

PART I.

INTRODUCTORY EXERCISES.

“God moves in a mysterious way,
His wonders to perform;
He plants his footsteps in the sea
And rides upon the storm.”

Quest. Of whom is something asserted in the lines above written?

Ans. Something is said concerning “God”

What is said of God?

A. God “moves.”

How does God move?

A. “In a mysterious way.”

What way?

A. “Mysterious” way.

What mysterious way?

A. “A” mysterious way.

“God moves in a mysterious way”—why?

A. “To perform his wonders.”

To perform what wonders?

A. “His” wonders.

Concerning whom is something more said?

A. Something more is said concerning “God.”

Why do you think so?

A. Because, in this connection “He” means God.

What more is said of God?

A. He “plants.”

He plants *what*?

A. He plants "*footsteps*."

He plants *what* footsteps?

A. "*His*" footsteps.

He plants his footsteps—*where*?

A. "*In the sea*."

In *what* sea?

A. In "*the*" sea.

What *more* is said of God?

A. He "*rides*."

He rides—*where*?

A. "*Upon the storm*."

Upon *what* storm?

A. "*The*" storm.

In the lines written above what is the *use* or *office* of the word "*God*"?

A. It is used to tell *who* "*moves*."

What is the use of the word "*moves*"?

A. To tell what God *does*.

What is the use of "*in a mysterious way*"?

A. To tell *how* God moves.

What is the use of "*a*"?

A. To tell *what* mysterious way.

What is the use of "*mysterious*"?

A. To tell *what kind* of way.

What is the use of "*his wonders to perform*"?

A. To tell *for what purpose* God moves.

What is the use of "*He*"?

A. To tell *who* "*plants footsteps*" and "*rides*."

What is the use of "*plants*"?

A. To tell *what* "*He*" *does*.

What is the use of "*his*"?

A. To tell *whose* footsteps.

What is the use of "*footsteps*"?

A. To tell *what* He plants.

What is the use of "*in the sea*"?

A. To tell *where* He plants footsteps.

What is the use of "*rides*"?

A. To tell *what* "*He*" *does*.

What is the use of "*upon the storm*"?

A. To tell *where* He rides.

REMARK.—The young Pupil has seen, in this exposition of the four lines written above, that *words have meaning*, and that when they are properly put together, they convey the thoughts of the person who wrote them, to those who read them.

ADDITIONAL EXERCISES FOR ANALYSIS.

1. "The | sun | rose | on the sea |."
2. "A | mist | rose | slowly | from the lake |."
3. "The | night | passed | away | in song |."
4. "Morning | returned | in joy |."
5. "The | mountains | showed | their | gray | heads |."
6. "The | blue | face | of ocean | smiled |."
7. "Day | declines |;"
8. "Hollow | winds | are | in the pines |:"
9. "Darkly | moves | each | giant | bough, |
O'er the sky's last crimson glow |."
10. "Nature's | richest | dyes |
Are floating | o'er Italian skies |."
11. "A golden staff his steps supported."
12. "The dying notes still murmur on the string."
13. "A purple robe his dying frame shall fold."
14. "At the heaving billows, stood the meager form of Care."
15. "Oft the shepherd called thee to his flock."
16. "The comely tear steals o'er the cheek."
17. "The storms of wintry Time will quickly pass."
18. "Thus in some deep retirement would I pass
The winter-glooms, with friends of pleasant soul."
19. "Then comes the father of the tempest forth,
Wrapt in thick glooms."

20. "Thy bounty shines in Autumn unconfined,
And spreads a common feast for all that live."
21. "Some in the fields of purest ether play
And bask and whiten in the blaze of day."
22. "On thy fair bosom, waveless stream,
The dipping paddle echoes far,
And flashes in the moonlight gleam."
23. "Who can observe the careful ant,
And not provide for future want."
24. Nature with folded hands seemed there,
Kneeling at her evening prayer.
25. "The woods
Threw their cool shadows freshly to the west."
26. "The clear dew is on the blushing bosoms
Of crimson roses, in a holy rest."
27. Spring calls out each voice of the deep blue sky.
28. Thou'rt journeying to thy spirit's home,
Where the skies are ever clear.
29. "A summer breeze
Parts the deep masses of the forest shade,
And lets a sunbeam through."
30. "The pines grew red with morning."
31. "Sin hath broke the world's sweet peace—unstrung
Th' harmonious chords to which the angels sung."
32. "And eve, along the western skies,
Spreads her intermingling dyes."
33. The blooming morning ope'd her dewy eye.
34. "No marble marks thy couch of lowly sleep;
But living statues there are seen to weep."
35. "A distant torrent faintly roars."
36. His gray locks slowly waved in the wind
And glittered to the beam of night."
37. "Oft did the harvest to their sickle yield."
38. "Their furrow oft the stubborn glebe has broke."
39. "How jocund did they drive their team afield!"
40. "How bowed the woods beneath their sturdy stroke!"
41. "The breezy call of incense-breathing morn,
The swallow, twittering from the straw-built shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed."

LANGUAGE.

DEFINITION 1.—*Language* is any means of communicating thought, feeling, or purpose.

Obs. 1.—Thoughts and feelings are indicated—

- 1 By certain expressions of the features, by gestures, and by other physical acts. This is called *Natural Language*.
- 2 By articulate sounds, or by written characters. This is called *Artificial Language*.

Obs. 2.—Natural language is common to all intelligent beings, and is understood by all without previous instruction.—Smiling, frowning, laughing, weeping, are instances of natural language.

Obs. 3.—Artificial language is invented by men.—Sounds are made to indicate thoughts by mutual or common consent. Generally, each nation has its peculiar language.

PRINCIPLE.—*Artificial Language* is
SPOKEN and WRITTEN.

DEF. 2.—*Spoken Language* consists in vocal sounds, indicative of thought, of feeling, or of purpose.

DEF. 3.—*Written Language* consists in artificial characters, so arranged and combined as, by common consent, to represent thought or emotion.

REM.—It is customary to give to every science a *name*, by which it may be distinguished from other sciences; accordingly, people have agreed to call the science which treats of Language

GRAMMAR.

DEF. 4.—*Grammar* is the science of Language.

Obs. 1.—There are certain *General Principles* of Grammar which are common to all languages—Hence the term GENERAL GRAMMAR.

Obs. 2.—But each particular language has some idioms and forms of construction, *peculiar to itself*.—Hence the term PARTICULAR GRAMMAR.

REM.—Every Particular Grammar should include all the principles of General Grammar.

DEF. 5.—*English Grammar* is the science which investigates the principles, and determines the proper construction of the English language.

REM.—The articulate sounds of language are indicated by Letters.

DEF. 6.—A *Letter* is a character used to indicate a sound, or to modify the sound of another letter.

Obs.—For observations on the properties and offices of Letters, see APPENDIX, Note A.

REM.—Letters are combined to form Words.

DEF. 7.—A *Word* is a Letter, or a combination of Letters, used as the *sign* of an idea.

EXAMPLES.—*God—mysterious—stood—slowly—Ah!—by—and.*

REM.—Words are combined to form *Phrases* and *Sentences*.

DEF. 8.—A *Phrase* is a combination of Words, not constituting an entire proposition, but performing a distinct office in the structure of a *Sentence* or of another *Phrase*.

EXAMPLES.—*At midnight, in his guarded tent,
The Turk was dreaming of the hour,
When Greece, her knee in suppliciance bent,
Should tremble at his power.*

DEF. 9.—A *Sentence* is an assemblage of words, so combined as to assert an entire proposition.

EXAMPLES.—1. Night approaches.
2. Day is departing.
3. William is sleepy.
4. Socrates was a philosopher.
5. Virtue secures happiness.
6. John and George have arrived.
7. God created the heaven and the earth.
8. "The dying notes still murmur on the string."

WORDS.

CLASSIFICATION

REMARK.—In a Discourse, words are used—

1. As *Names* of beings, places, or things;
2. As *Substitutes* for names or facts;
3. As *Qualifiers* or *Limiters* of Names;
4. To *assert* an act, being, or state;
5. To *modify* an assertion or a quality;
6. To express *relations* of things or of thoughts;
7. To *introduce* or to *connect* Words and Sentences;
8. To express a *sudden* or an *intense* emotion; or,
9. For Rhetorical effect.

Hence, by their uses—

PRINCIPLE.—Words are distinguished as,

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1. <i>Nouns</i>, 2. <i>Pronouns</i>, 3. <i>Adjectives</i>, 4. <i>Verbs</i>, | | <ol style="list-style-type: none"> 5. <i>Adverbs</i>, 6. <i>Prepositions</i>, 7. <i>Conjunctions</i>, 8. <i>Exclamations</i>, and 9. <i>Words of Euphony</i>. |
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DEF. 10.—A *Word* used as the name of a being, a place, or a thing, is called

A Noun.

EXAMPLES.—*God—man—sea—way—wonders.*

DEF. 11.—A *Word* used for a *Noun*, is called

A Pronoun.

EXAMPLES.—*I—thou—he—she—it—who—what—that.*

DEF. 12.—A *Word* used to qualify, or otherwise describe a *Noun* or a *Pronoun*, is called

An Adjective.

EXAMPLES.—*Mysterious [way]—his [wonders]—the [sea.]*

DEF. 13.—A Word used to assert an *act, being, or state*, of a person or a thing, is called

A Verb.

EXAMPLES.—[God] *moves*—[He] *plants*—Day [*declines*].

DEF. 14.—A Word used to modify the signification of a Verb, an Adjective, or another Modifier, is called

An Adverb.

EXAMPLES.—“A mist rose *slowly* from the lake.”
“The task was *exceedingly* DIFFICULT.”
“He came between us *very* OFT.”

DEF. 15.—A Word used to express a relation of words to each other, is called

A Preposition.

EXAMPLES.—“*At* MIDNIGHT *in* his guarded TENT,
The Turk WAS DREAMING *of* the HOUR.”

DEF. 16.—A Word used to introduce a Sentence, or to connect Words and Phrases, is called

A Conjunction.

EXAMPLES.—“*And* I am glad *that* he has lived thus long.”
“God created the HEAVEN *and* the EARTH.”

DEF. 17.—A Word used to express a sudden or an intense emotion, is called

An Exclamation.

EXAMPLES.—*Alas!*—*oh!*—*shocking!*

DEF. 18.—A Word used chiefly for the sake of *sound* is called

A Word of Euphony.

EXAMPLES.—“*There* are no idlers here.”
“Now, *then*, we are prepared to define our position.”
“*Even* in our ashes live their wonted fires.”

Obs.—For observations on “*Words of Euphony*,” see Part II.

PHRASES.

CLASSIFICATION.

REMARK.—Phrases are used as *substitutes* for Nouns, Adjectives, and Adverbs; or they are independent in construction. Hence, in respect of their offices,

PRINCIPLE.—*Phrases* are distinguished as,

- | | | |
|------------------------|--|------------------------|
| 1. <i>Substantive,</i> | | 3. <i>Adverbial,</i> |
| 2. <i>Adjective,</i> | | 4. <i>Independent.</i> |

DEF. 19.—A *Substantive Phrase* is a phrase used as the Subject or the Object of a Verb, or the Object of a Preposition.

EXAMPLES.—“*To be*, contents his natural desire.”

“*His being a minister*, prevented his rising to civil power.”

“I doubted *his having been a soldier*.”

“The crime of *being a young man*, I shall attempt neither to palliate nor deny.”

What “*contents his natural desire*”?

“*To be*,”—i. e., mere existence.

“I doubted”—*What?*

“*His having been a soldier*.”

“The crime of”—*What?*

“*Being a young man*.”

Obs.—Substantive Phrases perform *offices* similar to those of Nouns and Pronouns.

DEF. 20.—A *Adjective Phrase* is a phrase used to qualify or limit the application of a Noun or a Pronoun.

EXAMPLES.—“The time of *my departure* is at hand.”

“*Forgetting the things that are behind*, I press forward.”

What “*time*”?—“Of my departure.”

“The dishes of *luxury* cover his table.”

What dishes?—“Of luxury.”

DEF. 21.—*An Adverbial Phrase* is a phrase used to modify the signification of a Verb, an Adjective, or an Adverb.

EXAMPLES.—“God moves *in a mysterious way*.”
 “He is powerful *for evil*—impotent *for good*.”
 “God moves”—*How?*
 “In a mysterious way.”
 “Powerful”—*In what respect?*
 “For evil.”

DEF. 22.—*An Independent Phrase* is a phrase not grammatically connected with any other element.

EXAMPLES.—“*The hour having arrived*, we commenced the exercises.”

Obs.—An Independent Phrase performs an office in its sentence rather *Logical* than *Grammatical*. Thus, in the sentence, “The hour having arrived, we commenced the exercises,” the phrase “the hour having arrived,” indicates the *time* of commencing the exercises; but it is not joined to the word “commenced” by any connecting word.

PRIN.—Phrases are distinguished also by their forms,
 as, 1. *Prepositional*, | 3. *Participial*,
 2. *Infinitive*, | 4. *Independent*.

DEF. 23.—*A Prepositional Phrase* is a phrase introduced by a Preposition, having a *Noun* or a *Substitute* as its object of relation.

EXAMPLES.—“*In a mysterious way*.” “*To me*.”
 “A habit *of moving quickly* is another way of gaining time.”

DEF. 24.—*An Infinitive Phrase* is a phrase introduced by the Preposition *to*, having a Verb as its object of relation.

EXAMPLES.—“*To love*”—“*To study*”—“*To be diligent*.”
 “We ought not *to be satisfied* with present attainments.”
 “I sit me down *a pensive hour to spend*.”

DEF. 25.—*A Participial Phrase* is a phrase introduced by a *Participle*, having an Object or an Adjunct.

EXAMPLES.—“*Scaling yonder peak*,
 I saw an eagle, *wheeling near its brow*.”

DEF. 26.—*An Independent Phrase* is introduced by a *Noun* or a *Pronoun*, followed by a *Participle* depending upon it.

EXAMPLES.—“*The cars having left*, we chartered a coach.”
 “Thus talking, *hand [being] in hand*,
 Alone they passed on to their blissful bower.”

ANALYSIS OF PHRASES.

PRINCIPLE.—*A Phrase* consists of
Principal Elements, | *Adjunct Elements*.

DEF. 27.—The *Principal Elements* of a Phrase are the words necessary to its structure.

EXAMPLES.—“Rays | *of limpid light* | gleamed | *round their path*.” |
 “Birds sang | *amid the sprouting shade*.” |
 “Manhood is disgraced | *by the consequences* | *of neglected youth*.” |

DEF. 28.—The *Adjuncts* of a Phrase are the words used to modify or limit the offices of other words in the Phrase.

EXAMPLES.—“Rays | *of limpid light* | gleamed | *round their path*.” |
 “Birds sang | *amid the whispering shade*.” |
 “See! Winter comes | *to rule the varied year*.” |
 “With what an awful, world-revolving power,
 Were first the unwieldy planets lanced along
 The illimitable void.”

PRIN.—The *Principal Elements* of a Phrase consist of
The Leader, | *The Subsequent*.

DEF. 29.—The *Leader* of a Phrase is the word used to introduce the Phrase—generally connecting its Subsequent to the word which the Phrase qualifies.

EXAMPLES.—“*Like a spirit | it came, | in the van | of a storm.*” |
 “*Enough remains | of glimmering light |*
To guide the wanderer's steps aright.” |
 “*The previous question being demanded, | the debate*
closed.”

Obs.—The Leader of a Phrase is *commonly* the first word in *position*—but not *always*; Adjuncts may precede. [See the last example.]

PRIN.—The *Leader* of a Phrase may be

A <i>Preposition,</i>		The <i>Preposition</i> TO,
A <i>Participle,</i>		A <i>Substantive.</i>

EXAMPLES.—“*I am monarch of all I survey;*
My right there is none to dispute.”

“*Taking a madman's sword | to prevent | his doing mischief, | can not*
be regarded | as robbing him |.”

“*The evening star having disappeared, | we returned to the castle.*”

DEF. 30.—A *Participle* is a word derived from a Verb, retaining the signification of its verb, while it also performs the office of some other “part of speech.”

Obs.—For observations on Participles, see Part II.

DEF. 31.—The *Subsequent* of a Phrase is the Element which follows the Leader as its object of *action* or *relation*, or which depends on it in construction.

EXAMPLES.—At *parting* |, too, there was a long ceremony | in the *hall* |, buttoning up *great-coats* |, tying on woolen *comforters* |, fixing silk *handkerchiefs* over the *mouth* and up to the *ears*, and grasping sturdy *walking-canes* to support unsteady *feet*.

PRIN.—The *Subsequent* of a Phrase may be,

A *Word,* | A *Phrase,* | A *Sentence.*

EXAMPLES.—“*Sweet was the sound, when oft | at evening's close |*
Up yonder hill | the village murmur rose.”

“*A habit | of moving quickly |, is another way ' of gaining time |*”
 “*The footman, in his usual phrase,*
Comes up with 'Madam, dinner stays.'”

Obs. 1.—The *Subsequent* of a Phrase is sometimes suppressed.

EXAMPLE.—“*These crowd around, to ask him of his health.*”

Obs. 2.—When any Element of a Phrase is suppressed, that part of the Phrase which is expressed—whether Leader, Subsequent, or Adjunct—is to be regarded as the *representative* of the whole Phrase, and, in the analysis of a Sentence, it should be construed as the whole Phrase would be if fully expressed.

EXAMPLES.—1. “*These crowd around,*” i. e., *around him.*

2. *William will come home,* i. e., *to his home.*

3. *Mary has come to school early,* i. e., *at an early hour.*

“*Around,*” as an Element in the Phrase, is a *Preposition.*

“*Around,*” as an Element in the Sentence, is an *Adverb*—for it is a *representative* of an Adverbial Phrase.

“*Home,*” as an Element in the Phrase, is a *Noun.*

“*Home,*” as an Element in the Sentence, is an *Adverb*—for it is a *representative* of an Adverbial Phrase.

“*Early,*” as an Element in the Phrase, is an *Adjective.*

“*Early,*” as an Element in the Sentence, is an *Adverb*—for it is a *representative* of an Adverbial Phrase.

SENTENCES.

ANALYSIS AND CLASSIFICATION.

REMARK.—As a Word is a physical representative of an idea, so a Sentence is a mechanical structure embodying a Proposition. A Sentence may be resolved into its Elements.

DEF. 32.—The *Elements* of a sentence are the parts which enter into its structure.

REM.—In the structure of Sentences, certain *general principles* are involved, which are common to all languages.

1. We have *that of which something is declared.* This is called the *Subject* of the Sentence.

2. There must be a word or words used to *declare*—positively, negatively, or interrogatively—something of the subject. This is called the *Predicate.*

These two parts are essential to the structure of a Sentence.

3. The Predicates of some Sentences assert acts which pass over to an Object.

4. There are often other Elements, used to *qualify*, to *limit*, or to *modify* the various parts of Sentences. These are called *Adjunct Elements*.

PRIN.—*The Parts* of a Sentence are distinguished as
Principal Elements and
Adjunct Elements.

DEF. 33.—*The Principal Elements* of a Sentence are the parts which make the unqualified assertion.

EXAMPLES.—*Birds fly*—*The sun shines*.

“*The night passed away in song.*”

“*The mountains showed their gray heads.*”

“*Thy bounty shines in Autumn unconfined,
And spreads a common feast for all that live.*”

“*The king of shadows loves a shining mark.*”

“*In the beginning, God created the heaven and the earth.*”

DEF. 34.—*The Adjunct Elements* of a Sentence are such as describe or modify other elements.

EXAMPLES.—“*The | night passed | away | in song.*”

“*The king | of shadows | loves | a | shining mark.*”

“*There | in his noisy mansion, | skilled to rule, |*

The | village | master | taught | his | little | school.” |

“*Lend me your songs, ye nightingales.*”

“*O Liberty! I wait for thee.*”

REM.—There are still other words, which are neither Principal Elements nor Adjuncts,—words which are sometimes used in connection with the Sentence, but which do not constitute an integral part of it. Hence,

DEF. 35.—Words accompanying a Sentence without entering into its structure, are called

Attendant Elements.

EXAMPLES.—“*Lend me your songs, ye nightingales!*”

“*O Liberty! I wait for thee.*”

“*There are no idlers here.*”

“*I sit me down, a pensive hour to spend.*”

“*Even in our ashes live their wonted fires.*”

“*Friends, Romans, Countrymen! lend me your ears.*”

ELEMENTS OF SENTENCES.

PRINCIPAL ELEMENTS.

PRIN.—The Principal Elements of a Sentence, are,

The Subject, | The Predicate, | The Object.

Obs.—Every Sentence must have, at least, one *Subject* and one *Predicate*, expressed or understood.

DEF. 36.—*The Subject* of a Sentence is that of which something is asserted.

Obs.—The Subject of a Sentence is a *Noun*, or a *Word*, a *Phrase*, or a *Sentence* used for a *Noun*.

EXAMPLES.

1. *A Noun*.—*Birds fly*—“*Knowledge is power.*”

“*Truth crushed to earth, will rise again.*”

2. *A Pronoun*.—*We come*—*They are satisfied.*

“*They that seek me early, shall find me.*”

3. *A Phrase*.—*To do good*, is the duty of all men.

“*His being a minister, prevented his rising to civil powers.*”

4. *A Sentence*.—“*At what time he took orders, doth not appear.*”

“*That all men are created equal, is a self-evident truth.*”

DEF. 37.—*The Predicate* of a Sentence is the *Word* or *Words* that express what is asserted of the subject.

Obs.—The Predicate consists of a *Verb*, with or without another *Verb*, a *Participle*, an *Adjective*, a *Noun*, a *Pronoun*, or a *Preposition*.

EXAMPLES.

1. *A Verb only*.—*Birds fly*—*Quadrupeds run.*

“*Here sleeps he now alone.*”

2. *Two Verbs*.—*We shall go*—*I do remember.*

“*Ye shall not in the lofty pine*

Disturb the sparrow's nest.”

3. A *Verb* and a *Participle*.—John was injured—Willie is reading.
"Thou art perched aloft on the beetling crag."
4. A *Verb* and an *Adjective*.—James became poor—Warner is sleepy
"And the waves are white below."
5. A *Verb* and a *Noun*.—God is love—We are friends.
The proper study of mankind is man.
6. A *Verb* and a *Pronoun*.—It is I—Who are you?
"Thine is the kingdom."
7. A *Verb* and a *Preposition*.—Its idle hopes are o'er
That business has been attended to.

REMARKS.—The Predicate is varied not only in form, but also in its functions.

1. It may assert an *act*—as, William walks
2. It may assert *being*—as, God exists.
3. It may assert *quality*—as, Sugar is sweet.
4. It may assert *possession*—as, "Thine is the kingdom."
5. It may assert *identity*—as, It is I
6. It may assert *condition*—as, Its idle hopes are o'er.
7. It may assert *change of condition*—as, "His palsied hand waxed strong."

Obs. 1.—The term "*Predicate*" has two applications—a *Logical* and a *Grammatical*. The *Logical Predicate* includes the *Grammatical Predicate* and its *Object*. Thus, in the sentence,

"The king of shadows loves a shining mark,"

"Loves a shining mark," is the *Logical Predicate*;

"Loves" is the *Grammatical Predicate*.

Obs. 2.—In Sentences that have no *Objects*, the *Logical* and the *Grammatical* Predicates are identical. Thus, in the sentence,

"The oaks of the mountains fall,"

"Fall" is both the *Logical* and the *Grammatical Predicate*.

Obs. 3.—The *Modified Predicate* includes the *Grammatical Predicate* and its *Adjuncts*. Thus, in the sentence,

"Hollow winds are in the pines,"

"Are in the pines" is the *Modified Predicate* of "winds."

"Are" is the *Grammatical Predicate*.

REM.—The *Object* of a Sentence, being distinct from the *Grammatical Predicate*, is properly regarded as a distinct *Element* in the structure of such Sentences as contain *Objects*. Hence,

DEF. 33.—The *Object* of a Sentence is the *Word* or *Words* on which the act, expressed by the *Predicate*, terminates.

Obs.—The *Object* of a Sentence is a *Noun*, or a *Word*, a *Phrase* as a *Sentence* used for a *Noun*.

EXAMPLES.

1. A *Noun*.—John saws wood—Birds build nests.
"Shall joy light the face of the Indian?"
"The king of shadows loves a shining mark."
2. A *Pronoun*.—I have seen him—Whom seekest thou?
"Oft the shepherd called thee to his flock."
"We buried him darkly, at dead of night."
3. A *Phrase*.—"I regret his being absent."
"His being a minister, prevented his rising to civil power."
4. A *Sentence*.—"The fool hath said in his heart, There is no God."
"And God said, Let there be light."
"God never meant that man should scale the heavens
"By strides of human wisdom."

ADJUNCT ELEMENTS.

REM.—If I say, *Students deserve approbation*, I make an "unqualified assertion," applicable to all "students," and to the "approbation" of all persons. But, if I say *Diligent Students deserve the approbation of their Teacher*, I speak of only a particular class of *Students*,—and of approbation as limited to a particular source; for the *Word "Student,"* is limited by the *word "diligent;"* and the *Word "approbation,"* is limited by the *Word "the,"* and by the *Phrase "of their Teacher."* These limiting *Words* and *Phrases* are necessary, not to make the *Sentence*, but to perform the *sense*; they are joined to other words, and are therefore called *Adjuncts*.

PRIN.—An *Adjunct Element* may be

A *Word*, | A *Phrase*, | A *Sentence*.

EXAMPLES.

- (a) A *Word*.—1. We were walking homeward.
2. We shall arrive soon.
3. "Brilliantly
The glassy waters mirror back His smiles."

4. "Darkly waves each giant bough."
5. "A purple robe his dying frame shall fold"

- (b) A Phrase.—1. We were walking towards home.
 2. We shall arrive in a short time.
 3. Sons of sorrow echoed notes of sadness.
 4. I came to bury Cæsar.
 5. "Scaling yonder peak,
 I saw an eagle wheeling near its brow."

- (c) A Sentence.—1. Students, who study, will improve.
 2. Students will improve, if they study.
 3. They kneeled before they fought.
 4. "The sweet remembrance of the just,
 Shall flourish when he sleeps in dust."

ANALYSIS.

"How | dear | to my heart | are | the | scenes | of my childhood, |
 | When | fond | recollection | presents | them | to view."

"How,"	limits "dear,"	Hence, an Adjunct Word.
"To my heart,"	"are dear,"	Hence, an Adjunct Phrase.
"My,"	"heart,"	Hence, an Adjunct Word.
"The,"	"scenes,"	Hence, an Adjunct Word.
"Of my childhood,"	"scenes,"	Hence, an Adjunct Phrase.
"My,"	"childhood,"	Hence, an Adjunct Word.
"When fond recollection presents them to view,"	"are dear,"	Hence, an Adjunct Sentence.
"Fond,"	"recollection,"	Hence, an Adjunct Word.
"To view,"	"presents,"	Hence, an Adjunct Phrase.

REM.—Adjuncts are used to *limit or describe things*, or to modify *acts or qualities*. Hence,

PRIN.—Adjuncts are distinguished as
 ADJECTIVES or ADVERBS.

Obs. 1.—*Adjective Adjuncts*, whether Words, Phrases, or Sentences, are such as answer to the questions, *What? What kind? Whose? How many? &c.* They are attached, in construction, to *Nouns* and *Pronouns*.

Obs. 2.—*Adverbial Adjuncts*—Words, Phrases, or Sentences—are such as answer to the questions, *How? Why? Where? Whence? Whether? &c.* They are attached to *Verbs*, to *Adjectives*, and to *Adverbs*.

Obs. 1.—Words, Phrases, and Sentences, having no *Grammatical connection* with other Elements in a Sentence, often perform *Adjunct offices*, by *limiting* or *modifying* the application of other Elements. Such are properly called *Logical Adjuncts*.

EXAMPLES.

- (a) Words.—1. Webster, the *Statesman*, is remotely related to Webster, the *Lexicographer*.
 2. Clay—*Cassius M.*—had more honorable benevolence than political sagacity.
- (b) Phrases.—1. "*Napoleon having fallen*, there is no more cause for alarm."
 2. "Thus talking, *hand in hand*, alone they passed on to their blissful bower."
- (c) Sentences.—"I solemnly declare—and *I do not speak unadvisedly*—that the measures adopted by the passage of those resolutions will hasten the dissolution of the Union."

REM.—The words "*Statesman*" and "*Lexicographer*" are used to distinguish the two "Websters;" "*Cassius M.*," to determine which "Clay" is spoken of:—the Phrase "*Napoleon having fallen*," to tell why there is no more cause for alarm; and "*I do not speak unadvisedly*," is a Sentence thrown in to add force to the Principal Sentence. Hence, we have *Grammatical Adjuncts* and *Logical Adjuncts*.

EXERCISES IN ANALYSIS.

SENTENCES WITHOUT ADJUNCTS.

Birds fly.

1.

Birds

fly

(a)

Quest. Of what is something here said?

Ans. Something is said of "*Birds*."

What is said of "*Birds*"?

A. They fly.

These two Words thus placed, form what?

A. A Sentence, for they constitute "an assemblage of words, so arranged as to assert an entire proposition."

(b)

*Birds fly.**Quest.* In this Sentence, for what is the Word "Birds" used?*Ans.* To tell what "fly."*For what is the Word "fly" used?**A.* To tell what "Birds" do.

(c)

Birds fly."Every Sentence must have a *Subject* and a *Predicate*"*Quest.* In this Sentence, what is the *Subject*?*Ans.* "Birds"—for it "is that of which something is asserted."*What is the Predicate?**A.* "Fly"—for "it is the word that expresses what is asserted of the Subject."

☞ Thus, analyze the following additional

EXAMPLES.

- | | |
|--|-----------------------------------|
| 1. Fishes swim. | 7. Waters are running. |
| 2. Horses gallop. | 8. Mary is reading. |
| 3. Lightnings flash. | 9. Winter has come. |
| 4. Thunders roll. | 10. Resources are developed. |
| 5. Girls sing. | 11. Wheat has been sown. |
| 6. Boys play. | 12. Mountains have been elevated. |
| 13. Lessons should have been studied. | |
| 14. Recitations could have been omitted. | |
| 15. He might have been respected. | |

REM.—In the last example, the four words "might have been respected," constitute the Predicate of "he."*REM. 2.*—The Pupil will notice that, when the Predicate consists of more than one word, the *last word* makes the *Principal Assertion*; the other words perform subordinate offices. Thus, in Example 13, "Should" denotes *obligation*; "Should have" denote *obligation* and *time*; "Should have been" denote *obligation*, *time*, and *voice*. These are subordinate to the principal assertion expressed by the word "Studied."*John is sleepy.*

2.

John	is	sleepy
------	----	--------

A *Sentence*—because it is "an assemblage of Words, so arranged as to assert an entire proposition."

ANALYSIS.

"John" is the *Subject*—for it is the name of the person "concerning whom something is asserted.""Is sleepy," is the *Predicate*—for these two words "express what is affirmed of the Subject."*REM.*—In a limited sense, a Verb may be said to qualify or describe its subject.*EXAMPLES.*—*John sleeps.*

Here, "sleeps" describes a condition of "John."

John is sleeping.

Here, "is sleeping" asserts a condition of "John."

*John is sleepy.*In this Sentence, "is sleepy" asserts a condition as definitely as do the Words, "is sleeping"; and the genius of the language requires the Word "sleeping" to be added to the Verb "is," in order to express the fact intended; so the other fact concerning "John" requires the Word "sleepy" to be added to the Verb "is." The Sentence is not, *sleeping John is—i. e.*, exists; nor is the other, *sleepy John is—i. e.*, exists; but "*John is sleeping,*" and "*John is sleepy.*" "Sleeping" is a Participle, in predication with "is." "Sleepy" is an Adjective, in predication with "is."

☞ Let the Pupil, in like manner, construe and place in Diagrams the following additional

EXAMPLES.

- | | |
|---|----------------------------|
| 1. William is diligent. | 5. Velvet feels smooth. |
| 2. James was weary. | 6. Robert has become poor. |
| 3. Flowers are beautiful. | 7. I felt languid. |
| 4. Mountains are elevated. | 8. Soldiers waxed valiant. |
| 9. "His palsied hand wax'd strong."— <i>Wilson.</i> | |
| 10. "All earth-born cares are wrong."— <i>Anon.</i> | |

God is love.

3.



A Sentence, See Definition.

ANALYSIS.

“God,”—the *Subject*, See Definition.

“Is love,”—the *Predicate*, . . . See Definition.

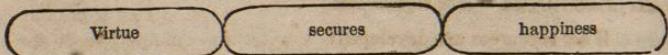
NOTE.—“God,” is the name of a Being—“Love,” is the name of an attribute of that Being. “Is love,” asserts a fact concerning God; and that fact can not well be expressed without these two Words thus combined.

ADDITIONAL EXAMPLES.

- | | |
|------------------------|-----------------------------------|
| 1. We are slaves. | 5. Ye are benefactors. |
| 2. Men are animals. | 6. I am [a] student. |
| 3. Thou art Peter. | 7. William and John are brothers. |
| 4. John is [a] friend. | 8. We are friends and neighbors. |

Virtue secures happiness.

4.



A Sentence, See Definition.

ANALYSIS.

“Virtue,”—the *Subject*, See Definition.

“Secures,”—the *Predicate*, . . . See Definition.

“Happiness,”—the *Object*, See Definition.

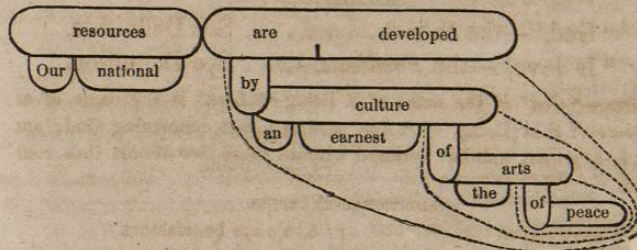
ADDITIONAL EXAMPLES.

- | | |
|-----------------------------------|----------------------------------|
| 1. Birds build nests. | 9. Columbus discovered America. |
| 2. Clouds furnish rain. | 10. Fulton invented steamboats. |
| 3. Science promotes happiness. | 11. David enlarged Jerusalem. |
| 4. Sin produces misery. | 12. Cæsar conquered Gaul. |
| 5. Conscience demands obedience. | 13. John preached repentance. |
| 6. Napoleon obtained renown. | 14. Master taught school. |
| 7. Washington secured admiration. | 15. Students need instruction. |
| 8. Howard alleviated suffering. | 16. Railroads facilitate travel. |

SENTENCES WITH ADJUNCTS.

“Our national resources are developed by an earnest culture of the arts of peace.”

4.



(a)

Quest. Concerning what is an assertion here made?

Ans. Concerning “resources.”

What is asserted of “resources”?

A. Resources “are developed.”

What resources are developed?

A. “National” resources.

What national resources?

A. “Our” national resources.

How are our national resources developed?

A. “By an earnest culture of the arts of peace.”

By what culture?

A. By “earnest” culture.

What earnest culture?

A. “An” earnest culture.

What special culture?

A. Culture “of the arts of peace.”

Of what arts?

A. “The” arts “of peace.”

2*