

(b)

Quest. In the above sentence, what is the use of "our"?

Ans. To define some particular *national resources*.

What is the use of "national"?

A. To tell *what resources*?

What is the use of "resources"?

A. To tell *what are developed*.

What is the use of "are developed"?

A. To tell *what is said of resources*.

What is the use of "by an earnest culture of the arts of peace"?

A. To tell *how resources are developed*.

What is the use of "an"?

A. To tell *what earnest culture*.

What is the use of "earnest"?

A. To tell *what culture*.

What is the use of "of the arts of peace"?

A. To tell *what species of culture*.

What is the use of "the"?

A. To tell *what arts*.

What is the use of "of peace"?

A. To tell *what species of arts*.

(c)

Quest. What are the principal elements of this Sentence?

Ans. "*Resources are developed*." They "express the unqualified assertion."

What is the *Subject*?

A. "*Resources*." It is the name of "that of which something is asserted."

What is the *Predicate*?

A. "*Are developed*." Those words "express what is affirmed of the Subject."

What are the Adjunct Elements of the Sentence?

A. "Our" and "National" are Word Adjuncts of "Resources;" and "by an earnest culture of the arts of peace" is a Phrase Adjunct of "are developed."

QUESTIONS FOR REVIEW.

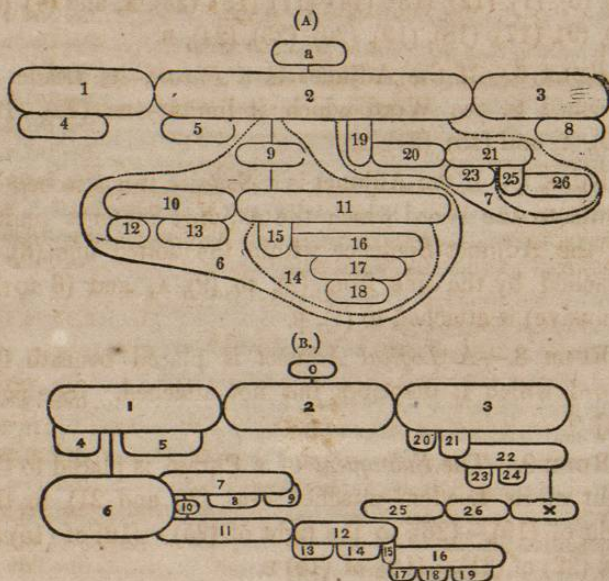
AGE

- 15.—What is *Language*? See Def. 1
 What language is *Natural*?—What, *Artificial*? See Obs. 1.
Artificial language is how distinguished? See Prin.
 What is *Spoken Language*? See Def. 2.
 What is *Written Language*? See Def. 3.
 What is *Grammar*? See Def. 4.
- 16.—What is *English Grammar*? See Def. 5.
 What is a *Letter*?—a *Word*?—a *Phrase*? See Def. 6, 7, 8.
 What is a *Sentence*? See Def. 9.
- 17.—By their uses, how are words *classified*? See Prin.
 What is a *Noun*?—a *Pronoun*?—an *Adjective*? See Def. 10, 11, 12.
- 18.—What is a *Verb*?—an *Adverb*?—a *Preposition*? See Def. 13, 14, 15.
 What is a *Conjunction*?—an *Exclamation*?—a } See Def. 16, 17, 18.
Word of Euphony? }
- 19.—By their offices, how are Phrases *classified*? See Prin.
 What is a *Substantive Phrase*?—an *Adjective Phrase*? See Def. 19, 20.
- 20.—What is an *Adverbial Phrase*?—an *Independent Phrase*? Def. 21, 22.
 By their forms, how are Phrases *classified*? See Prin.
 What is a *Prepositional Phrase*?—an *Infinitive Phrase*? Def. 23, 24.
- 21.—What is a *Participial Phrase*?—an *Independent Phrase*? Def. 25, 26.
 What are the distinct *Elements* of Phrases? See Prin.
 What are *Principal* " " See Def. 27.
 What are *Adjunct* " " See Def. 28.
 The Principal Elements *consist* of what? See Prin.
- 22.—What is the *Leader* of a Phrase?—it may *consist* of what? Def. 29.
 What is the *Subsequent* of a Phrase?—it may *consist* of what? Def. 31.
- 23.—What are the *Elements* of a *Sentence*?—How distinguished? Def. 32.
- 24.—What are *Principal Elements*?—What, *Adjunct Elements*? See Def. 33, 34.
 What are called *Attendant Elements*? See Def. 35.
- 25.—The Principal Elements of a *Sentence* *consist* of what? See Prin.
 What is the *Subject* of a *Sentence*?—it may *consist* of what? Def. 36.
 What is the *Predicate*?—it may *consist* of what? See Def. 37.

DIAGRAMS.

REM.—The *office* of an Element in a Sentence, determines its position in the Diagram, according to the following

GENERAL RULES.



RULE 1.—The *Principal Elements* of a Sentence are placed uppermost, and on the same horizontal line;—as (1), (2), (3), Diagrams (A) and (B).

RULE 2.—The *Subject* of a Sentence takes the first place;—as, (1) and (10), Diagrams (A), and (1), (6), and (25) B.

RULE 3.—The *Predicate* of a Sentence is placed to the right of the Subject—attached;—as, (2), and (11), A, and (2), (7), (11), and (26), B.

RULE 4.—The *Object* of a Sentence is placed to the right of the Predicate—attached;—as, (3), A, and (3), (12), and (×) B.

RULE 5.—An *Adjunct* of a Sentence is placed beneath the Word which it limits or modifies—attached; as, (4), (5), (6), (7), (12), (13), (14), (17), (18), (23), A, and (4), (5), (8), (9), (17), (18), (19), (20), (23), (24), B.

RULE 6.—If the Adjunct is a *Phrase*, its Leader is attached to the Word which it limits;—as, (15), (19), (25), A, and (15), (21), B.

RULE 7.—If the Adjunct is a *Sentence*, it is attached by a line to the Word which the Adjunct Sentence limits; as, the Adjunct Sentence within the dotted line (6), is attached by the line from (2), to (9), A, and (6 to 19 inclusive) is attached to (1), B.

RULE 8.—A *Logical Adjunct* is placed beneath the Word which it describes, but not attached. [See page 39.]

RULE 9.—The *Subsequent* of a Phrase is placed to the right of its Leader—attached;—as, (20 and 21), to the right of (19),—(26), to the right of (25),—(16) of (15) A, and (22) of (21),—(16), of (15) B.

RULE 10.—A *Conjunction* used to introduce a Sentence, is placed above the Predicate of the Sentence which it introduces;—as, (a), used to introduce the Sentence (1, 2, 3), A, and (9), introducing the Adjunct Sentence (10, 11), (A), and (o) introducing the Sentence (1, 2, 3), B.

RULE 11.—A Conjunction used to *connect* Words, Phrases, or Sentences, similar in construction, is placed between the Elements connected;—as, (10), connecting (11) to (7), B. [See also Diagram, page 41.]

RULE 12.—A *Relative Pronoun* or a *Possessive Adjective* used to introduce an *Adjunct Sentence*, is attached to the “antecedent” by a line;—as (6) attached to (1) and (X) attached to (22) B.

CLASSIFICATION OF SENTENCES.

REMARKS.—Some Sentences assert the *being, condition, or state* of person or of a thing—or an act which does not pass over to an Object.

Others assert acts which terminate on an Object.

Some Sentences assert but one fact—others assert more than one.

Some assert an *Independent* or a *Principal Proposition*—others a *secondary* or *qualifying proposition*. Hence,

PRIN.—Sentences are distinguished as

Intransitive or *Transitive,*

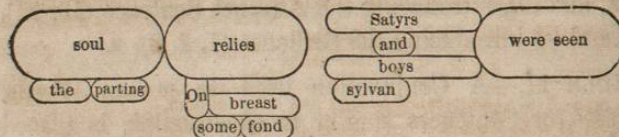
Simple or *Compound,*

Principal or *Auxiliary.*

DEF. 43.—An *Intransitive Sentence* is a Sentence that asserts *condition, being, or state*—or an act which does not terminate on an Object.

EXAMPLES.

- | | |
|---|----------------------------|
| 1. William sleeps. | 4. God is love. |
| 2. Errors abound. | 5. Mountains are elevated. |
| 3. Mary is cheerful. | 6. Fishes swim. |
| 7. “On some fond breast the parting soul relies.” | |
| 8. “Now fades the glimmering landscape on the sight.” | |
| 9. “Satyrs and sylvan boys were seen,
Peeping from forth their valleys green.” | |



Obs.—An *Intransitive Sentence* contains one or more *Subjects* and *Predicates*,—but no *Object*.

DEF. 44.—A *Transitive Sentence* is a Sentence that asserts an act which terminates on an Object.

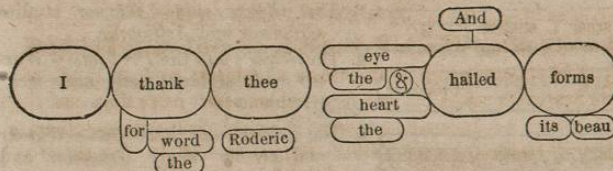
EXAMPLES.—1. Virtue secures happiness.

2. Industry promotes health and wealth.

3. “I thank thee, Roderick, for the word.”

4. “The King of Shadows loves a shining mark.”

5. “And the eye and the heart hailed its beautiful forms.”



Obs.—A *Transitive Sentence* has at least one *Subject*, one *Predicate*, and one *Object*.

DEF. 45.—A *Simple Sentence* is a Sentence that asserts but one proposition.

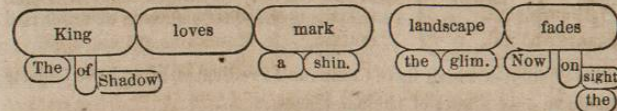
EXAMPLES.—1. William sleeps.

2. Mary is cheerful.

3. Virtue secures happiness.

4. “Now fades the glimmering landscape on the sight.”

5. “The King of Shadows loves a shining mark.”



Obs.—A *Simple Sentence* can have but one *Subject*, one *Predicate*, and—when *Transitive*—one *Object*.

DEF. 46.—A *Compound Sentence* is a Sentence that asserts more than one proposition.

EXAMPLES.—1. *Anna* and *Mary* study Latin.

2. *Temperance* elevates and *enriches* man.

3. *Robert* studies *Grammar* and *Arithmetic*.

4. “Slowly and sadly they climb the distant mountain,
And read their doom in the setting sun.”

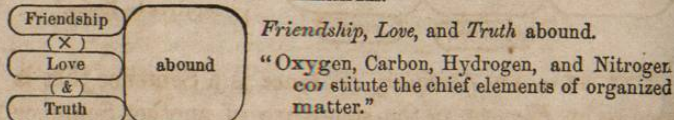
DEF. 46 (b).—In a Compound Sentence, the Principal Elements which are compounded, are called *Clauses*.

Obs.—The Compound clauses may be,

1. The *Subjects only*—Warner and Arthur study Grammar.
2. The *Predicates only*—Warner studies and recites Grammar.
3. The *Objects only*—Warner studies Grammar and Arithmetic.
4. The *Subjects and the Predicates*—Warner and Arthur study and recite Grammar.
5. The *Subjects and the Objects*—Warner and Arthur study Grammar and Arithmetic.
6. The *Predicates and the Objects*—Warner studies and recites Grammar and Arithmetic.
7. The *Subjects, the Predicates, and the Objects*—Warner and Arthur study, and recite Grammar and Arithmetic.

Obs.—A Compound Sentence may have more than two clauses.

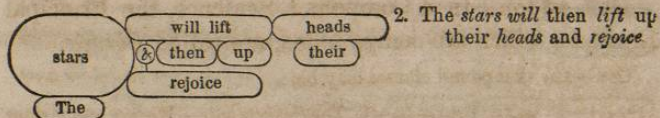
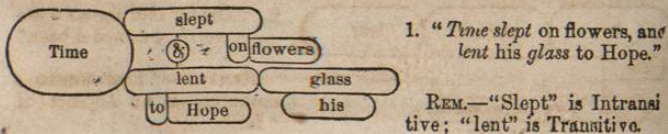
EXAMPLES.



REM.—Sentences which have Compound Predicates, often have Objects applicable to only a part of them. Hence,

DEF. 46 (c).—A *Compound Sentence*, having one or more Transitive, and one or more Intransitive Predicates, is called a *Mixed Sentence*.

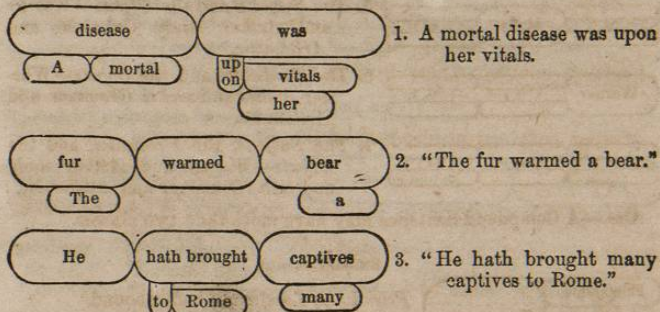
EXAMPLES.



3. "I will never pant for public honors, Nor disturb my quiet with the affairs of state."
4. "Who can observe the careful ant, And not provide for future want."

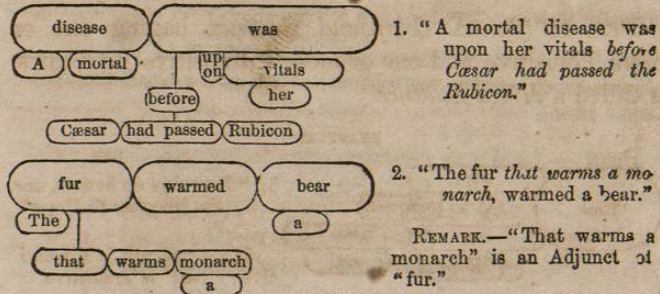
DEF. 47.—A *Principal Sentence* asserts an independent or a principal proposition.

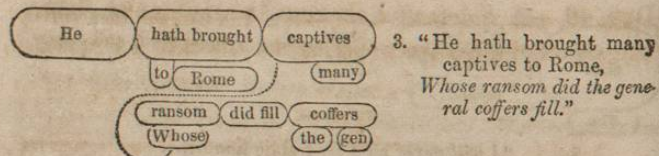
EXAMPLES.



DEF. 48.—An *Auxiliary Sentence* is a Sentence that is used as an *Element* in the structure of another Sentence or of a Phrase.

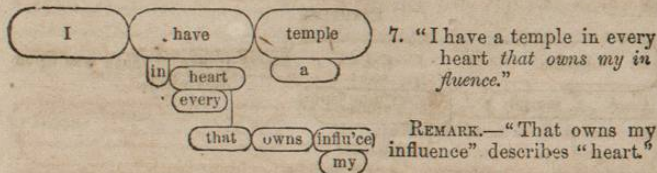
EXAMPLES.





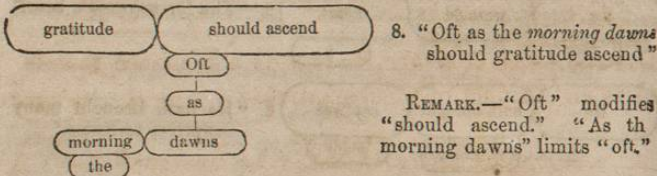
3. "He hath brought many captives to Rome, Whose ransom did the general coffers fill."

4. "Sweet was the sound, when oft, at evening's close, Up yonder hill the village murmur rose."
 5. "The bounding steed you pompously bestride, Shares with his lord the pleasure and the pride."
 6. "Thou hadst a voice whose sound was like the sea."



7. "I have a temple in every heart that owns my influence."

REMARK.—"That owns my influence" describes "heart."



8. "Oft as the morning dawns should gratitude ascend"

REMARK.—"Oft" modifies "should ascend." "As the morning dawns" limits "oft."

9. "To him that wishes for me, I am always present."
 10. "These lofty trees wave not less proudly, That their ancestors moulder beneath them."

Obs.—A Principal Sentence and its Auxiliary Sentences constitute a *Complex Sentence*. [See EXAMPLES (1), (2), above.]

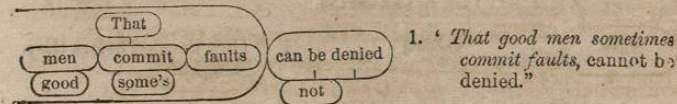
REM.—An Auxiliary Sentence is an Adjunct of a Word, a Phrase, or a Sentence going before in construction; or it is used as a substitute for Noun. Hence,

PRIN.—*Auxiliary Sentences* are distinguished as

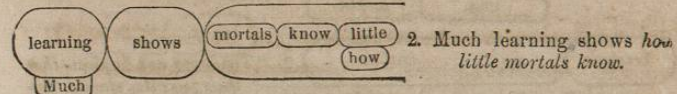
Substantive,
Adjective, and
Adverbial.

DEF. 49.—A *Substantive Sentence* is used as the *Subject* or the *Object* of a Sentence; or as the *Object* of a Phrase.

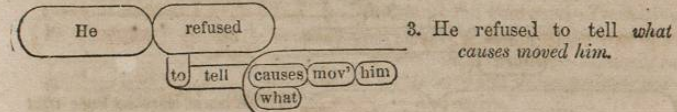
EXAMPLES.



1. "That good men sometimes commit faults, cannot be denied."



2. Much learning shows how little mortals know.

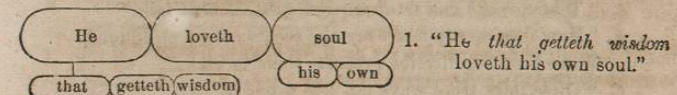


3. He refused to tell what causes moved him.

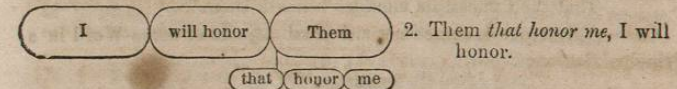
4. "That all men are created equal, is a self-evident truth"
 5. "Yet Brutus says he was ambitious."

DEF. 50.—An *Adjective Sentence* is a Sentence that is used as an Adjunct of a Substantive.

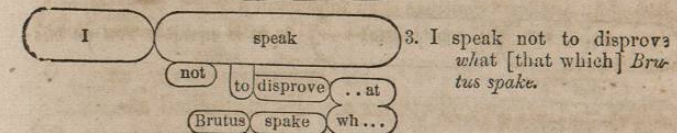
EXAMPLES.



1. "He that getteth wisdom loveth his own soul."



2. Them that honor me, I will honor.

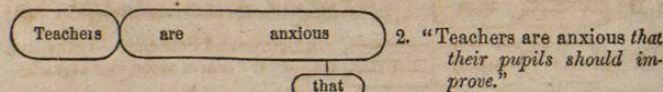
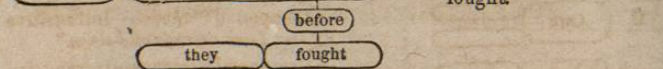
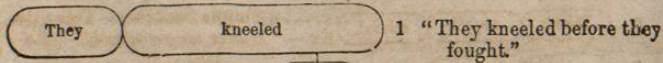


3. I speak not to disprove what [that which] Brutus spake.

4. "That life is long which answers life's great end."
 5. "The man of wealth and pride, Takes up a space that many poor supplied."
 6. "Here I come to tell what I do know."

DEF. 51.—An *Adverbial Sentence* is a Sentence that is used as an *Adjunct* of a *Verb*, a *Participle*, an *Adjective*, or another *Adverb*.

EXAMPLES.

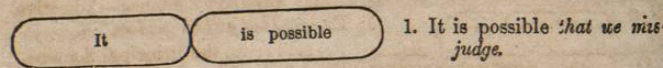


REMARK.—"Base" describes "who;" "so" modifies "base;" "that he would be a bondman" limits "so".

4. "Where wealth and freedom reign, contentment fails."
5. "How dear to my heart are the scenes of my childhood, When fond recollection presents them to view."
6. "These lofty trees wave not less proudly That their ancestors moulder beneath them."

OBS.—A Sentence is sometimes a *Logical Adjunct* of some Word in a Principal Sentence.

EXAMPLES.



NOTE.—"That we misjudge" is a Sentence, used to limit the application of the Word "it." Hence, the Sentence is an *Adjunct* of the Word. It is called a *Logical Adjunct* because there is no *Grammatical* connection between the two Sentences.

RECAPITULATION OF DIAGRAMS.

I. FOR SENTENCES.

A		... a Simple Sentence—Intransitive. EXAMPLE—"Landscape fades."
B		... a Simple Sentence—Transitive. EX.—"Master taught school."
C		... a Compound Sentence—Intransitive EX.—"Lark ascends and sings."
D		... a Compound Sentence—Intransitive EX.—"Wealth and freedom reign."
E		... a Compound Sentence—Transitive. EX.—"We beheld moon and stars."
F		... a Compound Sentence—Transitive. EX.—"Urn or bust can call breath."
G		... a Compound Sentence—Transitive. EX.—"Liberty and union promote peace and safety."
H		... a Compound Sentence—Transitive. EX.—"State conforms and models life."
I		... a Compound Sentence—Transitive. EX.—"Spirit unfurls light and wheels course."
J		... a Compound Sentence—Transitive. EX.—"Wisdom and virtue elevate and ennoble man."
K		... a Compound Sentence—Transitive. EX.—"Youth and beauty tread, ring and shout raptures."
L		... a Compound Sentence—Mixed. EX.—"He breathes fragrance and sleeps."
M		... a Compound Sentence—Mixed. EX.—"Fruits ripen and yield repasts."
COMPLEX SENTENCES.		
N		..... the Principal Sentence EX.—"He loveth soul."
N-n		..... Auxiliary Sentence—Adjective. EX.—"That getteth wisdom."
O		..... the Principal Sentence. EX.—"He will make apology."
O-o		..... Auxiliary Sentence—Adjective. EX.—"If John has injured you."
P-p		... a Sentence having a Phrase for its Subject. EX.—"Finding fault discourages youth."
Q		... a Sentence having a Sentence for its Object. EX.—"Man exclaims, they come."

Leader—Subsequent.		2. PHRASES.
R	Of Java	.....a Prepositional Phrase—Simple. EXAMPLE.—“ <i>Of Java.</i> ”
R 2	In peace safety	.....a Prepositional Phrase—Compound. EX.—“ <i>In peace and safety</i> ”
S	Gaining time	.....a Participial Phrase—Simple, Transitive EX.—“ <i>Gaining time.</i> ”
T	To dream	.....an Infinitive Phrase—Intransitive EX.—“ <i>To dream.</i> ”
T 2	To give gifts	.....an Infinitive Phrase—Transitive. EX.—“ <i>To give gifts.</i> ”
U	Story being done	.....an Independent Phrase—Intransitive. EX.—“ <i>Story being done.</i> ”
U 2	Boat having left wharf	.....an Independent Phrase—Transitive. EX.—“ <i>Boat having left wharf.</i> ” [See p. 36.]
COMPLEX PHRASES.		
V	Of gaining time	.....a Participial Phrase the Object of a Preposition. EX.—“ <i>Of gaining time.</i> ”
W	On bed (of sea-flow)	Principal Phrase Prepositional, or Infinitive. Auxiliary Phrase Prepositional, or Infinitive. EX.—“ <i>On bed of sea-flowers.</i> ”
X	Saying	.....a Participial Phrase, having a Sentence for its Subsequent. EX.—“ <i>Saying, we will reply.</i> ”
Y		.....Adjunct Word—Adjective or Adverb.
Z		.....Compound Adjunct.

REM.—1. With the exception of the last two, the above Diagrams are adapted to the *Principal Elements* of a Sentence or of a Phrase. In the exercises which follow, these Elements are variously modified by Adjunct Words, Phrases, and Sentences.

2. The whole Predicate—consisting of one, two, three, four, and sometimes five words, is placed in one Diagram—as exhibited on the following pages.

QUESTIONS FOR REVIEW.

PAGE

- 38.—Why are Sentences classified?.....See Remark.
How are Sentences classified?.....See Principle.
What is an *Intransitive Sentence*?.....See Def. 43.
May Intransitive Sentences be *either* Simple or Compound?..See Obs.
Make Intransitive Sentences,.....*Simple.*
Make “ “.....*Compound.*
- 39.—What is a *Transitive Sentence*?.....See Def. 44.
Make Transitive Sentences,.....*Simple.*
Make “ “.....*Compound.*
What is a *Simple Sentence*?.....See Def. 45.
Make Simple Sentences,.....*Intransitive.*
Make “ “.....*Transitive.*
What is a *Compound Sentence*?.....See Def. 46.
Make Compound Sentences,.....*Intransitive.*
Make “ “.....*Transitive.*
- 40.—What are *Clauses* of a Sentence?.....See Def. 46 (b).
What Elements in a Sentence may be compounded?..See Obs. (1-7).
Make Sentences having compound *Subjects.*
Make “ “ “ “.....*Predicates.*
Make “ “ “ “.....*Objects.*
How numerous may be the *Clauses* of a Sentence?
What is a *Mixed Sentence*?.....See Def. 46 (c).
Make Mixed Sentences—1st Clause Transitive.
Make “ “.....2d Clause Transitive.
- 41.—What is a *Principal Sentence*?.....See Def. 47.
What is an *Auxiliary Sentence*?.....See Def. 48.
What is a *Complex Sentence*?.....See Obs.
Make Compound Sentences.
- 42.—What are the *offices* of Auxiliary Sentences?.....See Rem.
By their offices, how are Auxiliary Sentences distinguished?..See Prin
- 43.—What is a *Substantive Sentence*?.....See Def. 49.
Make a Substantive Sentence that shall be *Subject* of a Prin
cipal Sentence.
Make a Substantive Sentence that shall be *Object* of a Prin
cipal Sentence.
What is an *Adjective Sentence*?.....See Def. 50.
Make Adjective Sentences.
- 44.—What is an *Adverbial Sentence*?.....See Def. 51.
Make Adverbial Sentences.

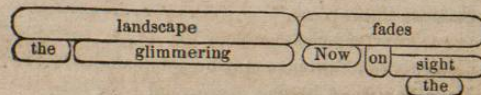
EXERCISES IN ANALYSIS.

REM.—1. In the following Exercises, will be found Sentences of every grade—from the most simple to the most complex. The Teacher will find exercise for his judgment and discretion in assigning the Sentences to his pupils (for analysis) according to their several capacities.

2. The Teacher will find it interesting and profitable to his Pupils, to assign to each, at least one Sentence, to be placed in its appropriate Diagram—drawn on the black-board *ex tempore*, or on paper by appointment at a previous recitation.

SIMPLE SENTENCES.—*Intransitive.*

1. "Now fades the glimmering landscape on the sight."



A Simple Sentence—Intransitive, See Def.

ANALYSIS.

PRINCIPAL ELEMENTS. { The *Subject*, . . . "Landscape."
 { The *Predicate*, . . . "Fades."

ADJUNCT ELEMENTS. { *Of the Subject*, { "The," a Word.
 { "Glimmering," a Word.
 { *Of the Predicate*, { "Now," a Word.
 { "On the sight," a Phrase

CONSTRUCTION.

Elements.	Office.	Class.
Now,	tells <i>when</i> "landscape fades,"	Hence, an Adverb.
Fades,	tells <i>what</i> "landscape" <i>does</i> ,	Hence, a Verb.
The,	tells <i>what</i> "landscape,"	Hence, an Adjective
Glimmering,	tells <i>what</i> "landscape,"	Hence, an Adjective
Landscape,	tells <i>what</i> "fades,"	Hence, a Noun.
On the sight,	tells <i>where</i> "landscape fades,"	Hence, an Adverb.

Other Examples applicable to the same Diagram.

2. The studious pupil seldom fails in his recitation.
 3. The arrogant pedant was quickly banished from the company.
 4. Such bright examples seldom fail, ultimately, to please.
 5. That bright meteor flashed brilliantly athwart the heavens.
 6. The young aspirant never succeeded in his effort.
 7. Our brightest students are also foremost in their sports.
- Let each Pupil make a Sentence adapted to the same Diagram.

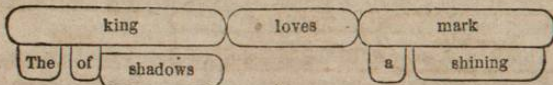
ADDITIONAL EXAMPLES.

Principal Elements similar—Adjuncts dissimilar.

8. "The big tear then startled from his eye."
9. "Morni's face brightened with gladness."
10. "His aged eyes look faintly through tears of joy."
11. "We came to the halls of Selma."
12. "We sat around the feasts of shells."
13. "Fingal rose in his place."
14. "The sword of Trenmor shook by his side."
15. "The gray-haired hero moved before."
16. "On the pathway of spirits
She wanders alone."
17. "The song of the wood-dove has died on our shore."
18. "And on the stranger's dim and dying eye
The soft, sweet pictures of his childhood lie."
19. "His hair falls round his blushing cheek, in the wreaths of
waving light."
20. "A flood of glory bursts from all the skies."
21. "The long, bright days of summer quickly passed."
22. "The dry leaves whirled in Autumn's rising blast."
23. "The garden rose may richly bloom,
In cultured soil and genial air,
To cloud the light of Fashion's room,
Or droop in Beauty's midnight hair."
24. "On Horeb's rock the prophet stood,—
25. The Lord before him passed;
26. A hurricane, in angry mood,
Swept by him, strong and fast;
27. The forest fell before its force;
28. The rocks were shivered in its course,
29. God was not in the blast."

SIMPLE SENTENCES.—*Transitive.*

1. "The king of shadows loves a shining mark."



A Simple Sentence—*Transitive*, See Def.

ANALYSIS.

PRINCIPAL ELEMENTS. { The *Subject*, "King."
 { The *Predicate*, . . "Loves."
 { The *Object*, "Mark."

ADJUNCT ELEMENTS. { *Of the Subject*, { "The," a Word.
 { *Of the Predicate*, { "Of shadows," a Phrase.
 { *Of the Object*, { "A," a Word.
 { "Shining," . . a Word.

Elements.	Office.	Class.
The,	to tell <i>what</i> "king,"	an Adjective.
King,	to tell <i>who</i> "loves mark,"	a Noun.
Of shadows,	to tell <i>what</i> "king,"	an Adjective.
Loves,	to tell <i>what</i> the king does,	a Verb.
A,	to tell <i>what</i> "mark,"	an Adjective.
Shining,	to tell <i>what</i> "mark,"	an Adjective.
Mark,	to tell <i>what</i> the king "loves,"	a Noun.

Other EXAMPLES applicable to the same Diagram.

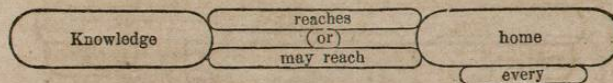
2. The science of Geology illustrates many astonishing facts.
3. A love for study secures our intellectual improvement.
4. The habit of intemperance produces much lasting misery.
5. A desire for improvement should possess all our hearts.
6. The use of tobacco degrades many good men.
7. A house on fire presents a melancholy spectacle.
8. A man of refinement will adopt no disgusting habits.

☞ Let each Pupil make a Sentence for the same Diagram.

ADDITIONAL EXAMPLES, containing one Subject, one Predicate, and one Object, with or without Adjuncts.

9. He mixes his words with his echoing shield."
10. "He seized my hand in silence."
11. "In his youth he may have displayed a different character."

1. "Knowledge reaches or may reach every home."



ANALYSIS.

PRINCIPAL ELEMENTS. { The *Subject*, "Knowledge."
 { The 1st *Predicate*, "Reaches."
 { The 2d *Predicate*, "May reach."
 { The *Object*, "Home."

ADJUNCT ELEMENTS. { *Of the Subject*, . . _____
 { *Of the Predicate*, . . _____
 { *Of the Object*, . . . "Every."

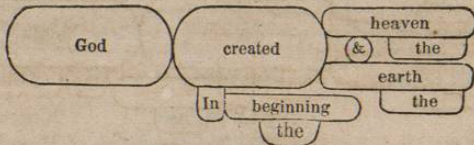
ADDITIONAL SENTENCES,

Having the PRINCIPAL ELEMENTS similar in construction.

2. "By thus acting, we cherish and improve both."
3. "Whose patent arm perpetuates existence or destroys."
4. "For which we shunned and hated thee before."
5. "Hope, like a cordial, innocent though strong, Man's heart at once inspirits and serenens."
6. "Hence every state, to one loved blessing prone, Conforms and models life to that alone."
7. "When mighty Alfred's piercing soul, Pervades and regulates the whole."
8. "Temperance fortifies and purifies the heart."
9. "Bright angels viewed with wondering eyes, And hailed the incarnate God."
10. "Who does not receive and entertain a polite man with still greater cheerfulness?"
11. "And oft that blessed fancy cheers, And bears my heart above."
12. "That voice of more than Roman eloquence, urged and sustained the Declaration of Independence."
13. "The pewter plate on the dresser, caught and reflected the flame."

COMPOUND SENTENCES.—*Transitive.*

1. "In the beginning, God created the heaven and the earth."



ANALYSIS.

PRINCIPAL ELEMENTS. {
 The Subject, "God."
 The Predicate, "Created."
 The Objects, {
 "Heaven"
 and
 "Earth."

ADJUNCT ELEMENTS. {
 Of the Subject,
 Of the Predicate, . . . "In the beginning."
 Of the 1st Object, . . . "The."
 Of the 2d Object, . . . "The."

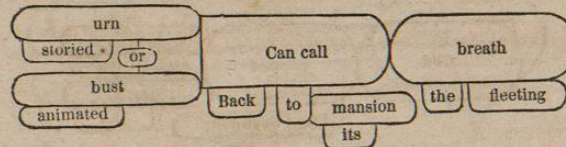
CONSTRUCTION.

<i>Elements.</i>	<i>Office.</i>	<i>Class.</i>
"In the beginning,"	tells <i>when</i> [God] "created,"	Hence, an Adverb.
"God,"	tells <i>who</i> "created heaven and earth,"	Hence, a Noun.
"Created,"	tells <i>what</i> "God" <i>did</i> ,	Hence, a Verb.
The,	tells <i>what</i> "heaven,"	Hence, an Adjective.
Heaven,	tells <i>what</i> "God created,"	Hence, a Noun.
And,	joins "heaven and earth,"	Hence, a Conjunction.
The,	tells <i>what</i> "earth,"	Hence, an Adjective.
Earth,	tells <i>what</i> "God created,"	Hence, a Noun.

ADDITIONAL EXAMPLES, for the same Diagram.

2. William loves his study and his play with equal attachment.
3. God, in the creation, has displayed his wisdom and his power
4. Men gather the tares and the wheat with equal care.
5. We, at all times, seek our honor and our happiness.
6. Students require of the teacher much instruction and some patience
7. He educated his daughter and his son at great expense.

1. "Can storied urn or animated bust,
 Back to its mansion call the fleeting breath."



ANALYSIS.

PRINCIPAL ELEMENTS. {
 1st Subject, "Urn."
 2d Subject, "Bust."
 The Predicate, "Can call."
 The Object, "Breath."

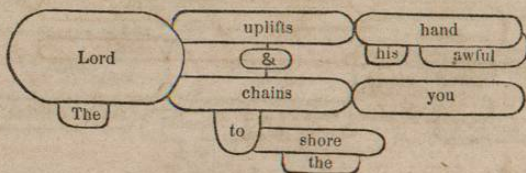
ADJUNCT ELEMENTS. {
 Of the 1st Subject, . . . "Storied."
 Of the 2d Subject, . . . "Animated"
 Of the Predicate, . . . {
 "Back"
 "to its mansion."
 "The"
 Of the Object, {
 "Fleeting."

ADDITIONAL SENTENCES,

In which the PRINCIPAL ELEMENTS are similar.

2. "Illuminated reason and regulated liberty shall once more exhibit man in the image of his Maker."
3. "The hunter's trail and the dark encampments startled the wild beasts from their lairs."
4. "Their names, their years, spelled by the unlettered muse,
 The place of fame and elegy supply."
5. "Thy praise
 The widows' sighs and orphans' tears embalm."
6. "Hill and valley echo back their songs."
7. "Then Strife and Faction rule the day."
8. "And Pride and Avarice throng the way."
9. "Loose Revelry and Riot bold,
 In freighted streets their orgies hold."
0. "Here Art and Commerce, with auspicious reign,
 Once breathed sweet influence on the happy plain."

1. "The Lord uplifts his awful hand,
And chains you to the shore."



ANALYSIS.

PRINCIPAL ELEMENTS. { The Subject "Lord."
The 1st Predicate, . . . "Uplifts."
The 2d Predicate, . . . "Chains."
The 1st Object, "Hand."
The 2d Object, "You."

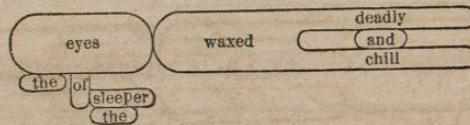
ADJUNCT ELEMENTS. { Of the Subject, "The."
Of the 1st Predicate,
Of the 2d Predicate, "To the shore."
Of the 1st Object, { "His"
"Awful."
Of the 2d Object,

ADDITIONAL EXAMPLES,

In which the PRINCIPAL ELEMENTS are similar.

2. "He heard the King's command,
And saw that writing's truth."
3. "For misery stole me at my birth,
And cast me, helpless, on the wild."
4. "That the page unfolds,
And spreads us to the gaze of God and men."
5. "Now twilight lets her curtain down,
And pins it with a star."
6. "They fulfilled the great law of labor in the letter, but broke it
in the spirit."
7. "Then weave the chaplet of flowers, and strew the beauties of
Nature about the grave."
8. "He marks, and in heaven's register enrolls
The rise and progress of each option there."

1. "And the eyes of the sleeper waxed deadly and chill."



ANALYSIS

PRINCIPAL ELEMENTS. { The Subject. "Eyes."
The Predicate, . . . "Waxed deadly and chill."

ADJUNCT ELEMENTS. { Of the Subject, { "The," a Word.
"Of the sleeper," a Phrase.
Of the Predicate, _____

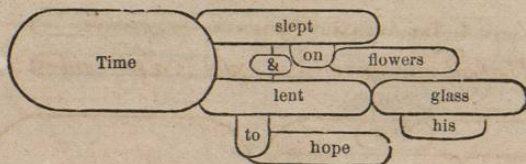
NOTE.—The words "deadly" and "chill" describe "eyes," and are therefore ADJECTIVES; but they describe by *making* (in connection with "waxed") an assertion. Hence they are ADJECTIVES IN PREDICATION—they constitute a part of the Predicate.

ADDITIONAL SENTENCES,

Having Adjectives or Participles in Predicate.

2. "Age is dark and unlovely."
3. "Bloodless are these limbs and cold."
4. "Now, therefore, be not grieved nor angry with yourselves."
5. "I am perplexed and confounded."
6. "They became agitated and restless."
7. "Rude am I in speech, and little blest
With the set phrase of peace."
8. "What bark is plunging mid the billowy strife,
And dashing madly on to fearful doom."
9. "The wares of the merchant are spread abroad in the shops, or
stored in the high-piled warehouses."
10. "How finely diversified, and how multiplied into many thousand
distinct exercises, is the attention of God!"
11. "Contentment is serious but not grave."
12. "The promises of Hope are sweeter than roses in the bud, and
far more flattering to expectation."
13. "For cold and stiff and still are they
Who wrought thy walls arroy."

1. "Time slept on flowers and lent his glass to hope."



ANALYSIS.

PRINCIPAL ELEMENTS.	{	The Subject, . . . "Time," Intransitive.
		The Predicates, { "Slep,"	
		and	
ADJUNCT ELEMENTS.	{	"Lent," Transitive.	.
		The Object, . . . "Glass,"	
		Of the Subject,	
		Of the 1st Predicate, "On flowers," a Phrase.	
ADJUNCT ELEMENTS.	{	Of the 2d Predicate, "To hope," . a Phrase	.
		Of the Object, "His," a Word.	

ADDITIONAL SENTENCES, adapted to the same Diagram.

2. We sigh for change, and spend our lives for naught.
3. William goes to school, and pursues his study with zeal.
4. James stays at home, and spends his time at play.
5. We shall pass from earth, and yield our homes to others.
6. Fruits ripen in Autumn, and yield us rich repasts.

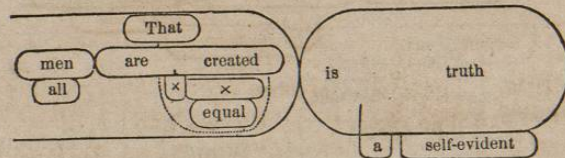
Other COMPLEX SENTENCES, with variable Adjuncts.

7. "For Spring shall return, and a lover bestow."
8. "The waves mount up and wash the face of heaven."
9. "In silence majestic they twinkle on high,
And draw admiration from every eye."
10. "Its little joys go out one by one,
And leave poor man, at length, in perfect night."
11. "But the black blast blows hard,
And puffs them wide of hope."
12. "Wreaths of smoke ascend through the trees,
And betray the half-hidden cottage."

COMPLEX SENTENCES.

1. THE AUXILIARY SENTENCES.—SUBSTANTIVE.

1. "That all men are created equal is a self-evident truth."



ANALYSIS.

PRINCIPAL ELEMENTS	{	The Subject, { "That all men are created equal." } a Sentence	.
		The Predicate, . { "Is," } a Verb and { "Truth." } a Noun.	

ADJUNCT ELEMENTS.	{	Of the Subject,
		Of the Predicate, { "A" "Self-evident."	

ANALYSIS of the Auxiliary Sentence.

PRINCIPAL ELEMENTS.	{	The Subject, . . . "Men."	.
		The Predicate, . "Are created."	
ADJUNCT ELEMENTS.	{	Of the Subject, . . "All," . a Word	.
		Of the Predicate, "Equal."*	

ADDITIONAL COMPLEX SENTENCES,

Having SUBSTANTIVE SENTENCES for their SUBJECTS.

2. ' I can not,' has never accomplished anything."
3. " ' I will try,' has done wonders."
4. "That friendship is a sacred trust,
That friends should be sincere and just,
That constancy befits them,
Are observations on the case,
That savor much of commonplace."

* A word substituted for the Adverbial Phrase, "[with] equal [rights]."