts. The passengers *crowd* the deck. A *crowd* filled the *square*. She *decks* herself with *ornaments*. We *squared* accounts. He *ornaments* the table with plate.

**Exercise 14.** Make sentences in which the following words are used:—1, as *nouns*; 2, as *verbs*.

Fly. Form. Beat. Work. Name. Whip. Pinch. Seat. Dig. Pocket. Cover. Shoe. Pen. Task. Hook. Eye.

**Exercise 15.** Find twenty more words which may be used either as nouns or as verbs.

### IX. The Personal Pronouns.

*Preliminary Lesson.*—Forms and use of the Personal Pronouns, and of the Demonstrative Pronoun of the Third Person, Personal inflexions of verbs (§§ 131, &c., 218, 227).

**Exercise 16.\*** Suppose John is speaking to Thomas, substitute the proper pronouns for their names in the following sentences, and the proper names for the pronouns :—

John saw Thomas in the garden. John's father has come home. Has Thomas's brother arrived? John's pony is lame. John has had John's dinner. John will lend Thomas John's knife. Will Thomas give John Thomas's stick.

You have hurt me. Did I hurt you? You have spoilt my book. I saw your father yesterday. Thy friends are here. My sister will call upon your mother. Your brother has sent for me. Did I not tell thee so?

**Exercise 17.** Substitute pronouns for nouns wherever they are proper in the following sentences, and state what nouns the pronouns stand for :—

Mary has lost Mary's thimble. John's mother has sent John to school, where John will learn to read. The dog's master beat the dog with a stick because the dog bit the master's leg. When the boys have finished the boys' lessons, the boys will go out to play.

The master praised the boy because he was attentive. The boys have lost their ball. The horse ran away with his rider. Parents love their children. When the girl was old enough, her mother sent her to school.

## X. Pronouns as Subjects and Objects of Verbs.

*Preliminary Lesson.*—Inflexions of verbs to mark Person. Concord of Verb and Subject. (§§ 218, 227, 374.)

**Exercise 18.** Point out which pronouns in the following sentences are subjects of verbs, and which are objects, and explain their use in the same way as that of the nouns in Exercises 5 and 7.

I admire him because he is brave. They will love you if you are good. We shall see you to-morrow. You will meet us there. I often see her at church. They left us yesterday. The boy has hurt her. He has torn her frock. We took them home. Look at this book, it is John's; I found it in the garden. I will arm me. I will lay me down. Get thee gone. I will bethink me. Bethink you of some expedient. Arm you against your other foes.

## XI. Direct Object and Indirect Object.

*Preliminary Lesson.*—Difference between the Direct Object and the Indirect Object of a verb (§§ 74; 370, 4).

**Exercise 19.** Draw one line under those nouns and pronouns in

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\* These exercises are very like some that have recently appeared elsewhere, and which in their turn resemble what appeared previously in the author's 'First Notions of Grammar.'



the following sentences which are direct objects of verbs, and two lines under those which are indirect objects :—

John gave Thomas a kick. Will you lend me a shilling? I gave him a book. They met us in the street and gave us some apples. Pass me the salt. Hand that lady the bread. Hand that lady to her seat. He dealt the cards. He dealt me a hard blow. Send me a letter. Send me to him. I fetched him a box on the ears. Mary fetched the beer. Pour your neighbour out a glass of beer. The policeman took the man to prison. The kind woman took the poor man a loaf. Let every soldier hew him down a bough. He got him a wife. I will get me a new coat. Shall we go and kill us venison? We will buy you a watch. We will disguise us. We make us comforts of our losses. This will last you all the year.

**Exercise 20.** Find a dozen verbs which may have objects of each kind, and make sentences to illustrate their use.

## XII. Conjugation of Verbs. Tense Forms of the Active Voice.

*Preliminary Lesson.*—Formation of all the tenses in the Indicative Mood of the Active Voice. Parts of which the compound tenses are made up (§§ 204-209; 257).

**Exercise 21.** Change the verbs in the following sentences into each of the other tenses of the Indicative Mood, Active Voice, successively; naming the tenses as you do so :—

*A. Strong Verbs.* He throws a stone. We draw water. You see the house. He gives me an apple. She strikes her brother. He breaks his word. He drinks some ale. The soldiers fight bravely. I hold the reins. The sun shines. The cock crew. He slew his foe. It lay on the ground. We took good care. We stood in the street. They ate some bread. He seethes the flesh.

*B. Weak Verbs.* She spills the water. The dog was barking. We crept into bed. The man knelt down. He bleeds to death. He tells a lie. They spent their money. You sold your horse. The servant sweeps the room. We met our friend at his house. I read many books.

## XIII. Tense Forms of the Passive Voice.

*Preliminary Lesson.*—Formation of the various tenses of the Indicative Mood of the Passive Voice (§ 187; 257).

**Exercise 22.** Change the verbs in the following sentences into each of the other tenses successively of the Indicative Mood in the Passive Voice; naming the tenses as you do so :—

*A. Strong Verbs.* A stone was thrown. The wine was drunk. We shall be struck. He was slain. The letter will be written. Money has been taken



out of the till. Goods have been stolen. Kind words are spoken. The sheep will be shorn.

*B. Weak Verbs.* The wine was spilt. The sparrow is caught. The house will be built. The children are scolded by the nurse. The report is spread. Meat had been sold by the butchers.

#### XIV. Mutual Relation of the Active and Passive Voices.

*Preliminary Lesson.*—When an action is described by means of the Passive Voice instead of the Active, the object of the verb in the Active Voice becomes the subject of the Verb in the Passive \* (§ 186).

**Exercise 23.** Change all the following sentences so as to use passive verbs instead of active verbs. Thus for "The dog bit the cat," put "The cat was bitten by the dog": for "I am writing a letter" put "A letter is being written by me":—

The cat killed the rat. John broke the window. That surprises me. This will please you. The men are drinking the beer. We have received a letter. The boys have eaten the cake. They had not counted the cost. The men will have finished the work before night. The men will be carrying the hay to-morrow. We were gathering nuts in the wood. The servant had swept the room.

**Exercise 24.** Make a dozen sentences containing a transitive verb in the active voice, and then alter them as in the last exercise.

**Exercise 25.** Change all the following sentences so as to use active verbs instead of passive verbs in the same tense:—

The sparrow was caught by the boy. We were overtaken by a storm. A new house will be built by my brother. The children had been scolded by the nurse. The wine had been drunk by the butler. The door was opened by me. Too much was expected by them. The letter was written by us. Mice are caught by cats.

**Exercise 26.** Make a dozen sentences containing a transitive verb in the passive voice, and then alter them as in the last exercise.

**Exercise 27.** Write out the following sentences, and draw one line under those verbs which are in the active voice, and two lines under those which are in the passive voice (§§ 187, 205):—

Arrows are shot by the archers. The archers are shooting arrows. He is

\* Beware of the mistake of saying that the *subject* of the verb in the Active Voice becomes the *object* of the verb in the Passive Voice. A verb in the Passive Voice has no direct object. It does not cease, however, to be a *Transitive Verb*. All ordinary passive verbs are *transitive*. The *object of an action* need not be expressed by the *grammatical object of a verb*.

running. He is gone. He is spending all the money. The men are come. The town was taken by assault. The troops were being led across the river. The officer was leading the troops across the river.

I shall be blamed for this. I shall be travelling all night. We were travelling all day. The wine was being drunk. The men are drinking beer. The gardener has been mowing the lawn. The money will have been spent in vain. We are losing time. Time is being wasted.

### XV. Gender of Nouns.

*Preliminary Lesson.*—Signification and formation of Genders (§§ 39-46).

**Exercise 28.** State the gender of each of the following nouns :—

Cow, horse, dog, man, girl, ship, house, Robert, Jane, London, Thames, goose, hen, cock, bird, sheep, pig, boar, fox, uncle, nephew, John, vixen, lass, ox, form, desk, tree, servant, footman, maid, boy, nursemaid, baby, slate, gander, elephant, tiger, lioness, Maria, France, Napoleon, cart, infant, brother, lady, pen, lord, king, sovereign, queen, ruler, judge, author, cousin, sister, mother, aunt, box, speaker, William. The Victory. The Agamemnon. The Maria.

**Exercise 29.** Give the feminine nouns that correspond to the masculine nouns, and the masculine nouns that correspond to the feminine nouns in the following list :—

Nun. Daughter. Ram. Earl. Duchess. Doe. Boar. Bachelor. Girl. Sister. Drake. Bull. Hind. Aunt. Witch. Nephew. Lady. Sir. Buck. Hart. Empress. Votary. Mistress. Lass. Actor. Governess. Giant. Author. Caterer. Murderess.

**Exercise 30.** Write down 1. Ten masculine common nouns. 2. Ten masculine proper nouns. 3. Ten feminine common nouns. 4. Ten feminine proper nouns. 5. Ten neuter common nouns. 6. Ten neuter proper nouns. 7. Ten nouns of ambiguous or common gender.

### XVI. Parsing.

*Preliminary Lesson.*—To parse a word you must state 1. to what part of speech, and to what subdivision of that part of speech it belongs ; 2. what the function of the word is, that is, the kind of work that it does in the sentence ; 3. the accidance of the word ; 4. the construction of the word in the sentence.

#### Examples of Parsing.

*"John's brother has found a shilling."*

John's is a Proper Noun of the Masculine Gender [because it

is the name of a male person and is that person's own name\*]. It is in the Singular Number, and in the Possessive Case depending on (or in the attributive relation to) the noun 'brother' [because it denotes that 'John' possesses something, namely 'brother'].

**Brother** is a Common Noun of the Masculine Gender [because it denotes a male person, and may denote any other of the same class]. It is in the Singular Number, and is in the Nominative Case because it is the subject of the verb 'has found' [that is, because it stands for the person about whom the verb tells something].

**Has found** is a Transitive Verb of the Strong Conjugation—(find, found, found). [It is a verb because it tells us something about John's brother, and it is transitive because it denotes an action which is done to some object.] It is in the Active Voice, Indicative Mood, Present Perfect Tense, and is in the Singular Number and the Third Person to agree with its subject 'brother.' It has 'shilling' for its object.

**Shilling** is a Common Noun of the Neuter Gender [because it is the name of something which is not a living being, and may be used for any other thing of the same class]. It is in the Singular Number, and is in the Objective Case because it is the object of the transitive verb 'has found' [that is, because it stands for that to which the action denoted by the verb is directed].

*'He will please me.'*

**He** is a Demonstrative Pronoun of the Third Person and Masculine Gender [because it stands for a male person who is neither the speaker nor the person spoken to] in the Singular Number and in the Nominative Case because it is the subject of the verb 'will please' [that is, because it stands for the person about whom the verb tells something].

'**Will please**' is a transitive verb [because it denotes an action which is directed to an object], of the Weak Conjugation (please, pleased, pleased). It is in the Active Voice, Indicative Mood, Future Indefinite Tense, and is in the Singular Number and the Third Person to agree with its subject 'he.'

**Me** is a Personal Pronoun of the First Person and of Common† Gender. [It stands for the speaker without naming him, or her]. It is in the Singular Number, and in the Objective Case because it is the object of the transitive active verb 'will please.'

\* When pupils have gained some readiness in parsing, and when parsing is written, such explanations as those in brackets may be omitted; but in oral work, and for beginners they are of the utmost importance.

† Substitute *Masculine* or *Feminine*, if the context shows whether the speaker is a male or a female person.

*"I shall be seen."*

'I' is a Personal Pronoun of the First Person of common\* (or ambiguous) gender. It is in the Singular Number, and is in the Nominative Case because it is the subject of the verb 'shall be seen' [that is, stands for the person about whom something is said by means of the verb].

'Shall be seen' is a Transitive Verb [because it denotes an action that is directed to an object], in the Passive Voice, Indicative Mood, Future Indefinite Tense, and in the Singular Number and First Person to agree with its subject 'I.'

*"Lend me a shilling."*

'Lend' is a Transitive Verb [because it denotes an action which is done to something], in the Active Voice, Imperative Mood, Plural Number† and Second Person, to agree with its subject 'you' understood.

'Me' is in the Objective Case, because it is the Indirect Object of the verb 'Lend' (See Section xi).

**Exercise 31.** Parse all the verbs, nouns, and pronouns in the following sentences, except those in italics:—

The hunters caught a hare. The hunters were chasing hares. The hare was being chased. The house was pulled down. The masons are building a house. Many new houses have been built. He was running away. They called her back. She gave me‡ a shilling. I lent the man‡ a pound. We have heard the news. You have lost the sight. John's sister has told me‡ the news. We saw Henry's cousin yesterday. Mary's frock was torn by the dog. The girl's frock will be mended. You will be overtaken by the storm. The men will soon have finished the work. She had been bitten by the dog. The cat has scratched her. Henry's father will give her‡ a new book. Hand me‡ the bread. Read the letter. Tell me‡ the news. Go thou and do likewise. Hear ye, Israel.§ Get thee behind me. John,§ hand me‡ the bread.

**Exercise 32.** Parse the nouns, pronouns, and verbs in Exercises 19, 20, and 22.

## XVII. Adjectives of Quality.

*Preliminary Lesson.*—Nature and use|| of a Qualitative Adjec-

\* See last note.

† 'You' is always a *grammatical* plural, even when it refers to *one* person. Of course, if the singular 'Thou' is expressed or understood, the verb is singular; but the subject which is usually understood is the plural 'you.'

‡ In parsing this word state that it is in the objective case, because it is the *indirect object* of the verb. (See Section xi, Ex. 19.)

§ Parse this word as a Vocative or Nominative of address.

|| Carefully guard beginners against the common, but obvious blunder, of saying that 'adjectives denote the *qualities of nouns*.' Nouns are *names, i.e., words*. In 'a black dog' the adjective 'black' does not mark any quality belonging to the *name* 'dog.' It is the *animal* that is black, and not its name. An adjective is not a 'noun-marking word,' but a 'thing marking word.'

tive (or Adjective of Quality); Attributive and predicative use of Adjectives (§§ 80-84; 90).

**Exercise 33.** "*The girls wore smart bonnets.*" 'Smart' is an Adjective of Quality. It shows of *what sort* the 'bonnets' are. It is joined attributively to the noun 'bonnets.'

"*The girls' bonnets are smart.*" Here 'smart' is an Adjective of Quality joined predicatively to the noun 'bonnets.'

Pick out the Adjectives of Quality in the following sentences, and treat each of them in the same way as 'smart' in the above examples:—

He rides a black horse. The bird has white feathers. The bird's feathers are white. Idle boys hate lessons. Ripe fruit is wholesome. Tom's horse is brown. Rude boys are disagreeable. Dogs are faithful. Dogs are faithful animals. Thin ice is dangerous. The poor little bird is dead. Sinful pleasures are often alluring. The girls are ready. He is a ready speaker. The naughty children ate some apples. He is a vulgar little boy. The girl has large black eyes. The cat caught a great black rat. He rode a strong, bony, black horse. He wore a great, heavy, woollen cloak.

### XVIII. Adjectives of Quantity.

*Preliminary Lesson.*—Nature and use of Adjectives of Quantity, or Quantitative Adjectives (§§ 91-94).

**Examples.** "*John bought twelve pears.*" 'Twelve' is an Adjective of Quantity. It tells us *how many* pears we are speaking about.

"*I will give you some money.*" 'Some' is an Adjective of Quantity. It tells us (indefinitely) *how much* money we are speaking about.

**Exercise 34.** Write out the following sentences, and draw one line under the Adjectives of Quality, and two lines under the Adjectives of Quantity, and treat each of the latter in the same way as 'twelve' and 'some' in the above sentences.

The naughty, greedy little boy ate twenty pears. The poor woman has many troubles. Great\* riches bring much care. I have little† hope of success. My little brother is ill. Many men possess great riches. Hold out both hands. We waited several hours in the cold room. I have no money. Much money brings much care. We travelled all night. Many men love vicious pleasures. Have you any money? Will you have some bread? Few men can resist strong temptation.

### XIX. Demonstrative Adjectives or Adjectives of Relation.

*Preliminary Lesson.*—Nature and use of Demonstrative Adjectives. Different sorts of Demonstrative Adjectives (§ 95).

\* Mind that 'great' and 'small' are Adjectives of Quality. They do not tell us *how much* of a thing we are speaking about, but they *describe its size*.

† 'Little' is used for both purposes, and is therefore sometimes an Adjective of Quality, and sometimes an Adjective of Quantity.

"Give me that book."

'That' is a Demonstrative Adjective, or Adjective of Relation. It points out a certain book without describing it. It qualifies the noun 'book.'

"He lent me his knife."

'His' is a Possessive Pronominal Adjective or Possessive Adjective Pronoun. It points out a certain knife, without reference to quality or quantity. It qualifies (or is joined attributively to) the noun 'knife.'

**Exercise 35.** Write out the following sentences, and draw one line under the Adjectives of Quality, two lines under the Adjectives of Quantity, and three lines under the Adjectives of Relation (or Demonstrative Adjectives), bearing in mind that several adjectives belong (with a slight difference of meaning) sometimes to one class, sometimes to another. (See §§ 92, 166, 169.) Look carefully at the definitions. Indicate what noun each adjective belongs to, or qualifies, by putting the same numeral over both the adjective and the noun, thus:—

1 2 3 1 2 3 4 4.

"We heard of the poor old man's sudden death."

Give me that large book. Ring the bell. Bring me my new boots. This boy is idle. These sheep are fat. Look at the second line in this page. She will have the last word. We walk every other day. You will know better one day. No other course is possible. Any man could tell you that. Some people like this loud music. Each child received a penny. Every device has been tried. Either alternative is disagreeable. My apple is ripe. His first attempt was a failure. She is my first cousin. She was my first love. He has but little discretion. He has a large head and little eyes. A little leaven leaveneth the whole lump. A little child might lead him. An enemy hath done this. That last song was capital. Neither version of the story is correct. Those little boys are my cousins. Some \* thief has stolen my watch. We had some † beef for dinner. Any \* fool might see that. Have you any † money? I have not the least appetite. He spent half a day with me. John is his half brother. Second thoughts are best. We arrived on the second day. I went to see him one day lately. I have but one brother. There was no other way left. Which ‡ wine do you prefer? What ‡ news have you heard? What ‡ nonsense he talks!

## XX. Comparison of Adjectives.

*Preliminary Lesson.*—Study §§ 105–116.

\* Here this word is a *demonstrative* pronominal adjective (or indefinite adjective pronoun).

† Here this word relates to *quantity*.

‡ Mind that Interrogative Pronominal Adjectives (or Interrogative Adjective Pronouns) belong to the class of Adjectives of Relation (or Demonstrative Adjectives)

**Exercise 36.** Write down the comparative and superlative degrees of the following adjectives, or their substitutes :—

Large, great, high, fierce, lovely, full, tame, rich, happy, handsome, common, merry, near, gay, cold, holy, healthy, bright, big, red, rich, monstrous, winsome, sad, mad, beautiful, fresh, dull, hearty, quarrelsome, blithe, splendid, clever, idle, gentle.

Write down all three degrees of the following adjectives :—

Prettier, rudest, sweetest, justest, gentler, finest, steeper, tenderer, worst, slenderest, duller, gentlest, wittier, slower, tidiest, wealthier, handsomest, sprightlier, mightiest, nastiest, rudest, brightest, crudest, better, more, last.

### XXI. Parsing of Adjectives.

*Preliminary Lesson.*—To parse an adjective state what sort of adjective it is, in what degree of comparison it is, and to what noun it is attached either attributively or predicatively (§§ 89, &c., 84). Lastly, state its three degrees of comparison.

**Examples.** "*His numerous virtues won much esteem.*"

**His** :—A Demonstrative (or Pronominal) Adjective. [It *points out* certain virtues, but does not describe or enumerate them.] It is joined \* attributively to (or qualifies) the noun 'virtues.'

**Numerous** :—An Adjective of Quality in the Positive Degree. [It *describes* the virtues spoken of.] It is attached attributively to (or qualifies) the noun 'virtues.'

**Much** :—An Adjective of Quantity. [It denotes *how much esteem* is spoken of.] It is in the Positive Degree, and is attached attributively to the noun 'virtues.' (Much, more, most.)

"*These men are richer than those.*"

**These** :—A Demonstrative Adjective in the Plural Number, joined attributively to the noun 'men.' ['These' *points to* the men, but does not describe or enumerate them.]

**Richer** :—An Adjective of Quality [it *describes* certain men], in the Comparative Degree, joined predicatively to the noun 'men.' (Rich, richer, richest.)

**Those** :—A Demonstrative Adjective in the Plural Number, qualifying the noun *men* understood (see § 96).

\* An adjective is often said to 'qualify' a noun. This expression is legitimate only if the phrase 'to qualify a noun' means 'to denote some quality of that for which the noun stands,' or 'to limit the application of a noun,' it does not in the least alter the *meaning* of the noun. (See § 85.) As generally used, it smacks strongly of the blunder of saying that 'an adjective describes the quality of a noun.' If the term is used, therefore, this mistake must be carefully guarded against.



'Which hand will you have?'

**Which** :—A Demonstrative Adjective or Interrogative Adjective Pronoun. [It *points* interrogatively to a certain hand, but does not describe it, or refer to its quantity.] It is joined attributively to the noun 'hand.'

**Exercise 37.** Parse all the adjectives (including the articles) in the following sentences. Those in italics qualify a noun which is understood. Supply the noun when necessary. Attend carefully to those examples where there is a noun in the possessive case, and see which nouns the adjectives qualify (§§ 96, 97).

A. The wisest men are sometimes mistaken. A dense cloud hid the sun. Give me some more meat. Will that little boy have any more fruit? Give me the other volume. He has gained many more prizes than his elder brother. My youngest brother has gained the second prize in his class. Every \* one was quiet. Each boy shall have a great piece of cake. That little girl has no milk. My younger sister is ill. Your elder brother lost some money yesterday. Ripe apples are nicer than sour \* ones. *That* is the least atonement he can make. Few and brief were the prayers we said. Few men are his superiors. His few remaining acres were sold. Some persons are too hasty. You will know some day or *other*. Some careless person has upset the ink. *These* are my children. Give me the other hand. Here are two books, *which* will you have? That is the ripest pear. *Which* of these books is yours? Where are the others? † John is *the cleverest* ‡ in the class. She is *the prettiest* of all my cousins. I went to see him one day lately. Have you any other sisters? Of these wines I prefer the *red* to the *white*. *The poor* suffer more than *the rich*. Will you have *hot* or cold milk? Which boy is *the cleverest*? Here is bread, will you have *some*? No, I will not have *any*.

B. He keeps a large boys' school. The little girls' frocks were torn. The girls' schools are well managed. The girls' lessons are too long. He is quite a ladies' man. He took a three days' journey. I have done a good day's work. I have had a whole day's anxiety. He teaches at the large boys' school. The elder boys' behaviour was excellent. She wore a large man's hat on her head. The large linen-draper's shop at the corner is on fire. The tall corporal's hat was knocked off. He fitted a Chubb's patent lock to his desk. He cropped the black horse's tail. He bought the handsomest lady's dress in the shop.

**Exercise 38.** When *this* and *that* are not attached to a noun expressed or understood, they must be parsed as Demonstrative Pronouns (not as Demonstrative Adjectives), of the Neuter Gender, and in the Nominative or Objective case (§ 145).

\* An adjective may be attached to a pronoun as well as to a noun. 'One' is an Indefinite Substantive Pronoun.

† 'Others' (in the plural) is a Substantive Pronoun, which is here qualified by the demonstrative adjective 'the.'

‡ An article always belongs to some *noun* expressed or understood. When no noun can be conveniently supplied with the adjective, the adjective itself must be regarded as a substantive (§ 98).



Parse the words in italics in the following sentences :—

*This* quite altered our plans. *That* was a great disappointment to us. How dare you tell me *that*? I cannot undertake *this*. I can never believe *that*. *This* is the very coinage of your brain. He does not frighten me by *that*. I shall be content with *that*.

**Exercise 39.** The demonstratives 'this,' 'that,' and 'it' may stand, 1. for a noun; 2. for an infinitive mood or gerund with its adjuncts; 3. for the act or fact stated in a sentence; 4. for the gerund or infinitive that denotes such an act or fact in an abstract form. 'It' often stands for an infinitive mood, a gerund, or a sentence that is *going to be used*. 'This' and 'that' are sometimes employed in a similar manner.

State clearly what the words in italics stand for in the following sentences :—

There is a pen, give *it* to me. I hoped to get here before noon, but I could not manage *it*. Our duty is to obey the dictates of conscience, however difficult *it* may be. To comply with your request is difficult, if *it* be not absolutely impossible. He said that the matter was self-evident, but I could not see *it*. We all knew that the attempt was hopeless, but he would not believe *it*. I will help you if *it* is possible. I will call upon you to-morrow if *it* is convenient. *It* would have been better for him if he had never known that man. *It* grieved him to lose so much money. *It* is impossible to tell what the result will be. *It* is of no use trying to help him. I think *it* best to hold my tongue about the matter. *It* vexes me that he should act in this way. *It* is very likely that he will come to-morrow. I think *it* very strange that he did not tell me. If you do not give up these bad habits, you will suffer for *it*. He thought of enlisting as a soldier, but *this* I would not allow. He asked me to surrender my claim, but I *would* not consent to *that*. Read these letters to your father; *that* will amuse him. His father threatened to disinherit him, and *that* brought him to his senses.

## XXII. Abstract Nouns.

*Preliminary Lesson.*—Nature and formation of Abstract Nouns (§§ 32, 33, 314, 329).

**Exercise 40.** Give the abstract nouns which correspond to the following adjectives :—

Pure, simple, good, bad, worthy, splendid, just, meek, temperate, large, wide, broad, slow, quick, red, blue, sour, sharp, sweet, distant, near, soft, able, innocent, durable, brilliant, merry, brief, white, long, able, humble, popular, obstinate, wicked, pious, poor, sad, infirm, jovial, silent, wise, prudent, abundant, useful, jealous, monstrous, dead.

B. Give the abstract nouns derived from the following nouns :—

Friend, son, father, man, child, king, martyr, priest, widow, relation, infant, sovereign, regent, leader, magistrate, mayor, sheriff, captain, colonel.

C. Give the Adjectives from which the following Abstract Nouns are derived :—

Nobility, stupidity, fickleness, suppleness, height, depth, acidity, dependence, sleepiness, greenness, rigidity, ductility, sonority, infirmity, patience, prosperity, wisdom, elegance, strength, valour, magnanimity, elevation, candour, durability, insipidity, heroism, grandeur, width, breadth, senility, health, youth, dearth, ponderosity, legibility.

D. Form Abstract Nouns (not ending in *-ing*) corresponding to the following verbs :—

Offend; condescend; derange; arrange; complete; protect; suspend; deride; conceal; steal; deceive; invent; invert; destroy; multiply; crown; weigh; hate; justify; move; sing; abstract; advance; measure; erase; proceed; depress; interrogate; deviate; degrade; displace; debase; contract; dissect; convene; exact; please; fix; absolve; treat; depart; seize; thieve; steal.

E. Give the adjectives or nouns from which the following abstract nouns are formed :—

Fickleness; suppleness; height; depth; acidity; patience; dependence; impertinence; elegance; uprightness; strength; weakness; mortality; durability; grandeur; width; death; wisdom; infirmity; amplitude; convenience; piety; humility; brevity; rascality; mayoralty; shrievalty; boredom; girlhood.

F. Give the verbs from which the following Abstract Nouns are derived :—

Intrusion; reflection; estrangement; seclusion; injection; thought; flight; thrift; growth; tilth; decision; coercion; defence; conception; adaptation; derision; judgment; addition; composition; declension; pressure; action; suction; laughter.

**Exercise 41.** Write out the following sentences, and draw one line under the nouns used in their *abstract* sense, and two lines under those used in their *concrete* sense, and explain the difference of meaning in each case :—

I admire nobility of character. He aspired to enter the ranks of the nobility. The sculptures over the porch are very fine. Sculpture is one of the fine arts. He has the gift of poetry. Some poetry is hardly worth reading. That is the nature of the animal. The vast field of nature is open to our gaze. Can you tell me the age of that child? This has been the case in all ages. The steeple is of immense height. We soon reached the summit of the height. He made a solitude and called it peace. Nothing relieved the solitude of his existence. Painting was his chief pursuit. I bought a splendid painting yesterday. These alms-houses are the refuge of old age and poverty

## XXIII. Adverbs.

*Preliminary Lesson.*—Nature and use of Adverbs. Adverbs of **Manner** answer the question 'How?' Adverbs of **Degree** show 'to what degree or extent' the meaning of a verb, adjective, or other adverb is to be taken. Adverbs of **Time** answer the questions 'When?' 'How long?' 'How often?' Adverbs of **Place** answer the questions 'Where?' 'Whence?' 'Whither?'

Adverbs are usually said to modify\* the verb, adjective, or adverb to which they are attached (§§ 259-265).

## Examples.

"*The mountain rises abruptly from the plain.*"

**Abruptly** is a word that shows *how* the mountain rises (or answers the question 'How does the mountain rise?'). Therefore it is an Adverb of Manner, modifying the verb 'rises.'

"*That is too bad.*"

**Too** is a word which shows to what degree 'that' is bad; or answers the question 'how bad?' Therefore it is an Adverb of Degree, modifying the adjective 'bad.'

"*He came yesterday.*"

**Yesterday** is a word that shows *when* he came (or answers the question 'When did he come?'). Therefore it is an Adverb of Time, modifying the verb 'came.'

"*We seldom see him.*"

**Seldom** answers the question 'How often do we see him?' Therefore it is an Adverb of Time modifying the verb 'see.'

"*My uncle lives there.*"

**There** shows the place where my uncle lives (or answers the question 'Where does my uncle live?'). It is an Adverb of Place, modifying the verb 'lives.'

**Exercise 42.** Deal as in the above examples with each of the Adverbs in the following sentences:—

I saw him yesterday. John often writes to us. We went thither. They soon returned. Mary plays beautifully. We lay down to sleep. Now attend to me. My friends live yonder. He went away. They rode along together. The troops fought splendidly. She is upstairs. The children played indoors. I will go thither directly. He went straightway. He always contradicts me.

\* To 'modify' a verb is to state some *mode* or *condition*, in or under which the action denoted by the verb is performed.

He walked backwards. Stand so. I placed my hand thus. You speak too rapidly. He is very learned. I am almost penniless. The bird is quite dead. I am much obliged to you. He was an extremely wicked man. I am very much obliged to you. We have got thus far on our journey. Oh! I am so tired. Do not tell so many stories. He is far too extravagant. I am very much surprised. They very soon returned. The project was monstrously foolish.

**Exercise 43.** Make half a dozen sentences to illustrate the use of each sort of adverb contained in the preceding examples.

**Exercise 44.** State the Degree of Comparison of each of the adverbs in italics in the following sentences, and point out what verb, adjective, or adverb it modifies (§§ 274-276).

John reads *well*, but Thomas reads *better*. He is *most* careful in his conduct. He acted *more* prudently than his friend. He walked *farther* than I did. He works *harder* than ever. They get up very *early*. I get up *earlier* than you. You write *worse* than your brother. He *often* comes here. He comes *oftener* than ever. He is *less* restless to-day. He is *more* composed. He was the *last* alarmed of all. He is *most* attentive to his work. My brother came *last*. I would *rather* not go. I would *sooner* die. The children were here *soonest*. That poor man is the *worst* hurt.

**Exercise 45.** Make ten sentences containing adverbs in the comparative degree, and ten containing adverbs in the superlative degree.

**Parsing of Adverbs.** To parse an Adverb state to which class of adverbs it belongs, what its degree of comparison is (if it admits of comparison), giving the three degrees, and what verb, adjective, or adverb it modifies.

**Exercise 46.** Parse the Adverbs in Exercises 42 and 44.

#### XXIV. Nouns used Adverbially.

**Preliminary Lesson.**—A noun in the objective case with an adjective or some equivalent phrase, or even standing by itself, often does duty for an adverb. The noun should be parsed as being in the Adverbial Objective, modifying (either singly, or when taken with its adjective) some verb or adjective (§§ 370, 3; 267).

**Exercise 47.** Parse the nouns in italics in the following sentences:—

He travelled all *night*. Many a *time* have I played with him. I have seen him many *times*. He comes here four *times* a week. That happened a *year* ago. I shall see you next *week*. He slept *all night*. *Day* by day we magnify Thee. He comes bothering me *day* after day. He turned his head another *way*. This is many *degrees* better than that. He is a *year* older than I am. I

could not come a *day* sooner. The town is ten *miles* distant. We travelled *day* and *night*. He came forth bound *hand* and *foot*. He arrived *post-haste*.

### XXV. Adjectives used Adverbially, and Adverbs reduced to the form of Adjectives.

*Preliminary Lesson.*—Many adjectives, especially those of Quantity, are used as substantives, it being impossible to supply any particular noun with them. These (like nouns) are often used with an adverbial force. They once had the dative inflexion. It is better now to parse them as simple adverbs. When they are used as subjects or objects of verbs, or after prepositions, they should be parsed as *substantival adjectives*, or (more simply) as *substantives*.

On the other hand, many adverbs which once ended in *-e* have lost that inflexion, and become identical in form with adjectives.

“*Much has been revealed, but more remains behind.*” Here ‘*much*’ and ‘*more*’ are substantives, the subjects of the verbs that follow them.

“*I do not much admire him.*” “*He is not much happier.*” Here ‘*much*’ is an adverb, modifying (1) a verb, (2) an adjective.

“*He is no better.*” Here ‘*no*’ is an adverb modifying the adverb ‘*better*.’

“*He has not much money; his brother has more.*” Here ‘*much*’ is an adjective qualifying ‘*money*,’ and ‘*more*’ is an adjective qualifying ‘*money*’ understood.

**Exercise 48.** Parse the words in italics in the following sentences, carefully distinguishing the *adjectives proper*, the *substantival adjectives*, and the *adverbs* :—

I have *enough*. I gave him *all* I had. In *general* I approve of his proceedings. *Much* depends upon his answer. He knows *more* than he tells. Here is some wine, will you have a *little*? He told me *less* than his brother. Do not let us hear *more* of that. You know *most* about it. The *long* and the *short* of it is, that I had my pains for nothing. I will follow you through *thick* and *thin*. He is my *best* friend. I did my *best*. He is the *best* dressed man in the room. He slept *all* night. He has lost *all*. *All* bloodless lay the untrodden snow. That is *all* nonsense. He is *all* powerful here. We have *much* cause for thankfulness. He is *much* worse to-day. *Much* remains to be done. I am *much* happier. He has *more* ability than his brother. He is *more* contented. I could hear *no more*. He is *no*\* wiser than before. I have *no* ink.

\* ‘*No*,’ as an adverb, may be taken as the simple adverb ‘*na*’ = never (A.S.).

He shows but *little* gratitude. We expect not a *little* from him. He is but *little* better. That is a *most* lovely prospect. Nobody *else*\* was there. I have not meat *enough*.† I have *enough* and to spare.

He is *less* restless than he was yesterday. He ran *all* round the park. You know *best*. Do your *best*. The *future* is hidden from our gaze. In *future* times he will be famous. That decision was *right*. He cut *right* through the helmet. Hear the *right*, O Lord. We have a choice between *good* and *ill*. *Ill* weeds thrive apace. The house is *ill* built. The earth turns *round*. He wears a *round* hat. Such a *round* of pleasures is wearisome. That is a *pretty* picture. He is *pretty* sure of the prize. He was a *very* thunderbolt of war. You are *very* kind. That is the *very* least you can do. Do not take *more* trouble. He is *more* to blame than I am. You are *very* much in fault. I cannot say *more*. I ask for *no*‡ *more*, and I will take *no* less. I will take one *more* § glass. He bought two *more* loaves. Will you take some ¶ *more* wine. I will not take *any* *more*. Take *no* *more* ¶ trouble. He has *no* *more* \*\* sense than a goose. I heard a *l*. I heard *all* the speech. The corn was scattered *all* over the yard. He sailed *all* round the world. *Enough* has been done. They have money *enough*. He is *like* †† my brother. He swore *like* a trooper. I ne'er shall look upon his *like* again. I am your *equal*. We were *just* starting. He was discoursing about the *true* and the *just*. There is but a step from the *sublime* to the *ridiculous*. We are *near* neighbours. Come *near* the fire.

I will accept nothing *less*. †† We heard nothing *more* of him. He was *more* frightened than hurt. Whoever is *most* diligent will meet with *most* success. He is not *any* *more* diligent than he was before. He is *no* wiser than I. He is *no* *more* contented than he used to be. I cannot write *any* *better*. He is a *better* writer than I am. I have heard a *little* about that affair, let me hear *some* *more*. You must take me for *better* or *worse*. The *more* part knew not wherefore they were come together. *The more the merrier* (§ 265, 5). She is *very* tall. The cry did knock against my *very* heart. I did my *best*. He is my *best* friend. I love John best.

## XXVI. Prepositions.

*Preliminary Lesson.*—Nature and use of Prepositions. Relations which they indicate. Words which they join (§§ 277, 278).

- \* 'Else' is always an adverb
- † 'Enough' is best taken as an adverb, meaning, 'in sufficient abundance,' except when it is a substantive.
- ‡ 'No' is here an adverb modifying 'more.' An adjective used as a substantive may still be modified by an adverb.
- § 'More' is here an adverb, modifying the verb 'will take.' The sense is:—'I will take *in addition* one glass.' (Compare the German *noch* and the French *encore*.) A little reflection will show that 'more' could have no meaning as a quantitative adjective, when joined to a singular noun like 'glass.' The construction of this sentence is our guide to that of the four next.
- ¶ 'Some' is never used as an adverb.
- ¶ That is, 'no trouble *in addition* [to what you have taken]. 'More' does not measure the *whole quantity* of trouble taken.
- \*\* Here 'more' does measure the whole quantity of 'sense,' and therefore is a quantitative adjective attached to the noun, and 'no' (= A.S. 'nā,' 'never') is an adverb modifying 'more.'
- †† When 'like' denotes *personal* resemblance, it is an adjective. When it denotes that one *action* resembles another, it is an adverb.
- ‡‡ This word is an adjective qualifying the substantive 'nothing,' 'nothing inferior in amount.' The next example is different; 'more' is equivalent to 'further.'

**Examples.**

A. "*I see a mouse on the floor.*" 'On' is a preposition governing the noun 'floor' in the objective case, and joining it to the noun 'mouse.' It shows the relation of one *thing* (mouse) to *another* (floor).

B. "*He leaped over the wall.*" 'Over' is a preposition governing the noun 'wall' in the objective case, and joining it to the verb 'leaped.' It shows the relation of an *act* (leaping) to a *thing* (wall).

C. "*He is afraid of me.*" 'Of' is a preposition governing the pronoun 'me' in the objective case, and joining it to the adjective 'afraid.' It shows the relation of an *attribute* (afraid) to a *person* (me).

**Exercise 49.** Parse the prepositions in the following sentences in the same way as in the above examples :—

Pick up the books on the floor. I saw Jane in the kitchen. My father lives in London. People in trouble often go to him. He works at the factory. I am fond of music. The tub is full of water. I am anxious about his safety. A blow on the head knocked him down. We saw the men in armour. Grief at the loss of his money turned him crazy. The love of money is the root of all evil. Dick rode to York. Do not sit on the table. Do not touch the books on the table. I am weary of work. He spoke of me. He spoke to me at the close of the meeting. We arrived the day before yesterday. We shall start the day after to-morrow. He shrank from the danger. I have in my hand a letter from my father.

**Exercise 50.** Make ten sentences in which a preposition shows the relation of a *thing* to a *thing*; ten in which it shows the relation of an *action* to a *thing*; and ten in which it shows the relation of an *attribute* to a *thing*.

**XXVII. Adverbs and Prepositions.**

*Preliminary Lesson.*—The same word is often used both as an adverb and as a preposition. When it governs a noun or pronoun, it is a preposition. When there is no noun or pronoun governed by it, it is an adverb (§§ 279, 284).

**Exercise 51.** Parse the words in italics in the following sentences :—

He got up *behind*. There is a garden *behind* the house. Do not lag *behind*. He departed *before* my arrival. I told you all that *before*. Run *round* the table. The earth turns *round*. I rode *inside* the omnibus. He rode *outside*. He ran *after* me. That comes *after*. The box was painted *within* and *without*. She stayed *within* the house. Come *along*. We walked *along* the road. We walked *by* the river. The storm passed *by*. I will come *by* and *by*. He cut a piece *off* the loaf. The stick is too long; cut a piece *off*. "Three thousand



ducats we freely cope your courteous pains *withal*.\* “Nothing comes amiss, so money come *withal*.” “I must wait and watch *withal*.” “Her cause and yours, I’ll perfect him *withal*.”

**Exercise 52.** Find a dozen words which may be used either as Adverbs or as Prepositions, and make sentences to illustrate their use.

### XXVIII. The Infinitive Mood.

*Preliminary Lesson.*—A. Nature and use of the Simple Infinitive (§§ 194, 195). **Shall, will, may, and do** as notional and as auxiliary verbs (§ 184). **Must † and can** are always notional verbs.

#### Examples.

“*I will never forget you.*”

‘**Will**’:—A defective (notional) verb; in the Active Voice, Indicative Mood, Present Tense; and in the Singular Number and First Person, to agree with its subject ‘*I*.’

‘**Forget**’:—A Transitive Verb in the Active Voice, and in the (simple) Infinitive Mood, depending on (or the object of) the verb ‘*will*.’

“*Thou shalt not steal.*”

‘**Shalt**’ is a defective (notional) verb; in the Active Voice, Indicative Mood, Present Tense; and in the Singular Number and the Second Person, to agree with its subject ‘*thou*.’

‘**Steal**’ is a Transitive Verb, in the Active Voice, and in the (simple) Infinitive Mood, depending on (or governed by) the verb ‘*shalt*.’

“*You may go.*”

‘**May**’ is a defective (notional) verb, in the Active Voice, Indicative Mood, Present Tense; and in the Plural Number, and the Second Person to agree with its subject ‘*you*.’

‘**Go**’ is a Transitive Verb, in the Active Voice, and in the (simple) Infinitive Mood, depending on (or governed by) the verb ‘*may*.’

“*He did his duty.*”

‘**Did**’ is a notional Transitive Verb, in the Active Voice, Indicative Mood, Past Indefinite Tense, and in the Singular Number and the Third Person to agree with its subject ‘*He*.’

\* ‘*Withal*,’ when used as a preposition, never precedes the word which it governs, but is placed at the end of the sentence.

† The so-called Potential Mood is a perfectly unnecessary invention.



*"I shall soon depart."*

Here 'shall' is an auxiliary (not a *notional*) verb. The simple infinitive 'depart' depends upon it in the same manner as in the preceding examples. The two verbs 'shall' and 'depart' may be parsed separately, or the compound phrase 'shall depart' may be parsed as the future tense of the verb 'depart.'

*"He will come presently."*

Here 'will' is a mere auxiliary of the future tense. The notion of volition is entirely lost sight of. It may be treated like 'shall' in the last example.

*"You do assist the storm." "Did you hear the rain?"*

In these examples 'do' and 'did' are mere auxiliaries. 'You do assist' does not differ in the least in sense from 'you assist.' The verb does not itself constitute an *emphatic* form. The compound form is emphatic only when an *emphasis is laid upon the 'do.'* But then any form is emphatic when it is emphasized.

*"He does this that he may vex me."*

Here 'may' is a mere auxiliary of the Subjunctive Mood, and is in the Subjunctive Mood itself. The notion of *power* or *permission* has altogether vanished. It does not *assert* that *he is able* or *is permitted* to vex me.

**Exercise 53.** Parse all the verbs in the following sentences, and specify in the case of the finite verbs whether they are used as notional or as auxiliary verbs:—

We can dance. You may go. You might have gone an hour ago. I shall stay. I will go with you. You must go directly. He could not reply. He would not come when I called him. You shall not have it. He shall not know of it. I dare not go back. He will soon return. You need not stay. He durst not go home. I could leap over that wall once. They would keep on making a noise. You need not be alarmed. "You do \* assist the storm." The cry did † knock against my very heart. You would not have my help when you might. I will do my best. He did what he could. I cannot do what I will. That boy shall be made to hold his tongue. Does your father know of this? May I come in? Thou shalt not steal. We will never yield to threats. When shall † you see your brother? Wherewithal shall a young man cleanse his way? I did not call yesterday lest I might seem intrusive. He says that he will not come. He said that he would not come. He said that he did not choose to come.

\* When 'do' is a mere auxiliary (whether emphatic or unemphatic) it may be parsed separately, or else taken with the dependent infinitive, and the compound form may be parsed in the same way as the simple tense for which it is a substitute. Thus: 'Did knock' may be treated as equivalent to 'knocked.' See the preceding examples.

† See † 210.

*Preliminary Lesson.*—B. Nature and use of the gerundial infinitive, or infinitive with 'to' (§§ 194, 196). As the subject or object of another verb it does the work of a substantive. When it denotes the purpose or cause of an action or state, it does the work of an adverb.

The neuter pronoun 'it' is often used as a temporary or provisional subject or object, to show that an infinitive is coming, and to indicate its construction.

*"It is useless to make the attempt."*

'It' is a Neuter Demonstrative Pronoun of the Third Person, in the Singular Number and Nominative Case, forming the temporary subject of the verb 'is.'

'To make':—A Transitive Verb in the Active Voice, and in the Present Indefinite Tense of the Infinitive Mood, forming the real subject of the verb 'is,' and governing 'attempt' in the objective case.

*"He thinks it better not to come."* Here 'it' is the *temporary object* of the verb 'thinks,' and the infinitive 'to come' is the *real object*.

*"He ran to meet me."* Here 'to meet' is a transitive verb in the Present Indefinite Tense of the Infinitive Mood, Active Voice, used with the force of an adverb modifying the verb 'ran.'

**Exercise 54.** Parse the verbs in italics and the word 'it' in the following sentences in the way indicated above:—

*To obey* is better than sacrifice. *To work hard* is the way to succeed. *It is* useless *to ask* him. *It is* easy *to see* that. We found *it* advisable *to return*. He hopes *to hear* from you soon. He dislikes *to be kept* waiting. He came *to pay* me some money. He did his best *to ruin* me. I am delighted *to see\** you. He is anxious *to do\** his duty. The water is not fit *to drink\**. I am happy *to find\** you so much better. They are come *to stay* with us. We found *it* impossible *to go* on. I am glad *to hear\** it. I shall be sorry *to leave\**. He is too clever *to make\** such a mistake. Such a fellow is not fit *to live\**. The boys had a long task *to do*. I was not prepared *to hear* that news. The master called the boy *to say* his lesson. She was overjoyed *to hear\** of her son's return. He was rude enough *to contradict\** me. I am sorry *to hear\** that. Help me *to carry* this. We went up to the man *to ask* our way.

**Exercise 55.** Make ten sentences in which a gerundial infinitive is the subject of a verb; ten in which it is the object of a verb; and ten in which it does the work of an adverb.

\* In these cases the gerundial infinitive does the work of an adverb, and modifies the preceding adjective. Sometimes it expresses the *cause* of the state denoted by the adjective.

**XXIX. Gerunds and Participles.**

*Preliminary Lesson.*—Study §§ 197–202.

**Exercise 56.** Write out the following sentences, and draw one line under the Abstract Nouns in *-ing*; two lines under the Gerunds; three lines under the imperfect (Active) participles:—

Seeing\* is believing. He went to see the hunting of the snark. I see a man riding on horseback. I like reading. I like reading history. The excessive reading of novels is injurious. He hates lying. A lying witness ought to be punished. In keeping Thy commandments there is great reward. His conduct is in keeping with his professions. We arrived there first through taking a short cut. We fell in with a ship sailing to America. He is delighted at having succeeded † in his design. We were late in consequence of having lost † our way. He was angry at my going away. No good can come of your doing that. Oblige me by all leaving the room. On some opposition being made he withdrew his demand. I lay a thinking. ‡ Forty and six years was this temple in building. We started before the rising of the sun. By sedulously doing his duty he gained the approbation of all. Quitting the forest, we advanced into the open plain. There was a great deal of shouting and clapping of hands. My noble partner you greet with great prediction of noble having. By the pricking of my thumbs, something wicked this way comes. He died in consequence of pricking his hand with a poisoned dagger. He strode up the hall bowing right and left to his guests. “You do draw my spirits from me with new lamenting § ancient oversights” (*Shaksp.*).

**XXX. Parsing of Participles.**

*Preliminary Lesson.*—Participles proper. Participles used as ordinary Qualitative Adjectives. Participles used absolutely (§§ 201; 202; 282; 370, 5).

“*Fanned by the wind, the fire blazed fiercely.*”

‘Fanned’ is the Perfect (or Past) Participle of the verb ‘fan,’ qualifying the noun ‘fire,’ to which it is joined attributively.

“*My honoured master bade me tell you this.*”

‘Honoured’ is the Perfect Participle of the verb ‘honour,’ used as an Adjective of Quality, qualifying the noun ‘master.’

“*Smiling faintly, he pressed my hand.*”

‘Smiling’ is the Imperfect Active Participle of the verb ‘smile,’ qualifying the pronoun ‘he.’

\* When the verbal noun in *-ing* does not govern an object it may be treated as a simple abstract noun.

† This must be treated as a compound gerund. It is impossible to construct the abstract noun in *-ing* with a past participle.

‡ Here ‘a’ is a preposition (= at or in). ‘Thinking’ had better be taken in such constructions as the Abstract Noun in *-ing*.

§ There is here a confusion between the Abstract Noun and the Gerund.

"*Considering all things, he has done very well.*"

'Considering' is the Imperfect Active Participle of the verb 'consider,' used absolutely (§ 282). 'Things' is a noun in the objective case, the object of the transitive participle 'considering.'

"*Hail, smiling Morn.*"

'Smiling' is the Imperfect Active Participle of the verb 'smile,' used as an ordinary Qualitative Adjective, joined attributively to the noun 'Morn.'

**Exercise 57.** Parse the Participles in the following sentences :—

Hope deferred maketh the heart sick. He bought a deferred annuity. Smiling scornfully, he strode into the circle. Look at that smiling villain. Generally speaking he dines at home. Considering your age, you have done very well. I caught sight of the thief climbing in at the window. A falcon, towering in her pride of place, was by a mousing owl hawked at and killed. Accounted as I was, I plunged in. Being apprised of our approach, the whole neighbourhood came out to meet their minister, dressed in their fine clothes, and preceded by a pipe and tabor. The general rode in front, mounted on a splendid charger. A wounded spirit who can bear? "Why rather, Sleep, liest thou in smoky cribs, upon uneasy pallets stretching thee, and hushed with buzzing night flies to thy slumber, than in the perfumed chambers of the great." Barring accidents, we will be with you to-morrow.

**Exercise 58.** Study § 214, and separate the following sentences into two groups, one containing those in which the verb *be* and the perfect participle form a tense of the passive voice,\* the other containing those in which the participle is a mere qualitative adjective :—

The ship was built by contract. The ship was built of iron. He was stretched upon the rack. He was stretched upon his bed. The string is stretched too tight. The captives were already slain. They were slain by order of the captain. The poor man is badly hurt. The poor man was hurt. The troops were surprised by the enemy. I was surprised by his behaviour. I am surprised that you do not see that. The prisoner was starved to death. The children are famished.

### XXXI. Interrogative and Negative Sentences.

*Preliminary Lesson.*—The elements of an Interrogative sentence are related to each other in the same way as those of the declarative sentence which would be its complete answer. Compare 'Did you hear?' and 'I did hear'; † 'Who told you so?' and 'He told me so'; 'Whom did you meet?' and 'I met John,' &c., 'Where do you live?' and 'I live there,' &c. Use of the verb 'Do.'

\* In these we get a statement of the *actual doing* of a certain act, in the second class we get a statement of the results of the act.

† 'Did' and 'hear' may be parsed separately, or taken together as equivalent to 'heard.'

**Exercise 59.** Give the complete sentences which are answers to the following questions, and then parse all the words in each:—

Are you happy? Did you say so? Have you any money? Did your brother do that? Does your sister sing well? Will your father return to-morrow? Shall you be afraid to go? (See § 210.) Will you meet me there to-morrow? Did the man go away? Have the boys hurt themselves?

**Exercise 60.** Take the answers to the preceding questions, and turn them into the negative form.

**Exercise 61.** Parse the verbs and the interrogative pronouns and adverbs in the following sentences (§§ 152-154; 270).

[In the first few sentences (*s*) is put after the subject and (*o*) after the object of the verb, when it is an interrogative pronoun, and the same numeral is placed after an interrogative pronoun and the preposition that governs it, and after an interrogative adverb and the word that it modifies; and (*a*) is placed after those interrogative pronouns (or pronominal adjectives) which qualify the nouns that they precede.]

Who (*s*) called me? What (*o*) did you say? Which (*a*) way is the shortest? What (*o*) did you eat for supper? On what (*a*) day do you set out? What (*1*) do you hope for (*1*)? Whom (*2*) are you writing to (*2*)? Where (*3*) do you live (*3*)? How (*4*) far (*4*) did you walk?

What comes next? Which boy made that noise? What author do you like best? Whom are you waiting for? Whom did you see? On what day do you set out? Where did you find that book? Whither are you going? Whose \* pen is this? What happened yesterday?

What ails you? In which house does your uncle live? What poet's writings please you most? On what day do you set out? When † will you come? How † did you do that? How † many persons were present? How † often do you write home? Why † do you say that? How † soon will you come? Where ‡ are you going to? Where ‡ do you come from?

Write answers to all the questions in this exercise in full, and then turn these answers into the negative form.

### XXXII. Imperative Sentences.

*Preliminary Lesson.*—Study § 191.

“Go thou and do likewise.”

‘Go’ is an intransitive verb in the Active Voice, Imperative Mood, Second Person Singular, to agree with its subject ‘thou.’

\* Parse ‘whose’ as an interrogative pronoun of common gender, in the possessive case depending on the noun ‘pen.’

† Mind that an interrogative adverb modifies either the verb of the sentence in which it occurs, or some adjective or adverb.

‡ In cases like this, ‘where’ should be taken as doing duty for an interrogative pronoun, governed by the preposition ‘to’ or ‘from.’

'Do' is parsed in the same way, except that it agrees with a subject 'thou' understood.

"Let me see that."

'Let' is a transitive verb in the Active Voice, Imperative Mood, and in the second person plural, to agree with its subject 'you' understood.\*

'See' is a transitive verb in the Active Voice, and in the (simple) infinitive mood depending on (or governed by) the verb 'let.'

'Me' is in the objective case, governed by 'let.'

**Exercise 62.** Parse all the words in the following sentences:—

Let me go. Come hither, boys † Be thou familiar, but by no means vulgar. Let him see it. Let us be spared this annoyance. Let us pray. Let me be cautious in the business. Do be quiet, boys.

### XXXIII. Relative or Conjunctive Pronouns.

*Preliminary Lesson.*—Study §§ 144—164.

"He is a man who is beloved by everybody."

'Who' is a Relative Pronoun, of the Masculine Gender, in the Singular Number and of the Third Person, to agree with its antecedent 'man.' It is in the nominative case because it is the subject of the verb 'is beloved.' It joins the clause 'who is beloved by all' to the noun 'man.'

"That is the lady whose husband you met yesterday."

'Whose' is a Relative Pronoun of the Feminine Gender in the Singular Number and of the Third Person, to agree with its antecedent 'lady.' It is in the Possessive Case depending ‡ on (or qualifying) the noun 'husband.' It joins the clause 'whose husband you met yesterday' to the noun 'lady.'

"Here is the man whom you wished to see."

Here 'whom' is in the objective case, the object of the verb 'to see.'

"You have not brought me the book that I asked you for."

'That' is a Relative Pronoun of the Neuter Gender, in the Singular Number and of the Third Person, to agree with its antecedent 'book.' It is in the objective case, governed by the preposition 'for.' It joins the clause 'that I asked you for' to the noun 'book.'

\* 'You' is always a *grammatical* plural.

† Parse 'boys' as a Vocative, or Nominative of Address.

‡ If 'whose' be treated as the possessive case of a substantive pronoun, it must be parsed like a noun in the possessive. If 'whose' be regarded as on a par with *my, our, his, &c.*, it must be dealt with as an adjective.

The construction of a relative clause is word for word the same as that of the clause which results when a demonstrative pronoun, or the antecedent noun is substituted for the relative. Thus 'That I asked you for' is like 'I asked you for it (or the book)': 'Whose husband you met yesterday' is like 'you met her husband yesterday.'

**Exercise 63.** Parse all the Relative Pronouns in the following sentences, and test the construction by substituting demonstratives for the relatives as in the above examples :—

The man whom you met is my brother. The artist who painted that picture died last year. I never saw the man whom you speak of. Where is the pen which I gave you? I who am poorer than you are, am contented. Thou, who wast my friend and guide, hast forsaken me. You, who have done the damage, must repair it. We who are well off should pity and help the poor. He is a man whose appearance is prepossessing. The boys whose work is finished may go out to play. He that is down need fear no fall. I will show you the horse which I bought yesterday. The picture which pleased you so much was painted by my brother. You have not brought me the volume that I asked for. He is the very man that I was speaking of. Their sorrows shall be multiplied that hasten after another God. It is that that grieves me. This that you tell me is incredible. "Why, Harry, do I tell thee of my foes, which art my nearst and dearest enemy?" "I am that very duke which was thrust from Milan." "Whosoever \* hath, to him shall be given." "Blessed is he whosoever shall not be offended in Me." He doth sin that doth belie the dead. Whose hatred is covered by deceit, his wickedness shall be showed before the whole congregation. They are but faint-hearted whose courage fails in time of danger. He to-day that sheds his blood with me shall be my brother. 'This is the priest all shaven and shorn, that married the man all tattered and torn, that kissed the maiden all forlorn, that milked the cow with the crumpled horn, that tossed the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.'

**Exercise 64.** The antecedent of the neuter relative 'which' is often the fact stated in a previous sentence, or the (implied) gerund or infinitive which expresses that act or fact in an abstract manner, as, "The king's two sons are stolen away and fled, which (namely, the fact that the king's two sons are stolen away and fled) puts upon them suspicion of the deed." State clearly what '*which*' stands for in the following sentences :—

He promised to follow my advice, which was the best thing he could do. We studied hard all the morning, after which we went for a walk. "And, which is more than all these boasts can be, I am beloved of Hermia." "I see thee still, and on thy blade and dudgeon gouts of blood, which was not so before." "Thou didst smile, which raised in me an undergoing stomach (*i.e. courage to endure*)." "

**Exercise 65.** Supply (and parse) the relative pronouns which are omitted in the following sentences (see § 164).

\* The parsing of these compound relatives does not differ from that of the simple relatives. They should be described as *compound*, or *indefinite relatives*.



Pay me the money you owe me. You have not sent the goods I bought yesterday. Have you received the money I sent you? That is the place I went to. You are the very man I was looking for. "I have a mind presages me such thrift, that I should questionless be fortunate." That is not the way I came. Those are the very words he used. Is the task I set you finished yet? He is not the man I expected.

Make a dozen sentences in which a suppressed relative may be supplied.

**Exercise 66.** When 'which' accompanies and qualifies a noun, it should be parsed as a 'Conjunctive Pronominal Adjective.' It then generally refers to the '*general sense*' of the last sentence, but has no special antecedent in place of which it stands. Parse 'which' in the following sentences:—

I may be detained longer than I expect, in which case do not wait for me. I hope you will stay till Tuesday, on which day I expect my brother. He made a humble confession, by which means he averted his father's displeasure.

**Exercise 67.** Supply the antecedents which are understood in the following examples:—

Who steals my purse, steals trash. Who was the thane, lives yet. Whom we raise we will make fast. I may neither choose whom I would, nor refuse whom I dislike. And whom he strikes, his cruel tushes slay. Whoever said that, told a falsehood. "Whosoever sins ye remit, they are remitted." I dread what\* is coming. I hear what you are saying. That is not what I sent you for. You are telling me what is incredible. I cannot consent to† what you ask. That is just what I cannot understand. You have not done what you promised. Have you found what you were looking for? What astonished me most was his imprudence. What pleases you will please me.

#### XXXIV. Relative (or Conjunctive) Adverbs.

*Preliminary Lesson.*—Study §§ 262—265.

Conjunctive adverbs modify a verb, adjective, or adverb in the clause which they introduce, and join that clause to the predicate of the principal clause.

If a conjunctive adverb is equivalent to a relative pronoun preceded by a preposition (§ 406) it joins its clause to the antecedent noun.

**Exercise 68.** Parse the conjunctive adverbs in the following sentences:—

\* Parse 'what' as a neuter Relative Pronoun relating to a suppressed antecedent, whenever the sense of the sentence remains the same if '*that which*' is substituted for '*what*.'

† Mind that this preposition does not govern 'what' (which is the object of 'ask'), but its suppressed antecedent 'that.'



I was not at home when you called. I shall see you when I return. He still lay where he had fallen. I will follow you whithersoever you go. This is the house where I live. Tell me the reason why you left the room. Go back to the place whence you came. Show me the shop where you bought that. Wherever he lives, he will be happy. I go to see him whenever I can.

**Exercise 69.** In the following sentences substitute pronouns preceded by prepositions for the adverbial compounds. (See § 146.)

Herein do I exercise myself. Thereon I pawn my credit. She dares not thereof make discovery. My heart accords thereto. I will hereupon confess I am in love. Present to her a handkerchief, and bid her dry her weeping eyes therewith. Whereunto shall I liken this generation? Wherewithal shall a young man cleanse his way? You take from me the means whereby I live.

**Exercise 70.** Make the reverse change in the following sentences:—

I long to know the truth of *this* at large. Thy food shall be withered roots and husks *in which* the acorn cradled. The earth is the Lord's and *its* fulness. Take this chain, and bid my wife disburse the sum on the receipt of *it*.

### XXXV. Conjunctions.

*Preliminary Lesson.*—Study the definition and classification of Conjunctions (§§ 285—295).

To parse a conjunction state what Part of Speech it is, and of what class, and state what words or sentences it couples together. The pairs 'both—and,' 'either—or,' and 'neither—nor,' may be taken together and parsed as correlative and co-ordinative conjunctions, joining such and such words or sentences. Subordinative conjunctions usually join the clause which they introduce to the predicate of the principal clause. The conjunction 'than' joins its clause to the preceding comparative adjective or adverb.

**Exercise 71.** Parse the conjunctions in the following sentences:—

A. He is poor, but he is contented. He neither came nor sent an excuse. He went out quickly and slammed the door. He shot a hare and two rabbits. Both John and Henry came to see me. I will both lay me down in peace and [I will] sleep. Either I am mistaken, or you are. I can neither eat nor [can I] sleep.

B. I have heard that he said so. He told me that he had no money. You will be punished if you do that. If I had seen him, I would have spoken to him. He would not help me, though he knew that I was in need. Though hand join hand in hand, the wicked shall not be unpunished. You will lose the prize unless you work harder. Take heed lest you fall. He spoke loud that I might hear him. I cannot give you any money, for I have none. My brother is taller than you are. He is richer than his brother [is]. He comes oftener than [he] ever [came]. As that is the case, I will come.

**Exercise 72.** Parse the words in italics in the following sentences, bearing in mind that words like *before*, *after*, *since*, &c., when followed by a noun or pronoun in the objective case, are *prepositions*, but are *conjunctions* when followed by a clause containing a finite verb with its subject :—

John arrived *after* his brother. He walked *before* me. Do not go *before* I come. We left *after* the concert was over. He was sorry *after* he had said it. *Since* you say so, I must believe it. He has not smiled *since* his son died. We have not eaten *since* yesterday. They will go away *before* night. They stayed *until* the next day. I will wait *until* you return. They stayed in Paris *until* their money was spent. All *except* John were present. *Except* ye repent, ye shall all likewise perish. There is nobody *but* me at home. You may go, *but* I will stay.

**Exercise 73.** Parse the word '*that*' wherever it occurs in the following sentences. (Look at §§ 144, 145, 148, 289.)

Show me that picture. He did not say that. That book is mine. He is the very man that I want. Play me the tune that I like so much. He says that we shall never succeed. He does that that he may vex me. I am afraid that he says that, that he may deceive me. They that will be rich fall into temptation. There is not a man here that I can trust. I lent you that book that you might read it. I hear that he has lost that book that I lent him. You ought to know that that '*that*'\* that you see at the beginning of the clause is a conjunction, because I told you that before.

**Exercise 74.** Make five or six sentences to illustrate each use of the word '*that*.'

**Exercise 75.** Parse the words in italics in the following sentences, carefully distinguishing the conjunctions from the relative or conjunctive adverbs, and the latter from the adverbs which have no *syntactical* connecting force, but merely *refer* by their meaning to something that has gone before :—

Come *when* I call you. He came *because* I called him. He left soon *after* I came. I will go *now*. *Now* you are here, you may as well stay. He is very rich; *nevertheless* he is unhappy. He is contented, and *therefore* he is never unhappy. I believed, *therefore* have I spoken. He is as † stingy as he is rich. He wasted his time in play; *consequently* he lost the prize. That is true and *also* new. I have no money, *else* (= otherwise) I would give you some.

### XXXVI. The Subjunctive Mood.

*Preliminary Lesson.*—Nature and use of the Subjunctive Mood  
(§§ 192, &c., 423; 430, &c.)

\* Look at § 349. 5.

† When '*as*' is used twice over correlatively, the first '*as*' is always *demonstrative*, the second *conjunctive*.

**Exercise 76.** Parse the verbs in italics in the following sentences, and explain in each case why the subjunctive is used :—

Take care that dinner *be* ready for me by two o'clock. Beware lest something worse *happen* to you. Live temperately that you *may live* (§ 423) long. If you *were* generous, you *would help* me. If you *had sent* for me, I *would have come*. If he *were* to swear to it, I *would not believe* it. If I *had any* money, I *would give* it to you. Oh ! that it *were* with me as in days that are past. If this *were* true he *would not deny* it. I *would have done* it if I *had been* able. He *could not be kinder* if he *were* my brother. Except the Lord *build* the house, they labour in vain that build it. Peace *be* to his ashes. A south-west *blow* on ye, and *blister* you all o'er. I *would I were* a weaver. I *could sing* psalms or anything.

**Exercise 77.** Parse the verbs in italics in the following sentences, carefully distinguishing the moods and noting whether the verb relates to what is *actual fact*, or expresses one of the subjunctive ideas. The use of a *past form* in relation to *present time*, or of a *past perfect*, when there is no reference to any other event, merely to denote *past time*, is one of the marks of the Subjunctive Mood :—

You *may* go. You *may* keep the book. He says that that he *may vex* me. The boys *would not be quiet* when I *begged* them to be so. He *would not tell* me if I *asked* him. The old man *might be seen* daily sitting in the porch. He came that he *might beg* money of me. He *may*† have been in the house, but I did not see him. He *would be angry* if he *knew* of it. He *would have been angry* if he *had known* of it. I *had just finished* when you *came* in. "Had I but *died* an hour before this chance, I *had lived* a blessed time." He *would not open* the door when I *knocked*. He *would open* the door if you *knocked*. He *would have opened* the door if you *had knocked*. You *should*‡ *not tell* lies. If he *has betrayed* his trust, I will never forgive him. If he *did* that he *deserves* to be punished. If he *had done* it, he *would have confessed* it. If he *did* it, he *would seriously displease* me. If that *was* his reply, it *was* a very foolish one. If he *had* heard the news, he *kept* it all to himself. If he *had heard* the news, he *would not have kept* it to himself. He *could not do* that if he *tried*. He *could not do* it when he *tried*. He *might have come* if he had wished (*i.e.* it *would have been* in his power, &c). It *may be* very strange (*i.e.* it is *possible* that it is very strange), but it is quite true. It *may have been* my fault (*i.e.* it is *possible* that it was my fault). You *might have won* the prize if you *had been* more diligent. This herb *may be met* with almost everywhere. Last winter roses *might be found* blooming at Christmas. However bad the weather *might be*, he *would take* a walk every day.

**Exercise 78.** Make ten sentences in which the indicative is used after 'if,' and ten in which the subjunctive is used.

\* 'May,' 'would,' &c., in the indicative mood must be parsed as *notional*, not as *auxiliary* verbs. See Section XXVIII.

† That is, 'it is possible that he was in the house.'

‡ This use of 'should' is peculiar. It is past in form, referring to present time, and yet it is indicative. It follows the analogy of 'ought' and the other preterite-present verbs.

## XXXVII. Apposition.

*Preliminary Lesson.*—When a noun is attached without a conjunction to another noun or pronoun, to give a more complete description of the person or thing meant, it is said to be in apposition to it, and is in the same number and case.\*

**Exercise 79.** Parse the words in italics in the following sentences :—

He has gone to see his aunt *Jane*. My brother *Robert* is expected. Pandulf, the Pope's *legate*, came to England. You, the *author* of that report, are responsible. Fetch your *uncle John's* spectacles. He has alienated even you, his earliest *friend*.

A noun is often used to represent the fact stated in a previous sentence. It then stands in a kind of apposition to the sentence, summing up and repeating its import in a single noun which serves as the antecedent to a relative; as, "He attempted to ascend the mountain without a guide, *an act* which nearly cost him his life."

**Exercise 80.** Explain and parse the nouns in italics in the following examples :—

The general made a vigorous onset on the left of the line, a *manœuvre* which distracted the enemy's attention from the main attack. He energetically declared that he knew nothing about the matter; a *denial* for which I was not prepared. The counsel for the defendant argued that there was no case to go before a jury; a *view* which was supported by the summing-up of the judge. I trod upon his corns, an *accident* for which I apologized.

## XXXVIII. Attributive Adjuncts.

*Preliminary Lesson.*—Nature and classification of Attributive Adjuncts. Phrases that do the work of Adjectives. (§§ 362—364.)

**Exercise 81.** Point out the attributive adjuncts of nouns and pronouns in the following examples, and in each case state of what they consist, and to what they are attached. When two or more adjuncts are attached to the same noun, distinguish them carefully :—

\* That is, provided the case is the nominative or objective. One noun in the possessive is never put in apposition to another, but the two nouns are treated as a *single compound name*, and the possessive inflexion is only put after the second of the two nouns, that is, at the end of the compound name. In such a phrase as "My brother William's dog," my brother William's must be parsed as a compound proper noun, in the possessive case, depending on 'dog.'

John's coat is seedy. My cousin Henry died last week. A rattling storm came on. I see a man walking\* in the garden. My brother Tom's pony is lame. A man clothed\* in a long white robe came up to me. We soon reached the top of the mountain. The prisoner's guilt is manifest. The friends of the prisoner are very rich. Fearing to be caught in the rain, we returned. This is no time for trifling. I saw a house to let further on. Whose hat did you take? I borrowed William's big two-bladed knife. A bird in the hand is worth two in the bush. A friend in need is a friend indeed. He obtained permission to go. Leave of absence was refused him. Give me now leave to leave thee. His right to the property was disputed. His right to adopt that course was challenged.

### XXXIX. Adverbial Adjuncts.

*Preliminary Lesson.*—Nature and classification of Adverbial Adjuncts. Words and phrases which do the work of Adverbs, by modifying verbs, adjectives or other adverbs. (§§ 370—372.)

**Exercise 82.** State to what verb, adjective or adverb the adverbial adjuncts in italics in the following sentences are respectively attached :—

A. We started *early*. He spoke *eloquently*. Do not talk *fast*. Come *quickly*. You are *extremely* kind. He is in an *unusually* good temper. *Where* will you find a truer friend? *How* many persons were *there*? *Why* did you go *away*?

B. Tom struck me *with his fist*. We were talking *about your brother*. I am fond of *reading*. He came *to see me*.† I shall be glad *to hear the news*. You are *in fault*. You are *to blame*. I am *to take you home*. You are *to return to-morrow*. He is *worthy of admiration*. I have a great deal *to say to you*. I was given *to understand* that you had left town. *To save time* let us walk *across the park*. He came forth bound *hand and foot*. Go *that way*‡ (i.e. *by that way*). He is not *a bit*‡ better (i.e. *by a bit*) He is *much*‡ (i.e. *by much*) richer than I am. He will be *none* (= *by nothing*) the wiser. I am *none* the worse. He is *a little* better *to-day*. It is [by] *many degrees*‡ colder. He is [by] *a great deal*‡ worse. He is *worthy of your love*. The book is *worth a guinea*.‡ He left the very day *that*‡ (= *on which*) I came. That is the reason *that*‡ (= *for which*) I did it. This is the hour *that*‡ (= *at which*) Madam Sylvia entreated me to call. *What*‡ (= *for what purpose*) need we any further witness? Thy image doth appear in the rare semblance *that* (= *in which*) I loved it first.

\* The attributive adjunct consists of the adjective or participle *together with all the words and phrases that are attached to it*. Thus in the above sentences the attributive adjuncts are 'walking in the garden,' 'clothed in a long white robe,' &c. A complex attributive adjunct of this kind may contain a noun which has adjuncts of its own attached to it. Thus 'a,' 'long,' and 'white' are adjuncts of the noun 'robe.'

† Select from Exercise 54 all the examples of the Gerundial Infinitive used adverbially.

‡ In these examples a noun (or substantive pronoun) in the objective, without a preposition before it, constitutes an Adverbial Adjunct.

Collect all the sentences in Exercise 48 which contain adverbial adjuncts.

C. We went to the theatre *last night*. It rained *all day*. I shall see your brother *next week*. This flower blooms *all the year round*. It rained *every day last week*. They walked *barefoot*. He advanced *cap in hand*. The wall is *fifty feet high*.

D. I gave the *boy* a book on his birthday. I will pay *you* your account soon. He is like *his father*. Pass *me* the salt. Do *me* the favour of hearing what I have to say. I will paint *you* a picture.\*

E. *The horses being exhausted* we could not proceed. The rest must perish, *their great leader slain*. *Six frozen winters spent*, return with welcome home from banishment. *The battle over*, the troops withdrew.

F. I have fought a *good fight*. He slept *an untroubled sleep*. We cannot live *our lives* over again.

He was promised a *rocking-horse*. I was asked *this question*. He was forgiven *his past offences*. We were told *our faults*. He was paid *his bill*. The dead were refused *burial*.

**Exercise 83.** Point out the adverbial adjuncts in the following sentences; state of what they consist, and to what verb, adjective or adverb they are attached:—

They arrived yesterday. They will be here to-night. He prayed for a speedy deliverance. I am much displeased with your conduct. He is not like his sister. He accompanied us most of the way. You are to come home directly. He approached me dagger in hand. He built a wall ten feet thick. There is a church a mile distant from the town. You are spending your time to no purpose. I am not disposed to sell the horse. On reaching home we found that the rest had arrived before us. We were all talking of the accident. We live in constant fear. Wait a bit. We had nothing to do. What is the matter with you? He is too ready to take offence. I am content to be silent. We are glad to see you. Why did you say that? Where were you on duty last night? He comes here every day. My pony being lame, I cannot ride to-day. My object having been attained, I am satisfied. To reign is worth ambition. The cloth is worth a guinea a yard. He is a year older than I am.

“Bloodshot his eye, his nostrils spread,  
The loose rein dangling from his head,  
Housing and saddle bloody red,  
Lord Marmion’s steed rushed by.”

**Exercise 84.** In the case of the following complex adverbial adjuncts, first point out to what the *entire group* of words is attached, and then show what words are modified by the subordinate adjuncts which the entire group contains. Thus in, “We were talking about the accident that happened to your brother yesterday,” the words ‘about the accident that happened to your brother yesterday’ constitute an adverbial adjunct to the verb ‘were talking’; while ‘to your brother’ and ‘yesterday’ are adjuncts of the verb ‘happened.’

We started very early. He spoke unusually well. Do not talk so fast. Come more quickly. I am fond of riding on horseback.† I shall be glad to

\* Add to these examples all those in Exercise 19 which contain an Indirect Object.  
† Gerunds may be modified by adverbs as well as any other forms of the verb.

hear of your safe arrival. He escaped by leaping over the ditch. I am fond of going to the theatre. I am looking at the man standing with his back to the window. You should do your best to repair your fault by working harder. He did nothing towards helping me out of my difficulties. We arrived an hour too late. I cannot walk a step further. He was in too much haste to mind what he was about.

**Exercise 85.** In the following examples show which of the phrases made up of a preposition and a noun do the work of an adjective (see § 362, 4), i.e. are *attributive* adjuncts, and which do the work of an adverb (see § 370, 2), that is, are *adverbial* adjuncts; and show to what word each is attached.

He shot a great quantity of game on the moor. What is the use of all this fuss about the matter? I am delighted to see you in good health. We were vexed by his rudeness to you. The advantages of travelling in foreign countries are very great. He is a man of great industry. He accomplished the task by unflagging industry. A man addicted to self-indulgence will not rise to greatness. He is fond of angling. That is a good stream for angling. I am fond of the pastime of angling. I must express my displeasure at your behaviour. You have displeased me by your behaviour. He is not prone to behaviour of this kind. We rely on your promise. Reliance on his promises is useless. Do your duty to him. What is my duty to my neighbour? He adhered to his determination to make the attempt. He is too feeble to make the attempt. He gave him his best wine to drink. The place abounds in good water to drink. Do you see that man on horseback? He has given up riding on horseback. The master praised the boy at the top of the class. He shouted to the boys at the top of his voice.

**Exercise 86.** Make a dozen sentences in which a preposition followed by a noun or pronoun forms an attributive adjunct, and a dozen in which it forms an adverbial adjunct.

### XL. Parsing of Adverbial Adjuncts.

**Exercise 87.** Nouns occurring in adverbial phrases, and not governed by prepositions, must be parsed as being in the Adverbial Objective Case (i.e., the Objective Case used adverbially), except those in the *absolute* construction, which must (now) be parsed as being in the nominative absolute. What is called the Cognate Object is really one kind of adverbial objective. (See §§ 370—372.)

Parse the words in italics in the following sentences, carefully distinguishing the adverbial objective from the other uses of that case:—

I will pay you next *week*. We shall spend next *week* in London. Papa goes to London every *day*. He spends every other *day* in London. He spends the *half* of every *day* in bed. We sat up half the *night*. We have lost half the *day*. I see him most *days*. Most *days* are joyless to me. Every *evening* we have a rubber. Every *evening* next *week* is engaged. We are engaged



every evening next week. We went over dry foot. Come this way. Lead the way. I have told him that twenty times. I cannot count the times that I have told him that. The horses having been harnessed, we started. 'The rest must perish, their great leader slain.

**Exercise 88.** Parse the words in italics in the following sentences :—

He will have the expense *besides* all the trouble. He will have the expense and the trouble *besides*. Both John and I were present. Both brothers were present. I will *both* lay me down in peace and sleep. All those present heard it. He sat up *all* night. All is lost. He is *all* powerful at court. We have *other* things to attend to. *Others* may believe it, but I cannot. You may break him, *but* you will never bend him. He spoke to all *but* me. There was *but* a minute to spare. I would do it *but* that I am forbidden. There is no one *but* pities him. Parse 'but' in the last sentence. *Either* road is difficult. I never drink *either* beer or wine. I do not believe *either's* account of the matter. He knows something about it, *else\** he would not look so mysterious. I have nobody *else* to look to. They gave us trouble *enough*. † We have not *enough* to eat. They have bread *enough* and to spare. He *even* insulted me to my face. It is an *even* chance. Nothing can or shall content my soul till I am *even'd* with him. You are sent *for*. They sent *for* you. You must go, *for* you are sent for. We have wasted *half* the day. I am *half* inclined to believe it. I have not told you one *half* of what was said. It is not that he loves me *more*, but that he fears me *less*. *Less* than that would have been enough. You must spend *less* money. Give him *more* air. He would have said *more* if I had not stopped him. He knows *most* about the matter. He *need* not be afraid. He *needs* strict oversight. His *needs* will be well supplied. He must *needs* pass through Samaria. He told me *much* of what had happened. I am *much* pleased with you. I have not *much* time. He left *next* day. What shall we do *next*? He sat *next* me at dinner. Who comes *next*? He has lost his *only* son. We have *only* four shillings left. Do what you please, *only* be quick about it. All *save* one perished. It was built *some* ‡ ten years ago. I have *somewhat* to say unto thee. I feel *somewhat* indisposed. Be *well* assured of that. *Well*, sir, and what did you do next? I am not *well*. *What* need we any further witness? *What* shall we need in this business? *What!* Did you not get my letter? He wants to know the *why* and the *wherefore* of everything. *Why!* he is as rich as Croesus.

**Exercise 89.** Parse the following sentences, paying special attention to the constructions that are not obviously consistent with the rules:—

The multitude were of one mind (§ 376). He takes the medicine every three hours (§§ 173, 471). It came to pass about an eight days after these sayings. He lived ten years there. He lived a hundred years (§ 362, 2). He bought three score sheep (§§ 362, 2; 55; 54). There were a dozen men there. Some || twenty persons were present. The battle was fought on this

\* Else is always a mere adverb. It means either 'besides,' or 'otherwise.'

† 'Enough' may be a substantive, but it is never an adjective. It is usually an adverb

‡ 'Some' here is not an adverb.

|| 'Some' had better be taken as an adjective, 'Some men (i.e. a certain number of men); namely twenty.'

side\* the river. He passed six months aboard the ship. The passengers are all on board the ship. I must see him, and that quickly.† Leave the room this instant. 'Who riseth from a feast with that keen appetite that‡ he sits down (*Shaksp. Macb.*). 'Thy image doth appear in the rare semblance that ‡ I loved it first' (*id.*). Full many a flower is born to blush unseen. The king with the Lords and Commons form the legislature (§ 377).

## XLI. ANALYSIS OF SENTENCES.

### I. Simple Sentences.

*Preliminary Lesson.*—Nature of a simple sentence. Difference between the *logical* Subject and Predicate, and the *grammatical* Subject and Predicate.

**Exercise § 90.** Divide the following sentences into the logical subject, and the logical predicate :—

The child has hurt himself. This naughty child has torn his clothes. The boys came home last night. John's parents have sent him to school. Dismayed at the prospect they beat a retreat. The owner of that estate intends to sell it. My little brother has fallen down. The children, tired with play, came indoors. The friends of that little boy have sent him to sea. A rich old uncle has left him a large estate in Yorkshire. The horse, terrified by the lightning, ran away at full speed.

Questions may be divided in a similar manner. The construction will sometimes be clearer in the primary division, if the predicate be put first. || Thus, "When will your brother return to town?" may be divided. *Pred.* 'When will return to town?' *Subj.* 'Your brother.'

Divide the following sentences in a similar way :—

Does your uncle the doctor know of this? Went not my spirit with thee? Whence did the author of that book get his materials? Who in the world told you that? Why did you send the poor man away? How many shillings have you in your purse?

\* There is no occasion to supply 'of.' We have an adverbial phrase assuming the function of a preposition. Compare the following sentences, and see § 281, 3.

† To parse 'quickly' replace 'that' by the whole of what it stands for.

‡ 'That,' being here the representative of a relative pronoun governed by a preposition, is an adverbial adjunct, and must be parsed as being in the Adverbial Objective.

§ The examples in the following exercises may be taken for practice in parsing as well as in analysis.

|| If the subject be the interrogative 'who,' it had better come first.

**Exercise 91.** The component parts of a compound tense are often separated by the intrusion of adverbial adjuncts. Take the following sentences and put with the subject in each the *whole of the verb* that belongs to it, without the other words. Thus from "We have already heard the news," take "We have heard."

We shall soon reach our destination. The field is already being reaped. The work will very probably be finished before night. We shall in due time know all about it. I had at last with infinite trouble surmounted the difficulty. I shall most likely hear from you to-morrow. I have been all the morning trying to make out this problem. You will by these very simple means stop his proceedings. He is of all enchantingly beloved. He has in the most unfair manner been deprived of his rights.

**Exercise 92.** Take the following sentences \* and separate the logical subject in each into the grammatical subject and its adjuncts in the way shown in § 490.

(My) (poor) (little) brother has hurt himself. (My brother John's) pony has broken his leg. (A) man (carrying a great sack of flour) came into the barn. (The) (impudent) fellow (not being satisfied with my alms) began to abuse me. (My poor little brother's) (pet) bird was shot. (This) law, (the disgrace of our statute book) was repealed. (The) house (on the other side of the street) is on fire. (The) (Chubb's) (patent) lock (to my desk) has been picked. (Good) water (for drinking) was scarce. (Despairing † of success) he abandoned the undertaking. (Disgusted † by so many acts of baseness) (the man's) friends (all) deserted him.

The old church has fallen into ruins. The brave soldiers of the garrison died at their posts. A rich old uncle left him his property. A horseman, wrapped in a huge cloak, entered the yard. The handle of the pump in the yard is broken. John's account of the affair alarmed me. Which boy knows his lessons? What poet's works please you most? What goods are most in demand? What naughty little boy broke the window?

**Exercise 93.** Make (or find) a dozen sentences in which the grammatical subject is enlarged (see § 388), and state in each case of what the enlargement consists.

\* In the first few sentences the words or groups of words forming separate adjuncts are enclosed in brackets.

† The *grammatical form* of a sentence often lags behind its *logical import*. Thus, an *independent* sentence beginning with a demonstrative often occurs where the sense implies grammatical connection, as "I believed, *therefore* have I spoken." 'Therefore' is not a conjunction, but a demonstrative adverb, meaning 'for that reason.' So participles and participial phrases are (grammatically speaking) *attributive adjuncts*; and yet they often involve an *adverbial force*; as here, 'because he despaired of success,' and 'because they were disgusted.' Adjectives may be used in the same way. 'Afraid of being betrayed into an ambushade, the leader halted.' *Grammatically* you can make nothing of 'afraid' but an adjective, though the same notion of *because* clings to the expression. So in Milton, "His meek aspect, *silent*, yet spake." Here 'silent' means 'although it was silent,' but grammatically it is nothing more than an *adjective*. In analysis and parsing *grammatical form* is the essential thing. The point in question has nothing to do with any 'servile imitation of Latin Grammar,' or any confusion between participles and verbal nouns.

**Exercise 94.** Separate the following sentences into two groups, one consisting of those in which there is a grammatical object of the predicate verb, the other consisting of those in which there is not a grammatical object. Then take the sentences in the first group and set down separately the object of the verb in each, and the several attributive adjuncts of the object. Thus : John sent to us an amusing account of the proceedings." *Object* :—'Account.' *Attributive adjuncts of Object* :—1. 'An'; 2. 'amusing'; 3. 'of the proceedings.'

My cousin arrived last night. We were greatly amused by his story. He told us a droll story about his brother. Have you read this author's last work? Whom did you see at the concert? The girl is admired by everybody. Everybody admires John's little sister. Thus ended a war\* of ten years' duration. This ended that most unpleasant business. Down came the rain. I saw a soldier on horseback.† I met some ladies in my ramble. The master praised the boy at the top of the class. The man struck the poor little boy on the head. The boys were rewarded for their diligence. My horse fell down in the road. Deep drank Lord Marmion of the wave. On the top of the hill stands a stone cross. We were strenuously advised to turn back. We rapidly turned round in the direction of the report. He sent his hat round to collect contributions. The boys have been forbidden to enter the orchard. They shook the depths of the desert gloom with their hymns of holy cheer. He had the impudence to tell me to hold my tongue.

**Exercise 95.** Take the sentences in the last three exercises, and write down the several adverbial adjuncts of the predicate in each.

**Exercise 96.** Give the complete analysis of the following sentences :—

John's account of the affair alarmed me. Every finite verb in a sentence has a subject. My brother Henry told me‡ that. I saw the occurrence through a gap in the wall. That lazy boy did not go out of doors all the morning. Have you heard the news? Have § those little boys finished their Latin exercises during my absence? I desire nothing more ardently. Crying will not help you out of the difficulty. To act thus will displease his father. To do this properly requires time. Who spoke last? Whom did you hear at church this morning? Hoping to find an easier road, we left our companions at the bridge. How || did you find your way? He used a stick to support his steps. You say so to tease me. Considering his age he has done pretty well at the examination. Very ¶ few men could have done that. How ¶ much money will be enough for you? What foolish notion possesses you? A little girl's voice was heard in the garden. A large dog's bark was

\* Mind that the subject very often *follows* the verb.

† Observe that this phrase does not show where the act of seeing took place. Contrast this sentence with the next.

‡ Look at § 370, 4.

§ In questions the subject is often so placed as to break the predicate (when it is a compound form of the verb) into two parts. To see the construction properly, give the *complete answer* to the question.

¶ Remember that 'how' is an adverb.

¶ Take care in the analysis not to separate attributive words from the adverbial adjuncts that may be attached to them.

heard in the distance. An empty bird's nest was found. The tall lady's dress was torn. Some ladies' silk dresses were sold by auction. My cousin's return interrupted our game. Here shall be done a deed of dreadful note. We had a purpose to be his purveyor. He found his brother lying fast asleep. We have bought a pretty little calf a month old. His wrath may find some worse way to our destruction. What more do you desire? Whom did you find walking in the garden? Whose umbrella did you take? Whose exercise has the fewest faults? The poor man's wife died last night. He fell head foremost into the river. They advanced step by step. Give me \* a cup of tea. I return you \* my best thanks. "Take thee \* that too." I told you \* all that an hour ago †. He died a happy death. ‡ This said, he sat. There lay Duncan, his silver skin laced with his golden blood. The poor wren will fight, her young ones in her nest, against the owl. Downward they move, a melancholy band. Conceit, in weakest bodies, strongest works. Forth at your eyes, your spirits wildly peep. Who ever experienced anything like kindness at his hands? Who but a fool would talk like that? What have you done with the money? What arrant nonsense that foolish man talks! Which [horse] of these horses is to be sold? He eats his food like § a hog. He was taught Greek (§ 372) by his uncle. 'Teach me thy statutes.' 'Teach erring man || to spurn the rage of gain.' The dead were refused burial (§ 372).

**Exercise 97.** Take the following pairs of subjects and verbs and build up sentences by putting in objects, where they are wanted, and enlarging the subjects, predicates, and objects, with as many adjuncts, attributive and adverbial, as you can. Thus, from 'Men rob,' you may make 'Men of weak character, led astray by temptation, sometimes rob their unsuspecting friends shamefully.'

Birds build. Ship carries. Boy lost. Loaf was bought. Brother left. Sister came. Children went. Men found. We arrived. Man struck. Horse threw.

**Exercise 98.** Make a dozen other sentences in a similar way with subjects and verbs of your own choosing.

**Exercise 99.** Parse all the words in Exercises 94 and 96.

## XLII. Verbs of Incomplete Predication.

*Preliminary Lesson.*—Nature and construction of Verbs of Incomplete Predication (§§ 391—396). Mode of analysing sentences in which they occur (§§ 493, 498—500).

\* Look at § 370, 4.

† 'Ago' is a shortened form of 'agone.' The phrase originally formed a nominative (or objective) absolute.

‡ Look at § 371.

§ 'Like' is here an adverb.

|| Here 'man' had better be taken as the direct object, 'teach' having the same kind of sense as 'train' or 'instruct.'

**Exercise 100.** Analyse the following sentences containing Subjective Complements of verbs of Incomplete Predication :—

He is insane. They are honest. He is an honest man. He became my friend. He became very rich in a short time. He grew rich suddenly. He was called an enthusiast by his friends. He is not thought a fool. The prisoner was pronounced guilty of homicide. He is my cousin's friend. He is considered a pretty good player. We got quite tired. The wine tastes sweet. She looks very pretty. That appears very plausible. He was elected Emperor. He stood silent (see § 391). They entered laughing. The dog ran away howling. He felt tired. The air feels keen. He stood rubbing his eyes. The boys rushed shouting into the playground. I am sure of pleasing you in this. He sat twiddling his thumbs.

**Exercise 101.** Parse the preceding sentences. In accordance with § 393 (which see) account for the case of the complement either by saying that the verbs 'be,' 'become,' &c., take the same case after them as before them, or (better) by saying that the complement is in the predicative relation to the subject. (See § 374.)

**Exercise 102.** The verb *to be* is a verb of incomplete predication when it is employed in making a compound tense of a verb in either the active or the passive voice, as 'He is going;' 'I was saying;' 'He is gone;' 'He was struck.' But when used to form a tense of another verb, it is usually called an *Auxiliary Verb*. In such cases the compound form denotes the performance, the continuance, or the completion of an action. When *the state that is the result of the action* is denoted, the participle that follows is merely an adjective of quality. When it is not accompanied by a complement of some sort, *to be* is a verb of *complete predication*, or (as it is sometimes called) the 'verb of *existence*.' (N.B.—An adverb or adverbial phrase is not a complement.)

Point out carefully the various uses of the verb in the following examples :—

He is in the parlour. He is going away. Such things have been. The time has been, that when the brains were out, the man would die. We are ready. I am in doubt about that. The boy was blamed for that. The poor man was starved to death. The children are half starved. He was wounded by an arrow. The poor soldier is badly wounded. I am trying to do it. This delay is trying to our patience. I am delighted to see you. We were delighted by the concert. He is named John. He was called a fool for his pains. Where are you? Where have you been all the morning?

**Exercise 103.** Analyse the following sentences containing Objective Complements of verbs of incomplete predications (§§ 391, 395):—

He painted the wall white. He made us all merry. I think him clever. He considers this course expedient. They made Henry king. He called the man a liar. You have made your hands dirty. The jury pronounced the prisoner guilty. We consider him a fine player. We deem this step very imprudent. This measure rendered the plot abortive. I pronounce the wine

excellent. He made the bear dance.\* He made his horse canter. He set the audience laughing. Let us pray. Let fall thy blade on vulnerable crests. He bade the man wait. I forbid you to touch that. He ordered the man to wait. He directed the man to wait. He instructed the man to wait. He told the man to wait. He asked me to come. They besought us to come to their help. They invited us to come. They urged us to come.†

**Exercise 104.** Analyse the following sentences, in which the subjective complement is a verb in the infinitive mood (§ 394). Show where the complementary infinitive has itself a complement. These secondary complements, as well as the primary ones, are in the predicative relation to the subject. Do not confound the *object* of a verb with its complement.

He is believed to have perished. They are supposed to have lost their way. He is thought to have poisoned the man. He is believed to be mad. That step was considered to be very imprudent. He was ordered to sit down. He was bidden to stand aside. This kind of life is not to be endured.

**Exercise 105.** Parse the preceding sentences.

**Exercise 106.** Analyse the following sentences containing Infinitive Complements.‡ (See § 396.) Show carefully whether adverbial adjuncts are to be attached to the verb of incomplete predication, or to its complement. (See § 493.)

They can write well. We can sing. They may depart. We must make haste. You shall be rewarded. I will be answered. I must go home. I cannot hear you. They may take the money. I will return shortly. They shall have a good scolding. That cannot be allowed. Nothing could be more unfortunate. You might have found an easier way. I do so long to see him. Indeed I did not say so. He ought to pay me. He ought not to do this. You ought to be more cautious. That may perhaps be true.

**Exercise 107.** Analyse the following sentences, carefully distinguishing those cases in which a verb is followed by a *complement* from those in which it is followed by an *adverbial adjunct*. See whether the word in question denotes the *condition* of that which is spoken about, or the *manner* in which an action is done.

That looks pretty. The bell sounded cracked. He spoke loud. The cry sounded clear and shrill. His voice sounded feebly. His voice sounded feeble. He has travelled far and wide. They have not made the street wide enough. The people wept sore. It grieved me sore. The stones have made my feet

\* In parsing an infinitive mood of this sort it must be described as the complement of the verb of incomplete predication, and in the attributive relation to the noun which is the object of the verb.

† In many of these constructions, this gerundial infinitive is scarcely distinguishable from an adverbial adjunct expressing purpose. In sentences like "How am I to do it?" "You are to be quiet," the infinitive is certainly adverbial.

‡ These complements are in reality in the Objective Relation to the verbs of incomplete predication.



sore. He rubbed his face hard. The water is frozen hard. He rubbed his face sore. They came late. This delay will make us late. The bird sang clear. The ship passed clear of the rock. The water runs clear. Her voice sounds clear. The trees whispered soft and low. The whisper came soft and low to our ears.

### XLIII. Complex Objective Phrases.\*

*Preliminary Lesson.*—Study § 397.

**Exercise 108.** Analyse the following sentences containing objective infinitive phrases :—

He heard† the wind roar through the trees. I heard the man say so. We saw the thief try to pick a gentleman's pocket. I wish† you to come to-morrow. I believe† the man to be innocent. I felt† the air fan my cheek. I have heard [people] say that he is very rich. Have you ever known† the man confess being in fault? The duke will never grant this forfeiture to hold. I like† a knave to meet with his deserts. I expected† the travellers to be here by this time. The wind sits fair for‡ news to go to Ireland. It is too late for‡ the travellers to arrive to-night. The task was too difficult for‡ him to hope to succeed.

### XLIV. Complex Sentences.

#### Substantive Clauses.

*Preliminary Lesson.*—Nature, form, and structure of substantive clauses (§§ 401—405).

**Exercise 109.** In the following sentences a substantive clause (or noun-sentence, as it is often termed) is the subject. Analyse the sentences in the mode indicated in § 515, &c. When 'it' is employed as a temporary, or provisional subject, set it down as such, and place after it the substantive clause as the real subject. Analyse the substantive clauses separately, remembering that the conjunction 'that' does not enter into the structure of the clause which it introduces, but that interrogative words do, being either pronouns or adverbs.

\* These infinitive phrases are often scarcely distinguishable from infinitive moods used as objective complements; but it will be seen on consideration that there is the same kind of distinction between 'He made the child cry' and 'He saw the child fall,' that there is between 'He made the man angry' and 'He found the man dead.' See note on § 395. In constructions of this sort the verb in the infinitive mood may be parsed as being the verb in an objective infinitive phrase, having the preceding noun or pronoun in the objective case as its subject. In the example given in § 547 it is quite possible that we ought to regard 'this proud Sarazin to meet me' as an infinitive phrase of the same kind used as the (real) subject of 'chanced,' and represented provisionally by 'it.' In that case the analysis of the sentence will of course be different.

† Notice that the meaning of this verb is *quite complete in itself*. The whole of the following phrase is the object of it.

‡ Here the Infinitive phrase is governed by a preposition.

Before analysing the sentences in this and the succeeding Exercises, draw a line \* under *the entire set of words* which form the substantive clause, remembering that you have not got a complete substantive clause, or noun-sentence, unless it has a subject and a finite verb, with all the adjuncts that may be attached to either of these. (See § 512, *note*.)

That he did the deed is quite certain. That he said so is undeniable. Who can have told you that, puzzles me. How long I shall stay here is uncertain. What we are to do next is the question. What his capacity is signifies nothing. How I found the matter out is no concern of yours. How completely you are mistaken can easily be shown. What signifies what weather we have?

It is not true that he said so. It is very probable that he will not arrive to-day. It is uncertain what the result will be. It does not matter what he thinks. It is uncertain how long I shall stay.

Thence it is that I to your assistance do make love. What does it signify how rich he is? It is a question how far he was justified in that proceeding.

Methinks† I know that handwriting. Anon methought the wood began to move. Methinks he hath no drowning mark upon him. Methought the billows spoke. Was it on Tuesday that he went away? It was only yesterday that I saw him.

**Exercise 110.** Analyse the following sentences in which a substantive clause is the object of a verb, or of a phrase equivalent to a transitive verb :—

I knew that he would come. I heard that he had arrived. I think I have the honour of addressing Mr. Smith? Tell me who told you. Tell me how old you are. Tell him I cannot see him to-day. I want to know when this happened. I thought it‡ strange that he should leave without calling on me. I swear I have no mind of feasting forth to-night. He told me he knew all about the matter. Tell me what you think of all this. Advise if§ this be worth attempting. Try if you can decipher that letter. I fear thou play'dst most foully for it. I am hopeful that he will soon get better. He is confident that I shall succeed. We are resolved that that shall not occur again. He made it a condition that I should become security for the payment. He felt it to be a disgrace that he had so utterly failed. Try how far you can jump.

**Exercise 111.** Analyse the following sentences in which a substantive clause is in apposition to a noun, or comes after a preposition (§ 404), or is used absolutely with a participle, like a nominative absolute :—

The fact that you say so is enough for me. The circumstance that he was present must not be disregarded. The idea that I can comply with his request

\* To those who are acquainted with my larger grammar I need hardly observe that this mode of marking sentences has not been borrowed from the later works of others.

† The introductory conjunction 'that' is often omitted. See § 403 and § 244.

‡ 'It' often does duty as a temporary or provisional *object*. Deal with it as in the case of the subject; that is, first analyse the sentence without the substantive clause, and then substitute that clause for the 'it.'

§ 'If' has here the force of 'whether'.

is absurd. He did this to the end that he might convince me. I undertook the business in the expectation that he would help me. He could not get rid of the idea that I was his enemy. In case\* you should see him, bring him with you. I came on the chance that I might find you at home. Who can want the thought how monstrous it was for Malcolm and for Donalbain to kill their gracious father? He sent me word that he would come anon. There was a rumour that the army had been defeated. Oh! yet I do repent me of my fury that I did kill them. For that I love your daughter, I must advance the colours of my love. That depends upon how you did it. I would not believe the story but that you avouch it. I hate him for he is a Christian, but more for that in low simplicity he lends out money gratis. In case I am not there, go on without me. Provided that he consents, I will undertake the business. Provided this report be confirmed, we shall know what to do.

The word 'so' is only a substantive demonstrative pronoun † used adverbially. Being essentially a substantive, it may have a substantive clause in apposition to it. Analyse the following sentences :—

You may go where you like so (= on the condition) that you are back by dinner time. "For nothing hold me so it please thee hold (*i.e.*, regard) that nothing me a something dear to thee." "So please my lord (*i.e.*, 'on the condition that it please my lord') to quit the fine, I am content."

**Exercise 112.** Transitive verbs govern an object, not because they are predicative words, but because they denote a *transitive action*. Nouns that do this may have a substantive clause after them, which may be described as an 'objective adjunct to the noun.'

Analyse the following sentences :—

I see no sign that the fever is abating. That is a proof that he knows nothing about the matter. We welcomed these indications that spring was near. He has obtained my consent that he should go to college. There is no fear that he will fail.

**Exercise 113.** Analyse the following sentences, in which the Substantive Clause forms an Adverbial Adjunct to a verb or adjective (like the Latin *accusative of limitation*, or *closer definition*).

I convinced him that he was mistaken. † I am sorry that you are not well. § We are glad that you have come at last. We are disappointed that you have not brought your brother. I am certain that he never said so. I am persuaded that that is the wiser course. He is desirous that I should return.

**Exercise 114.** Analyse the following sentences, in which an infinitive accompanied by an interrogative word supplies the place of a substantive clause beginning with an interrogative :—

\* Note the omission of 'that.'

† It is often used without any adverbial force, as in 'I told you *so*.' 'I drank a pint or so of wine.' 'Is he a captain? He is *so*.' 'He is a fool, and *so* is his brother.' The strengthened form 'as' (also, § 165) often has a pronominal force.

‡ That is, 'I convinced him *with respect to* this point.'

§ That is, 'I am sorry *on this account*, or *as regards this*.'

How to do it is the difficulty. I taught him how to do it. Where to get the money puzzles me. He never knows when to go. I am considering what to do next. I know not where to get food. I know not how to thank you sufficiently. The difficulty is how to get there.

### XLV.—Adjective Clauses.

*Preliminary Lesson.*—Nature, form, and construction of Adjective Clauses (§§ 406—413).

**Exercise 115.** Underline the adjective clauses in each of the following sentences, then analyse the entire sentence, and lastly analyse the adjective clause separately\* :—

The serpent that did sting thy father's life, now wears his crown. I could a tale unfold whose lightest word would harrow up thy soul. The rest (*i.e.*, 'repose') is labour which is not used for you. He had many heavy burdens to bear, the pressure of which nearly crushed him. Thrice is he armed that hath his quarrel just. I saw the captain in whose ship you will sail. Do you know the gentleman to whom this park belongs? Infected be the air whereon † they ride. Thy food shall be husks wherein the acorn cradled. What sad talk was that wherewith my brother held you in the cloister? I know a bank whereon the wild thyme blows. Thou speak'st to such a man that is no fltering tell-tale. Unto bad causes swear such creatures as ‡ men doubt. You will soon find such peace which it is not in the power of the world to give. His behaviour is not such [behaviour] as I like. You are welcome to my help, such as § it is. This cloth is not such [cloth] as I asked for. I have not from your eyes that gentleness and show of love as ‡ I was wont to have. In me thou seest the twilight of such day, as ‡ after sunset fadeth in the west.

**Exercise 116.** Deal in a similar way with the sentences in Exercise 61.

**Exercise 117.** Supply the relatives which are omitted in the sentences in Exercise 62, and then analyse the sentences.

Make (or find) a dozen sentences containing adjective clauses in which the relative is expressed, and a dozen in which it is omitted, and then analyse them.

**Exercise 118.** Analyse the following sentences in which the Adjective Clauses have a Relative Adverb in place of a Relative Pronoun governed by a Preposition (§ 406).

\* Remember that the Adjective Clause must contain a subject and a finite verb of its own.  
† See § 162. 'Whereon' (= on which) forms an adverbial adjunct to 'ride.' It must be parsed as a compound adverb.

‡ See § 165, 411. 'As' must be treated as equivalent to a relative pronoun.

§ The clause 'as it is' is in the attributive relation to 'help,' and the quasi-relative 'as' is the complement of the predicate in its own clause.

I will show you the shop where I bought these apples. The reason why you cannot succeed is evident. Return to the place whence you came. I can remember the time when there were no houses here. Do you know the source whence he obtained this information? The fortress whither the defeated troops had fled was soon captured.

**Exercise 119.** Analyse the following sentences, in which the Adjective Clauses are attached to (and explain) the neuter demonstrative pronouns *it, that, and this*.

It was John who said so.\* It was the owl that shrieked.† Who was it that thus cried? It is the eye of childhood that fears a painted devil. Is this a dagger which‡ I see before me, the handle towards my hand? That which hath made them drunk hath made me bold. Was that your brother who knocked at the door? Is that a scar that you have on your hand? It was a gun-shot that killed him.

**Exercise 120.** Analyse the sentences in Exercise 65. You may either supply the suppressed antecedents, or treat the clauses as *Adjective Clauses used substantively* (§ 408).

**Exercise 121.** The word 'what' sometimes introduces an adjective clause, and sometimes an indirect question, which is a substantive clause. *What* is interrogative when it cannot be replaced by 'that which' (§ 409).

Analyse the following sentences, carefully distinguishing the substantive clauses from the adjective clauses, and then parse the sentences :—

Repeat what you have just said. You have only told me what I know already. I know what you said about me. Go, and find out what is the matter. Do what you can in this business. Pray tell me what ails you. You must not dictate to me what I am to do. This is what he did. He soon repented of what he had done. He knows well enough what he ought to do. That is precisely what he ought to have done. I cannot make out what you are saying. I do not understand what you are saying.

**Exercise 122.** Make (or find) a dozen sentences illustrating each use of 'what,' and analyse them.

**Exercise 123.** The pronouns 'who' and 'which,' and the pronominal adverbs 'when,' 'where,' &c., have the same twofold use; the adverbs, when used as the equivalents of relative pronouns governed by prepositions, having a *relative* force.

\* That is, "It (the person) who said so, was John."

† That is, "It (the creature) that shrieked, was the owl."

‡ The adjectival clause 'which—hand' is attached to 'this.' 'The handle towards my hand' is a nominative absolute belonging to the adjective clause.

Analyse the following sentences :—

Find out who did that. Whom we raise we will make fast. I could not make out whom he was alluding to. That is where\* I live. Tell me where you live. Tell me why you are so angry. That is why\* I am angry. I do not know when they will arrive. I knew when\* seven justices could not take up a quarrel. I have seen when,\* after execution, judgment hath repented o'er his doom. Tell me where he is. See where\* he looks out of the window. That is how† he always treats me. That is why\* I did it.

**Exercise 124.** Analyse the following sentences, treating the clauses containing a relative not as adjective clauses, but as independent sentences; as though 'and' with a demonstrative pronoun were substituted for the relative (§ 412) :—

I the matter will re-word, which madness would gambol from. Being shown into a grand apartment, I delivered my letter, which he read. We travelled together as far as Paris, where we parted company. In London he made the acquaintance of my brother, whom he visited frequently. This modest stone, what few vain marbles can, May truly say, 'Here lies an honest man.' By this time we had traversed half the distance, when a loud clap of thunder warned us to quicken our steps. Next day they renewed the fight, which lasted till the evening. Honourable ladies sought my love, which I denying,‡ they fell sick and died.

**Exercise 125.** Deal in a similar way with the sentences in Exercises 63 and 65.

## XLVI. Adverbial Sentences,

*Preliminary Lesson.*—Nature, form, and structure of Adverbial Clauses (§§ 414—435).

### 1. Adverbial Clauses relating to Time (§ 416).

**Exercise 126.** Analyse (and parse) the following sentences, after first underlining the Adverbial Clauses, and then analyse these clauses separately §

I will tell you the secret|| when I see you. When you durst do it, then you were a man. I did not know that till you told me. While he is here we shall have no peace.

\* In the analysis supply an antecedent noun.

† 'How,' as a relative, never has an antecedent *expressed*.

‡ We have here a nominative absolute, forming an adverbial adjunct to *fell*. 'Which' is the object of 'denying.'

§ Remember that the conjunction or pronominal adverbs *when, where, whither, &c.*, have an *adverbial* construction in their own clauses, but that the Conjunctions *after, before, till, while, &c.*, have no such force. 'While' has nothing to do with the relative pronoun. It is an old noun meaning 'time,' to which a substantive clause beginning with 'that' was in apposition. The omission of 'that' gave to 'while' a conjunctive force.

|| In parsing a sentence of this kind, 'when' should be described as a connective adverb, modifying the verb 'see,' and joining the clause 'when I see you' to the predicate 'will tell.'

A plague [be] upon it, when thieves cannot be true to one another. What signifies asking, when there's not a soul to give you an answer? I'll charm the air to give a sound while you perform your antic round. He arrived after we had left. I shall be gone before you are up. He left the room as I entered. You may come whenever you please.

## 2. Adverbial Clauses relating to Place (§ 417).

**Exercise 127.** Analyse and parse the following sentences :—

He still lay where he fell. Where thou dwellest, I will dwell. Wherever you go, I will follow you. There,\* where a few torn shrubs the place disclose, the village preacher's modest mansion rose. Whithersoever I went, he followed me. Seat yourselves wherever there is room.

## 3. Adverbial Clauses relating to Manner and Degree (§ 418).

**Exercise 128.** Analyse and parse the following sentences :—

As the tree falls, so† it will lie. Do as I tell you [to do]. He is as‡ avaricious as his brother is generous. The§ higher you climb, the wider will be the prospect. The longer I know him, the less I like him. The more he has, the more he wants. How|| far the substance of my praise doth wrong this shadow, so far this shadow doth limp behind the substance. How a bright star shooteth from the sky, so glides he in the night from Venus' eye. She is as good as she is beautiful. We do not always write as we pronounce. He always does as he promises [to do].

## 4. Adverbial Clauses relating to Cause, Purpose, and Consequence (§ 421—423).

**Exercise 129.** Analyse and parse the following sentences :—

He came because I sent for him. I cannot tell you his age, for I do not know it. Because Thou hast been my help, therefore in the shadow of Thy wings will I rejoice. Since you say so, I must believe it. As he has begged my pardon, I will forgive him. When I am determined I always listen to reason, because then it can do no harm. The fool is happy that he knows no more. He is aware that I did not come.

He toils hard that he may get rich. I called on him that I might tell him about that matter. He retired to his own room that he might study quietly. Take care that all be ready. Take heed lest ye fall into temptation.

I am so¶ tired that I am ready to drop. He is so weak that he cannot stand. He is such a liar that nobody believes him. It is so dark that we cannot see.

\* 'There' and the clause 'where—disclose' are co-ordinate adverbial adjuncts of 'rose.'

+ 'So' and the clause 'as the tree falls' are co-ordinate adverbial adjuncts of 'will lie.'

‡ The first 'as' is demonstrative, the second relative. Each modifies the adjective in its clause.

§ Here the main clause is the second one. The first 'the' is relative, the second demonstrative. (See § 420.) The first modifies 'higher', the second modifies 'wider.' The second 'the' and the adverbial clause are co-ordinate adverbial adjuncts of 'wider,' the clause explaining the indefinite meaning of 'the.'

|| 'How' is a relative or connective adverb modifying 'far,' and joining the adverbial clause (which is co-ordinate with 'so') to the second 'far.'

¶ The demonstrative 'so' and the adverbial clause are co-ordinate adverbial adjuncts of 'tired.'



5. Adverbial Clauses relating to Condition. Hypothetical and Concessive Clauses (§§ 424—434.).

Exercise 130. Analyse the following sentences :—

If you call you will see him. I would have called on you, if I had known your address. You will not succeed unless you try harder. I will not come unless you invite me. Except ye repent ye shall all likewise perish. Though he is rich he is not contented. You will see him though I shall not [see him]. An (= if) I have not ballads made on you all, and sung to filthy tunes, let a cup of sack be my poison. So\* I lose not honour in seeking to augment it, I shall be counselled. I doubt not but to die a fair death for all this, if I escape hanging for killing† that rogue. Whatever may be the consequence, I will do what I have said. Whatever he may say,‡ I shall not believe him. Say [he] what he will [say] he will never convince me. Do [he] what he can [do], he never pleases the man. Whencesoever the money comes it is welcome. However great his abilities may be, he cannot succeed without industry. Be he ne'er so vile, this day shall gentle his condition. The lady's fortune must not go out of the family; one may find comfort in the money, whatever one does [find] in the wife. Cold§ as it is, I shall go out. Big as he is, I am not afraid of him. Had I known|| this I should have acted differently. Were you my brother I could not do it for you. I would have finished the work had it been possible.

**XLVII. Complex Subordinate Clauses.**

Exercise 131. In the following sentences a substantive clause contains a subordinate clause within it. Analyse the sentences, first treating the substantive clause as a whole, and afterwards analysing it separately. Underline the clauses in the way shown in § 514 and in the first few sentences :—

He said 1) he would return 2) the book when he had read it. I wish 1)  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_  
 the boy would finish the task 2) I set him. Tell 1) me how old you were 2)  
 (1) \_\_\_\_\_ (1) \_\_\_\_\_  
 when your father died. But 1) that my foot slipped 2) as I turned the corner,  
 \_\_\_\_\_ (1) \_\_\_\_\_ (2) \_\_\_\_\_  
 (2) \_\_\_\_\_

\* This construction consists of a substantive clause '[that] I lose not honour,' in apposition to the adverb 'so,' which is in reality a substantive pronoun used adverbially. (See Exercise III.) 'So' has no adverbial relation to any word in the clause which it introduces.

† Mind that 'for killing' is not an adverbial adjunct of 'escape,' but an attributive adjunct of the verbal noun 'hanging.' (§ 362, 4.)

‡ Do not confound this construction with that of such a sentence as 'I believe whatever he says.' Analyse th.s.

§ The construction in this and the following sentences is very peculiar. 'Cold' is in reality the complement of the predicate. The construction is the same as if we had 'however cold it is.'

|| 'If' is omitted (§ 434.).

I should have won the race. Where they most breed and haunt, I have

(1) \_\_\_\_\_  
(2) .....

observed\* 1) the air is 2) delicate.

Who told you that I built the house which you see? He fears that his father will ask him where he has been. But that I told him who did it, he would never have known. Nor failed they to express how much they praised that for the general safety he despised his own. I think he will soon retrieve his misfortunes if he sets to work with good-will. I should like to know how your friend found out where I live. Now methinks you teach me how a beggar should be answered. I'll see if I can get my husband's ring, which I did make him swear to keep for ever.

**Exercise 132.** Analyse on similar principles the following sentences, which contain complex adjective clauses :—

The person 1) who told 2) you that I said so, is mistaken. A child 1)

(1) \_\_\_\_\_  
(2) \_\_\_\_\_

that does not mind 2) when he is spoken to, must be punished. There are men

(1) \_\_\_\_\_  
(2) .....

1) who care 2) not what they say. "My foolish rival 1)" that her father likes

(1) \_\_\_\_\_ (1) \_\_\_\_\_  
(2) \_\_\_\_\_

2) only for his possessions are so huge, is gone with her. The man 1) who

(2) .....

does the best 2) that he can [do] deserves praise. I should report that 1) which

(1) \_\_\_\_\_ (1) \_\_\_\_\_  
(2) \_\_\_\_\_ (2) \_\_\_\_\_

I say 2) I saw.†

The house where I lived when I was in town has been pulled down. I have only done what I told you I would do. They fear what ‡ yet they know must follow. I have secret reasons which I forbear to mention because you are not able to answer those of which I make no secret. The time has been that when the brains were out the man would die. The right valiant Banquo walked too late, whom you may say, if it pleases you, Fleance killed. The eighth appears, who bears a glass which shows me many more.

**Exercise 133.** Analyse the following sentences which contain complex adverbial clauses :—

I will not leave 1) till I know 2) that he is out of danger. I wrote 1) to him

(1) .....

(2) \_\_\_\_\_

\* This clause breaks up the continuity of the substantive clause. In analysis put 'I have observed the air is delicate' first.

† Observe that the substantive clause is broken by 'I say.' The construction is the same as in: 'I say [that] I saw it.'

‡ 'What' is in the nominative case, the subject of 'must.' The construction will be best seen by substituting the demonstrative :—'they know [that] that must follow.'

immediately because I knew 2) how anxious he was. I shall be much obliged

(1).....

(2).....

1) if you will repeat the story 2) which you have just heard.

(1).....

(2).....

He soon left the house when he heard that I was coming. You will be punished if you do not come when you are called. Don't let us make imaginary evils, when we know we have so many real ones to encounter. He seldom drinks wine because he finds that it disagrees with him.

**Exercise 134.** Analyse the following sentences, each of which contains a subordinate clause containing a second, which in its turn contains a third :—

I was grieved when I heard how he had obtained the character which he bore among his neighbours. I know that he would never have spread such a report, if he had not believed what your brother told him. Men who see clearly how they ought to act when they meet with obstacles, are invaluable helpers. It would be well if all men felt how surely ruin awaits those who abuse their gifts and powers. It was so hot in the valley that we could not endure the garments which we had found too thin when we were higher up among the mists. I will give you no more money till I see how you use what you have.

### XLVIII. Compound Sentences.

These present no new features. The two or more co-ordinate sentences which make up the compound sentence simply have to be analysed separately, with the omission of the conjunction that joins them. (§ 436.)

### XLIX. Contracted Sentences.

*Preliminary Lesson.*—Study carefully §§ 439, 440, 551—556.

**Exercise 135.** Test the accuracy of the following contracted sentences in the manner shown in § 440 : then fill them up\* and analyse them separately :—

You must either be quiet or [you must] leave the room. Our purer essence then will overcome the noxious vapour of these raging fires, or [our purer essence,] inured, [will] not feel [the noxious vapour of these raging fires]. Our greatness will appear then most conspicuous when great things of small [things we can create, when] useful [things] of hurtful [things we can create, when] prosperous [things] of adverse [things] we can create.

My day or night myself I make, whoso'er I sleep or play. He yields neither † to force nor † to persuasion. I have not decided whether I will go

\* Two or three are filled up by way of example.

† Suppress the *conjunctive* portion of *neither-nor* by substituting *not-not*.

or not. He allowed no day to pass without either writing or declaiming aloud. If you pursue this course you will not injure me, but you will ruin yourself. He pursued, but could not overtake the retreating enemy. "Bad men boast their specious deeds on earth, which glory excites, or close ambition varnished o'er with zeal." "What praise could they receive, what pleasure I, from such obedience paid?" "Two principles in human nature reign, self-love to urge, and reason to restrain." "Nor this a good, nor that a bad we call." "Who wickedly is wise or madly brave, Is but the more a fool, the more a knave." "See the sole bliss Heaven could on all bestow, which \* who but feels can taste, but thinks can know." He grows worse and worse. Would you rather drink wine or beer? "Nor steel nor poison, malice domestic, foreign levy, nothing can touch him further." "Freely they stood who stood, and fell who fell." When you return come and tell me the news. As she sat in the old arm-chair she pondered with bitter grief over the past, and thought of the future with shuddering fear. As the years went on, scandals increased and multiplied. Unless you alter your conduct you will offend your friends and bring disgrace upon yourself. That discovery relieves, but scarcely removes my suspicions. I may forgive, but I can never forget his ingratitude to me. "Wiles let them contrive who need, or when they need, not now." "Why should I play the Roman fool, and die on mine own sword?" "Swords I smile at, weapons laugh to scorn, brandished by man that's of a woman born." "What's Hecuba to him, or he to Hecuba?"

### L. Sentences containing Elliptical Clauses.

*Preliminary Lesson.*—Study §§ 443, 557—564.

**Exercise 136.** Analyse the following sentences, having first supplied the words that are understood, in the way indicated in the first few examples. [Let the pupil study and practise these, till he can fill up the ellipses when the elliptical sentences are dictated.]

He looks as stupid as an owl [looks stupid]. He is not so clever as his brother [is clever]. I had rather die than [I would soon] endure such a disgrace. He is better to-day than [he was well] yesterday. It is better to die than [it is good] to live in such misery. I have as good a right to the money as you [have a good right to the money]. As [matters stand] for me, I will have nothing to do with it. Ol † as he is [old] he is hale and hearty. He was so kind as [a man would be kind] to give me this book. He is as brave a man as [a brave man] ever lived. (That is, 'He is a man *in that degree* brave *in which degree* brave a man ever lived.) The boy played truant as [it is] usual. He stood aside so as [a man would stand aside] to let me pass. He looked as [he would look] if he could kill me. I'd rather be a dog and bay the moon than [I would soon be] such a Roman. He told me that wisdom is better than wealth [is good] as [he would tell me] if I did not know that before. I'll shed my dear blood drop by drop in the dust, but ‡ I will raise the down-trod

\* 'Which' object of the verb 'taste'; to be repeated as the object of the verb 'know.' 'Feels' and 'thinks' are intransitive.

† The logical intention of an attributive adjunct is often greater than its mere grammatical force. The full meaning here is:—' [Although he is so] old as he is [old].'

‡ The whole phrase, 'but I will—King' is an adverbial adjunct of 'will shed', consisting of a preposition ('but') followed by a substantive clause. The sense is:—'Leaving out the case that I will raise——king (that is, 'in default of my raising . . . king'), I'll shed my dear blood' &c.

Mortimer as high in the air as this unthankful king [is high in the air]. An 'twere not as good a deed as [to] drink [is a good deed] to turn true man and leave these rogues, I am the veriest varlet that ever chewed with a tooth. If I were as tedious as a king [is tedious], I could find it\* in my heart to bestow it all on your worship. He has no redeeming qualities whatever [redeeming qualities there are]. How could you make such a blunder as † [you made] to suppose (*i.e.*, in supposing) I did it. What [will happen] if I don't tell you? His wages as ‡ [he is] a labourer amount to twenty shillings a week.

**Exercise 137.** Analyse the following sentences, having first filled up the ellipses :—

I speak not as in absolute fear of you. Rather than be less, he cared not to be at all. What can be worse than to dwell here? Present fears are less than horrible imaginings. He died as one that had been studied in his death to throw away the dearest thing he owed (= owned), as 'twere a careless trifle. More is due than more than all can pay. Art thou not sensible to feeling as to sight. How could you make such a blunder as to suppose I did it? None could be found so bold as to oppose him. They dreaded not more the adventure than his voice forbidding. The people of Paris are much fonder of strangers that have money than of those that have wit. My pupil understood the art of guiding in money matters much better than I. He procured a room as near the prison as could conveniently be found. About him all the sanctities of Heaven stood thick as stars. He recommended me as a person very fit for a travelling tutor. He is as a great a rascal as ever lived. My feet are as cold as a stone. I never attend to such requests as that. The boy is more troublesome than ever. He is no happier than before. He is more agile than his brother, but not so strong. He is fonder of play than of work, but not so fond of play as of idleness. He is as tall a man as ever I saw. You are no worse off than your brother. Will you be so good as to lend me that knife? He was wiser than to risk his money in that undertaking. I am not such a fool as to do that. As to your proposal, I cannot assent to it. As to what you tell me, it passes belief. This is better than if we had lost everything. It is not so bad to suffer misfortune as to deserve it. He is better to-day than yesterday. He looked as if he could kill me. He spoke to me as if I were a thief. He told me that wisdom was better than wealth; as if I did not know that before. With other notes than to the Orphean lyre I sang of chaos and eternal night. I should earn more as a crossing-sweeper. For none made sweeter melody than did the poor blind boy. Herein fortune shows herself more kind than is her custom. For myself alone I would not be so ambitious as to wish myself much better. He accompanied me as far as to the end of the street. When he is best, he is a little worse than a man; and when he is worst, he is little better than a beast. Wisdom is oftentimes nearer when we stoop than when we soar. If time improve our wit as well as wine, say at what age a poet grows divine.

\* Provisional object, showing the construction of the real object 'to bestow,' &c.

† Take 'as' as doing duty for a relative pronoun (= 'which blunder'). See § 165.

‡ This construction is the counterpart (with a connective instead of a demonstrative adverb) of the use of 'so' followed by a substantive clause to denote a condition or hypothesis (See Exercise 130). The full phrase is such as the following :—"As I were a shepherdess, I should be piped and sung to, as a dairy-wench, I would dance at maypoles" (*Ben Jonson, Cynthia. Rev. IV. 1.*).

## MISCELLANEOUS EXAMPLES FOR ANALYSIS AND PARSING.

1. Lightly and brightly breaks away  
The morning from her mantle gray.
2. Right sharp and quick the bells all night  
Rang out from Bristol town.
3. The gallant king, he skirted still  
The margin of that mighty hill.
4. All alone by the side of the pool  
A tall man sat on a three-legged stool,  
Kicking his heels on the dewy sod,  
And putting in order his reel and his rod.
5. The soul's dark cottage, battered and decayed,  
Lets in new light through chinks that time has made.
6. His daily teachers had been woods and rills.
7. Love had he found in huts where poor men lie.
8. Waiting till the west wind blows,  
The freighted clouds at anchor lie.
9. Here in cool grot and mossy cell  
We rural fays and fairies dwell.
10. The sable mantle of the silent night  
Shut from the world the ever-joysome light.
11. Now fades the glimmering landscape on the sight,  
And all the air a solemn stillness holds,\*  
Save † where the beetle wheels his droning flight,  
And drowsy tinklings lull the distant folds.
12. From yonder ivy-mantled tower  
The moping owl does to the moon complain  
Of such ‡ as, wand'ring near her secret bower,  
Molest her ancient, solitary reign.
13. Beneath those rugged elms, that yew-tree's shade,  
Where heaves the turf in many a mould'ring heap,  
Each in his narrow cell for ever laid,§  
The rude forefathers of the hamlet sleep.
14. Perhaps in this neglected spot is laid  
Some heart once pregnant with celestial fire ;  
Hands that the rod of empire might have swayed,  
Or waked to extasy the living lyre.

\* Look carefully to see which is the subject here.

† Supply 'those regions' (or something of that kind). The last two lines form an adverbial adjunct modifying 'all'.

‡ Supply 'persons,' and take 'as' as a relative pronoun (§ 154).

§ Take 'each-laid' as a nominative absolute.

15. There, at the foot of yonder nodding beech,  
That wreathes its old fantastic roots so high,  
His listless length at noontide would he stretch,  
And pore upon the brook that babbles by.
16. In climes beyond the solar road,  
Where shaggy forms o'er ice-built mountains roam,  
The Muse has broke the twilight gloom  
To cheer the shiv'ring native's dull abode.
17. There is a tide in the affairs of men  
Which, taken at the flood, leads on to fortune :  
Omitted,\* all the voyage of their life  
Is bound in shallows and in miseries.
18. Night, sable goddess, from her ebon throne  
In rayless majesty now stretches forth  
Her leaden sceptre o'er a prostrate world.
19. If we were base enough to desire it, it is now too late to  
retire from the contest (*i.e.*, 'for retiring,' &c.).
20. He that is down need fear no fall,  
He that is low no pride.
21. Blow, blow, thou winter wind ;  
Thou art not so unkind  
As man's ingratitude.†  
Thy tooth is not so keen,  
Because thou art not seen,  
Although thy breath be rude.
22. Our sport shall be to take what ‡ they mistake.
23. My hour is almost come,  
When § I to sulphurous and tormenting flames  
Must render up myself.
24. But that || I am forbid  
To tell the secrets of my prison house,  
I could a tale unfold whose lightest word  
Would harrow up thy soul.
25. We are not weak if we make a proper use of those means  
which the God of nature hath placed in our power.
26. Him the Almighty Power  
Hurled headlong, flaming, from the ethereal sky  
With hideous ruin and combustion down  
To bottomless perdition.
27. He that fights and runs away,  
May live to fight another day.

\* Supply 'which' before 'omitted.' Then 'which omitted' is a nominative absolute, modifying the verb 'is bound,' and the whole sentence '[which] omitted—in series' is a second adjective clause qualifying 'tide.'

† See § 560.

‡ See § 529.

§ See § 406.

|| See § 524.



28. The evil that men do lives after them.
29. I am content so thou wilt have it so.
30. Now, night descending, the proud scene was o'er.
31. When they do choose  
They have the wisdom by their wit to lose.
32. I must freely have the half of anything that this same  
paper brings you.
33. When I did first impart my love to you,  
I freely told you [that] all the wealth [which] I had  
Ran in these veins.
34. I would [that] you had won the fleece that he hath lost.
35. Duller should'st thou be than the fat weed,\*  
That roots itself in ease on Lethe wharf,  
Would'st thou not stir in this.†
36. Thus do we of wisdom and of reach  
With windlasses and with assays of bias  
By indirections find directions out.
37. Their perfume lost,‡ take these again.
38. The great man down,‡ you mark his favourite flies;  
The poor advanced makes friends of enemies.
39. How his audit stands,§ who knows, save Heaven?
40. Do you not come your tardy son to chide,  
That, lapsed in time, and passion, lets|| go by  
The important acting of your dread command?
41. Lay not that flattering unction to your soul,  
That¶ not your trespass, but my madness speaks.
42. The night is long that never finds the day.
43. How dangerous is it that this man goes loose (see § 516).
44. When sorrows come, they come not single spies,  
But in battalions.
45. That we would do, we should do when we would (§ 459).
46. Breathes there the man with soul so dead,  
Who never to himself hath said,  
'This is my own, my native land'?\*\*
47. So may I, blind Fortune leading me,  
Miss that which one unworthier may attain.

\* See § 563.

§ See § 520.

† See § 434.

|| See § 395.

‡ See § 370, 5.

¶ See § 521.

\*\* See § 367, 6. A quotation is not a dependent *clause*, it is merely a complex substantive.  
See § 403.

48. Benighted wanderers the forest o'er  
Curse the saved candle and unopening door ;  
While the gaunt mastiff, growling at the gate,  
Affrights the beggar whom he longs to eat.
49. He that claims either for himself or for another the  
honours of perfection, will surely injure the reputation  
he designs to assist (§ 459).
50. These honours peace to happy Britain brings.
51. Whilst light and colours rise and fly  
Lives Newton's deathless memory (§ 551).
52. How\* far the substance of my praise doth wrong the  
shadow in underprizing it, so far this shadow doth limp  
behind the substance.
53. If this will not suffice, it must appear that malice bears  
down truth.
54. It doth appear you are a worthy judge.
55. Repent † but you that you shall lose your friend,  
And he repents not that he pays your debt.
56. Herein Fortune shows herself more kind than is her cus-  
tom (§ 563).
57. Your wife would give you little thanks for that, if she  
were by to hear you make ‡ the offer.
58. You take my house when you do take the prop  
That doth sustain my house ; you take my life  
When you do take the means whereby I live.
59. I'll see if I can get my husband's ring, which I did make  
him swear to keep for ever. (*If = whether*).
60. You shall perceive them make a mutual stand,  
Their savage eyes § turned to a modest gaze  
By the sweet power of music.
61. As fruits, ungrateful to the planter's care,  
On savage stocks inserted, learn to bear,  
The surest virtues thus from passions shoot,  
Wild nature's vigour working at the root.
62. While from the purpling east departs  
The star that led the dawn,  
Blithe Flora from her couch upstarts,  
For May is on the lawn.

\* 'How' is here relative or conjunctive. The entire clause 'How—it' is co-ordinate with 'so' and is an adverbial adjunct to the 'far' that follows 'so.'

† A hypothetical clause without 'if.' Omit 'and' in the analysis.

‡ See § 397.

§ Nominative absolute, forming an adverbial adjunct to 'make.'

63. When through life unblest we rove,  
Losing all that made life dear,  
Should \* some notes we used to love  
In days of boyhood meet our ear,  
Oh! how welcome breathes the strain!  
Wakening thoughts that long have slept,  
Kindling former smiles again  
In fading eyes that long have wept.
64. In my former days of bliss  
Her divine skill taught me this,  
That † from everything I saw  
I could some invention draw;  
And raise pleasure to her height  
Through the meanest object's sight.
65.               Go, lovely rose;  
Tell her that wastes her time and me,  
That now she knows  
When ‡ I resemble her to thee  
How sweet and fair she seems to be.
66. [He] Who thinks that Fortune cannot change her mind,  
Prepares a dreadful jest for all mankind.
67. To friends, to fortune, to mankind a-shame,§  
Think how posterity will treat thy name;  
And buy a rope, that future times may tell  
Thou hast at least bestowed one penny well.
68. Shall one whom|| Nature, learning, birth conspired  
To form not to admire but be admired,  
Sigh, while his Chloe, blind to wit and worth,  
Weds the rich dulness of some son of earth?
69. Adieu! If this advice appear the worst,  
E'en take the counsel which I gave you first;  
Or, better precepts if you can impart,  
Why ¶ do; I'll follow them with all my heart.
70. You'd think [that] no fools disgraced the former reign,  
Did \*\* not some grave examples yet remain,  
Who scorn [that] a lad should teach his father skill,  
And having once been wrong will be so still.

\* Hypothetical clause without 'if' modifying the verb 'breathes.' Supply 'which' before 'we used.'

† Substantive clause in apposition to 'this.' Supply the relative 'that' before 'I saw.' Before 'raise' repeat 'that I could.'

‡ The adverbial clause 'when - thee' modifies 'seems.'

§ In apposition to 'thou,' the suppressed subject of the imperative 'think.'

|| A contracted compound Adjective Clause. Separate it into (1) 'Whom Nature—conspired not to form to admire.' (2) 'Whom Nature—conspired to form to be admired.'

¶ Take 'why' as an interjection. After 'do' supply 'impart better precepts.'

\*\* Hypothetical clause without 'if.'

71. Had ancient times conspired to disallow  
What then was new, what had been ancient now?
72. Of little use the man,\* you may suppose,  
Who says in verse what others say in prose.  
Yet let me show a poet's of some weight,  
And, though no soldier, useful to the State.
73. The zeal of fools offends at any time,  
But most of all the zeal of fools in rhyme.†  
Besides, a fate attends on all I write,  
That,‡ when I aim at praise, they say I bite.
74. Then too we hurt ourselves, when to defend  
A single verse we quarrel with a friend.
75. I heard a thousand blended notes,  
While in a grove I sate reclined,  
In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.
76. The nightly hunter, lifting a bright eye  
Up towards the crescent moon, with grateful heart  
Called on the lovely wanderer who bestowed  
That timely light, to share his joyous sport.
77. But know we not that he who intermits  
The appointed task and duties of the day,  
Untunes full oft the pleasures of the day,  
Checking the finer spirits, that refuse  
To flow, when purposes are lightly changed?
78. Yet I will praise Thee with impassioned voice.  
My lips, that may forget Thee in the crowd,  
Cannot forget Thee here, where Thou hast built  
For Thy own glory in the wilderness.
79. In sooth, with love's familiar privilege  
You have decried the wealth that is your own.  
Among these rocks and stones methinks I see  
More than the heedless impress that belongs  
To lonely nature's casual work.
80. Verily, methinks,  
Wisdom is oft-times nearer when we stoop  
Than when we soar.

\* In full—'You may suppose that the man is of little use,' &c.  
† That is 'the zeal of fools expressed in rhyme.'  
‡ A substantive clause in apposition to 'fate.'

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## FAULTY SENTENCES FOR CORRECTION.

Correct the following sentences, giving reasons for each correction:—

1. You and me will take a walk (§ 287).
2. Let you and I take a walk (§§ 191, 395).
3. The effluvia was disgusting (§ 57).
4. The intention of these persons are uncertain (§ 374).
5. Six months' interest are due (§ 374).
6. Neither John nor Henry were at church (§ 386).
7. Either he or I are in fault (§ 386).
8. Neither of them are better than they ought to be (§ 175).
9. Our own conscience, and not other men's opinions, constitute our responsibility (§ 374).
10. John is a better writer than me (§ 487).
11. Is he older than her? (§ 487).
12. Where was you all last night? (§ 374).
13. What signifies promises without performance? (§ 374).
14. "How pale each worshipful and reverend guest  
Rise from a clergy or a city feast!" (§ 175).
15. Every man and boy showed their joy by clapping their hands (§ 175).
16. No sound but their own voices were heard (§ 374).
17. Good order and not mean savings produce great profit (§ 374).
18. Are either of those pens yours? (§ 175).
19. Let each esteem other better than themselves (§ 175).
20. Johnson's 'Lives of the Poets' are reprinting (§ 376).
21. Nor want nor cold his course delay (§ 386).
22. There are many ways of dressing a calves' head.
23. You did not ought to do that (§§ 184, 231).
24. He was one of the wisest men that has ever lived (§§ 447, 374).
25. In modern English two negatives destroy one another.
26. Everybody has their faults (§ 175).
27. Having finished the chapter the volume was shut (§§ 351, 362).
28. He is not one of those who interferes in matters that do not concern him (§ 24).
29. I do not like those kind of this.
30. What sort of a man is he?
31. This is the greatest error of all the rest (§ 109).
32. "'Twas Love's mistake, who fancied what it feared" (§ 464).

33. H  
34. T  
35. N  
36. W  
37. V  
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39. S  
40. T  
41. T  
42. I  
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47. A  
48. S  
49. H  
50. T  
51. H  
52. C  
53. A  
54. T  
55. C  
56. M  
57. T  
58. I  
59. I  
60. V  
61. A  
62. I  
63. I  
64. V  
65. S  
66. T  
67. T  
68. T  
69. T

33. Homer as well as Virgil were studied on the banks of the Rhine (§ 386).
34. There is sometimes more than one auxiliary to a verb (§ 374).
35. Nothing but grave and serious studies delight him (§ 374).
36. Who do you think I met this morning? (§ 366).
37. Whom do you think called on me yesterday? (§ 379).
38. He is a man whom I think deserves encouragement (§ 379).
39. Such a man as him would never say that (§ 487).
40. The fleet are under orders to sail (§ 376).
41. The peasantry wears blouses (§ 376).
42. I have read the second and third chapter (§ 454).
43. Nor eye nor listening ear an object find (§ 386).
44. I, whom nor avarice nor pleasure move (§ 386).
45. Not you but John are in fault (§ 374).
46. Parliament have been prorogued (§ 376).
47. A numerous party were assembled (§ 376).
48. Shakspeare is greater than any dramatist.
49. He is the most admired of all the other dramatists (§ 109).
50. These kind of people are my abhorrence.
51. He wore a large and a very shabby hat (§ 454).
52. Can you see a red and white flag? I can see neither (§ 454).
53. A hot and cold spring were found near each other (§ 454).
54. The love of drink is of all other follies the most pernicious (§ 109).
55. Call at Smith's the bookseller's (§ 72).
56. My friend, him whom I had treated like a brother, has turned against me (§ 448, 2).
57. This injury has been done me by my friend, he whom I treated like a brother (§ 450, 3).
58. He told John and I to come with him (§ 287).
59. Between you and I, he is a great fool (§ 287).
60. Who can this letter be from? (§ 277).
61. *Men* are put in the plural because they are many.
62. His father's and his brother's lives were spared.
63. He was angry at me asking him the question (§ 484).
64. What is the use of you talking like that? (§ 484).
65. Somebody told me, I forget whom (§ 487).
66. I heard that from somebody or other, I forget who (§ 487).
67. Divide that cake between you four.
68. There is nothing to show who that belongs to (§ 277).
69. A versifier and poet are two different things (§ 454).

70. I cannot tell you how much pains have been spent on him.
71. I wish to cultivate a further acquaintance with you.
72. I do not know who to send (§ 366).
73. Whom do men say that he is? (§ 379).
74. Who do men declare him to be? (§ 394).
75. I little thought it was him (§ 394).
76. I feel coldly this morning (§ 393).
77. She looked cold on her lover (§ 393).
78. They seemed to be nearly dressed alike.
79. He is not only famous for his riches, but for his wisdom (§ 440).
80. A nation has no right to violate the treaties they have made (§ 464).
81. A man may see a metaphor or an allegory in a picture, as well as read them in a book (§§ 464, 386).
82. Nobody in their senses would have done that (§ 464).
83. She sings better than me (§ 487).
84. I have my aunt, my uncle, and my father's leave (§ 449).
85. He did no more than it was his duty to have done.
86. The fact of your having said so is enough for me (§ 484).
87. You have weakened instead of strengthened your case (§ 278).
88. He raved like one out of their mind (§ 464).
89. The Atlantic separates the Old and New World (§ 454).
90. Here lies John Brown, born Jan. 1, 1824, died Sept. 5, 1874 (§ 378).
91. When will we get there? (§§ 209, 210).
92. He has not yet begun his exercise (§ 226).
93. These flowers smell very sweetly (§ 393).
94. This is the greatest misfortune that ever has or could happen to me (§ 440).
95. Each strives to cheat the other in their own way (§§ 175, 464).
96. It is me that say so (§ 461).
97. It is I that he fears (§ 461).
98. I would like to see him (§§ 209, 210).
99. I think I will be gone by the time you come (*ib.*).
100. Nobody gives so much trouble as he does.
101. Sincerity is as valuable, and even more so, as knowledge (440).
102. He was as rich or even richer than his father (§ 440).
103. I hoped to immediately succeed.
104. I expected to have been at home when you called.
105. He not only ought but shall do it (§ 440).

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106. While walking in my garden, an idea suddenly occurred to me.
107. Let us not increase our hardships by dissensions among each other.
108. This dedication may serve for almost any book that has, is, or shall be published (§ 440).
109. Doth he not leave the ninety and nine, and goeth into the wilderness and seeketh that which is gone astray? (§ 440).
110. The centres of each compartment are ornamented with a star (§ 175).
111. Valérie's was one of those impulsive, eager natures that longs for a confidante (§ 456).
112. The service was impressive, but it lacked either grandeur or beauty.
113. More than one emperor prided himself upon his skill as a swordsman (§ 456).
114. His younger days were spent in England, waiting for an opportunity to get to France (§ 362, 1).
115. Hoping to hear from you soon, believe me yours truly, J. B. (§ 362, 1).
116. No civil broils have since his death arose (§ 226).
117. We trust that by supplying a genuine and most superior class of article, to increase the confidence so many years bestowed on Mr. M.
118. When I get home I see the being than whom nobody in the world loves another as I love her (§ 487).
119. O Thou my voice inspire,  
Who touched Isaiah's hallowed lips with fire. (§ 456).
120. For ever in this humble cell,  
Let thee and I, my fair one, dwell (§§ 287, 366).
121. These plantations are lain out by rule and line (§ 226).
122. Severe the doom that length of days impose (§ 456).
123. Profusion as well as parsimony are to avoided.
124. Let the same be she that thou has appointed (§ 394).
125. Of all men else I have avoided thee.
126. It is no use talking so.
127. He wrote a moderately sized volume.
128. He drew a line of about six inches long (§ 278).
129. I was going to have written him a letter.
130. Regard is to be had to every one's circumstances, healths and abilities.
131. The Thames is derived from the Latin *Thamesis*.
132. He is a boy of nine years old (§ 287).
133. In reading you should sit as uprightly as possible.
134. He made another joke which she did not hear, and had better be suppressed (§ 439).
135. I can tell you this much.
136. He has only done that much of his task.

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the Association, appointing the undersigned a Committee to con-  
sider the respective merits of different English Grammars, with a  
view to suggest the most suitable one for Public Schools, we beg  
leave to report, that, after fully comparing the various editions that  
have been recommended, we believe that "Miller's Swinton's  
Language Lessons" is best adapted to the wants of junior pupils  
and would urge its authorization on the Government, and its intro-  
duction into our Public Schools.

St. Thomas, Nov. 30th, 1878.

A. F. BUTLER, Co. Inspector.

J. McLEAN, Town Inspector.

J. MILLER, M.A., Head Master St. Thomas High School.

A. STEELE, B.A., " Aylmer High School.

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