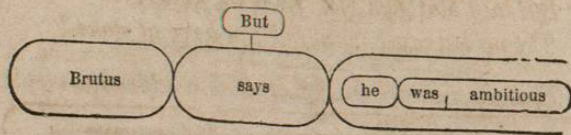


1. "But Brutus says *he was ambitious.*"



ANALYSIS.

PRINCIPAL ELEMENTS. { The *Subject*, "Brutus," . . . a Word.
 { The *Predicate*, "Says," a Word.
 { The *Object*, . . { "He was ambitious," } a Sentence

ADJUNCT ELEMENTS.—None.

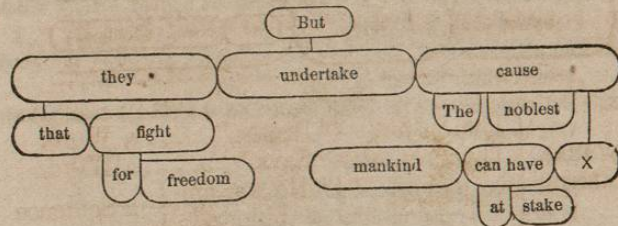
ADDITIONAL COMPLEX SENTENCES,

Having SUBSTANTIVE SENTENCES for their OBJECTS.

2. "Go to the raging sea, and say, '*Be still.*'"
3. "But tell not Misery's son *that life is fair.*"
4. "'And this to me?' he said."
5. "Caesar cried, 'Help me, Cassius, or I sink.'"
6. "While man exclaims, 'See all things for my use,'
7. 'See man for mine,' replies a pampered goose."
8. "'Will you walk into my parlor?'
Said a spider to a fly."
9. "He knew not that the chieftain lay,
Unconscious of his son."
10. "He shouted but once more aloud,
'My father! must I stay?'"
11. "We bustle up with unsuccessful speed,
And in the saddest part cry, '*Droll, indeed!*'"
12. "Then Agrippa said unto Paul, 'Almost thou persuadest me to be
a Christian.'"
13. "A celebrated writer says, 'Take care of the minutes and the
hours will take care of themselves.'"
14. "The little birds, at morning dawn,
Clothed in warm coats of feather,
Conclude that they away will roam
To seek for milder weather."
15. "I tell thee thou art defied."

AUXILIARY SENTENCES.—ADJECTIVE.

1. "But they that fight for freedom, undertake
The noblest cause mankind can have at stake."



A COMPLEX SENTENCE.

ANALYSIS of the PRINCIPAL SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject*, . . "They," } Simple
 { The *Predicate*, "Undertake," } Transitive.
 { The *Object*, . . . "Cause."

ADJUNCT ELEMENTS. { Of the *Subject*, { "That fight for freedom," } a Sentence.
 { Of the *Predicate*,
 { "The," a Word.
 { "Noblest," a Word.
 { Of the *Object*, . { "[That] man-kind can have at stake," } a Sentence.

ANALYSIS of the FIRST AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject*, "That."
 { The *Predicate*, "Fight."
 ADJUNCT } Of the *Subject*, . . .
 ELEMENTS. { Of the *Predicate*, . "For freedom," . a Phrase.

ANALYSIS of the SECOND AUXILIARY SENTENCE.

PRINCIPAL ELEMENTS. { The *Subject*, . . . "Mankind."
 { The *Predicate*, . . "Can have."
 { The *Object*, . [That] understood.
 ADJUNCT } Of the *Subject*, . . .
 ELEMENTS. { Of the *Predicate*, . "At stake," . . . a Phrase.
 { Of the *Object*, . . .

Thus analyse and place in the same Diagram the following

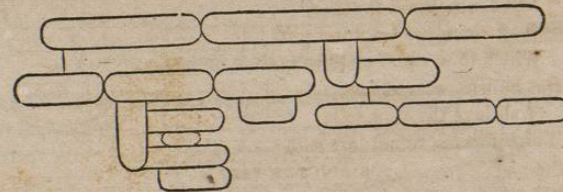
ADDITIONAL SENTENCES:

3. And students who love to study merit the highest honors which teachers can give them.
4. And actions which were founded in justice, produced the good results which we had in view.
5. But such as seek for truth shall find the richest boon which God to man can give."
6. "And I who bleed for thee,
Shall claim the brightest gift
Which thou canst yield to me."
7. But he who wins at last,
Shall love the very toils
Which fortune round him cast.

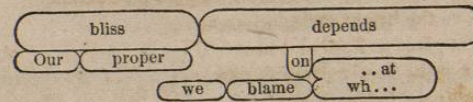
THE ADJUNCTS VARY.

8. "He that walketh uprightly walketh surely."
9. "There is something in their hearts which passes speech."
10. "He is in the way of life that keepeth instruction."
11. "I love the bright and glorious sun
That gives us light and heat,"
12. "I love the pearly drops of dew
That sparkle 'neath my feet."
13. "I love to think of him who made
These pleasant things for me."
14. "The boy stood on the burning deck,
Whence all but him had fled:
15. The flames that lit the battle's wreck,
Shone round him o'er the dead."
16. "I love to hear the little birds
That carol on the trees."
17. "Poverty and shame shall be to him that refuseth instruction."
18. "Wisdom resteth in the heart of him that hath understanding"
19. "Understanding is a well-spring of life to him that hath it."
20. "But the noblest thing that perished there
Was that young faithful heart."
21. Thou hast green laurel leaves that twine
Into so proud a wreath.
22. Thou hast a voice whose thrilling tones
Can bid each life-pulse beat.

23. "Around Sebago's lonely lake
There lingers not a breeze to break
The mirror which its waters make."
 24. "Cold in the dust this perished heart may lie,
But that which warmed it once shall never die."
 25. "He that by usury and unjust gain increaseth his substance, shall gather it for him that will pity the poor."
- Let the Pupil place Sentence (25) in the subjoined Diagram.



"Our proper bliss depends on what we blame."



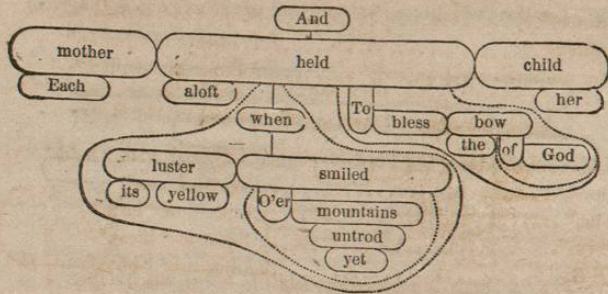
A COMPLEX SENTENCE.—THE AUXILIARY QUALIFIES A PHRASE.

<i>Elements.</i>	<i>Offices.</i>
'Our,'	Adjunct of "bliss."
'Proper,'	Adjunct of "bliss."
Bliss,"	Subject of "depends."
Depends,"	Predicate of "bliss."
"On what we blame,"	Adjunct of "depends"
"What,"	{ [That], Object of "on."
	{ [Which], Object of "blame."
'We,'	Subject of "blame."
Blame,"	Predicate of "we."

ADDITIONAL EXAMPLES.

- 2 "What thou dost not know thou canst not tell."
- 3 "I speak no. to disprove what Brutus spoke."
- 4 "Seek not to know what is improper for thee."
- 5 "But here I stand and speak what I do know."

AUXILIARY SENTENCES.—ADVERBIAL
 "And when its yellow luster smiled
 O'er mountains yet untrod,
 Each mother held aloft her child,
 To bless the bow of God."



A COMPLEX SENTENCE.

ANALYSIS of the PRINCIPAL SENTENCE.

PRINCIPAL ELEMENTS.	{	The Subject, "Mother."	} Simple	
		The Predicate, . . . "Held."		} Transitive.
		The Object, "Child."		
ADJUNCT ELEMENTS.	{	Of the Subject, . . "Each," . . .	a Word.	
		Of the Predicate,	"Aloft,"	a Word.
			"When its yellow luster smiled o'er mountains yet un- trod,"	a Sentence (Adverbial)
			"To bless the bow of God,	a Phrase.
			Of the Object, . . . "Her," . . .	a Word.

Elements.

Offices.

- "And," Introduces the Principal Sentence.
- "When its yellow luster smiled
O'er mountains yet untrod," } Adjunct of "held."
- Each," Adjunct of "mother."
- Mother," Subject of "held."
- Held," Predicate of "mother."

- "Aloft," Adjunct of "held."
- "Her," Adjunct of "child."
- Child," Object of "held."
- "To bless the bow of God," Adjunct of "held."
- "When," Introduces the Auxiliary Sentence
- "Its," Adjunct of "luster."
- "Yellow," Adjunct of "luster."
- "Luster," Subject of "smiled."
- "Smiled," Predicate of "luster."
- "O'er mountains yet untrod," Adjunct of "smiled."

ANALYSIS of the ADJUNCT PHRASES.

- "To," Introduces the Phrase—connects "bless" with "held."
- "Bless," Object of "to."
- "The," Adjunct of "bow."
- Bow," Object of "bless."
- "Of God," Adjunct of "bow."
- "Of," Introduces the Phrase—connects "God" with "bow."
- "God," Object of "of."
- "O'er," Introduces the Phrase—connects "mountains" with "smiled."
- "Mountains," Object of "o'er."
- Yet," Adjunct of "untrod."
- "Untrod," Adjunct of "mountains."

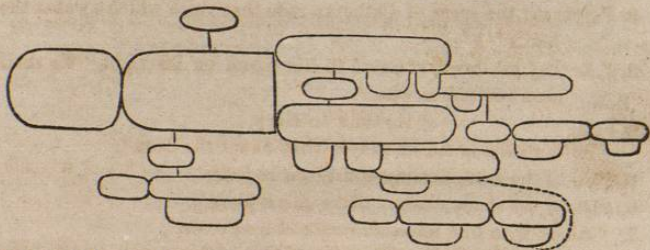
Thus analyze the following ADDITIONAL EXAMPLES.

2. "Wherefore is there a price in the hand of a fool to get wisdom, seeing he hath no heart to it."
3. "Yet do I feel my soul recoil within me, As I contemplate the dim gulf of death."
4. "If we have whispered truth, Whisper no longer."
5. "Speak as the tempest does, Stern and stronger."
6. "The hoary head is a crown of glory, if it be found in the way of righteousness."
7. "Their advancement in life and in education was such that each ought to have been a gentleman."

8. "The sweet remembrance of the just,
Shall flourish when he sleeps in dust."
9. "But, when he caught the measure wild,
The old man raised his head and smiled."
10. "There are sumptuous mansions with marble walls,
Where fountains play in the perfumed halls."
11. The earth hath felt the breath of spring,
Though yet on her deliverer's wing
The lingering frosts of winter cling."

EXAMPLES

Of SUBSTANTIVE, ADJECTIVE, and ADVERBIAL SENTENCES.



Let the Pupil name the Sentence below adapted to this Diagram and place it in an exact copy, written on the blackboard.

1. "If you would know the deeds of him who chews,
Enter the house of God, and see the pews."
2. "The man that dares traduce because he can
With safety to himself, is not a man."
3. "And, as I passed by, I heard the complaints of the laborers who
had reaped down his fields, and the cries of the poor whose
covering he had taken away."
4. "The time must come when all will have been said that can be
said to exalt the character of any individual of our race."
5. "Mysterious are his ways, whose power
Brings forth that unexpected hour,
When minds that never met before,
Shall meet, unite, and part no more."
6. "My heart is awed within me when I think
Of the great miracle that still goes on,
In silence, round me."

7. "When we consider carefully what appeals to our minds, and
exercise upon it our own reason—taking into respectful con-
sideration what others say upon it—and then come to a conclu-
sion of our own, we act as intelligent beings."
8. "Before we passionately desire what another enjoys, we should
examine into the happiness of its possessor."
9. "With what loud applause didst thou beat heaven with blessing
Bolingbroke, before he was what thou wouldst have him be!"

PROMISCUOUS EXAMPLES.

1. "The troubled ocean feels his steps, as he strides from wave to
wave."
2. "Beneath the spear of Cathmar rose that voice which awakes the
bards."
3. "As they sat down, one said to his friend on his right, 'We shall
soon see who is who.'"
"He sunk to sleep,
With all the nameless shapes that haunt the deep."
5. "Go to the mat *where squalid Want reclines,*"
6. "Go to the shade obscure *where Merit pines,*"
7. "Abide with him *whom Penury's charms control,*
And bind the rising yearnings of his soul."
8. "Survey his sleepless couch, and standing there,
Tell the poor pallid wretch *that life is fair.*"
9. "It must be sweet in childhood to give back
The spirit to its Maker, ere the heart
Has grown familiar with the ways of sin."
10. "Wheresoe'er our best affections dwell,
And strike a healthful root, is happiness."
11. "A man of refinement never *has recourse to proverbs and vulgar*
aphorisms."
12. "Across the ocean *came a pilgrim bark.*"
13. The *bark* of the trunk of the white oak *is frequently variegated*
with large spots.
14. The *wood* of the young stocks *is very elastic, and is susceptible of*
minute divisions.
15. The *flowers put forth* in the month of May."
16. "Night, sable goddess, from her ebon throne
In rayless majesty, now *stretches forth*
Her leaden scepter o'er a slumbering world."

- 17 "Vulgarism in language is a distinguishing characteristic of bad company and a bad education."
 18. "The wood of the silver fir is not much used as timber."
 19. "The hemlock spruce is not much esteemed for timber."
 20. "Milton's learning has all the effect of intuition."
 21. "His imagination has the force of nature."
 22. "Heaven, from all creatures, hides the book of fate."
 23. "And as *Jesus passed by*, he saw a man *who was blind*."
 24. "If a noble squire had conducted himself well, during the period of his service, the honor of knighthood was generally conferred upon him at the age of twenty."
 25. "Another bright day's sunset bathes the hills
That gird Samaria."
 26. "One glance of wonder, as we pass, deserve
The books of Time."
 27. "A fretful temper will divide
The choicest knot that may be tied,
By ceaseless, sharp corrosion."
 28. A temper, passionate and fierce,
May suddenly your joys disperse
At one immense explosion."
 29. "But no mere human work or character is perfect."
 30. "The profoundest depths of man's intellect can be fathomed."
 31. "In the loftiest flights of his imagination, he can be followed."
 32. "None of his richest mines, are inexhaustible."
 33. "Then began he to upbraid the cities wherein most of his mighty works were done, because they repented not."
 34. "That secrets are a sacred trust,
That friends should be sincere and just,
That constancy befits them—
Are observations on the case,
That savor much of commonplace,
And all the world admits them."
 35. "The dilatory caution of Pope enabled him to condense his sentiments, to multiply his images, and to accumulate all that study might produce, or chance supply."
 37 "Dryden often surpasses expectation—
38 Pope never falls below it."
 39 "Dryden is read with frequent astonishment—
40 Pope, with perpetual delight."

REM.—For the encouragement of Pupils who may not be able properly to analyze the more difficult of the preceding Sentences, the following Exercises are simplified:—

1. The Principal Elements of the Principal Sentences are printed in SMALL CAPITALS;
2. The Principal Elements of the Auxiliary Sentences are printed in *Italic Letters*;
3. The letters in the margin refer to the appropriate DIAGRAMS on page 45;
4. The *forms* and the *offices* of the Phrases are indicated by appropriate references.

THE AMERICAN FLAG.—*J. R. Drake.*

- B. When *Freedom*, from her mountain height,*^b
Unfurled her standard to the air,*^b
1. I. SHE TORE the azure ROBE of night,*^a
And set the stars of glory*^a there;
 2. I. SHE MINGLED with the gorgeous dyes*^b
The milky BALDRIC of the skies,*^a
And STRIPED its pure celestial WHITE
With streakings*^b of the morning light;*^a
Then, from his mansion,*^b in the sun,*^b
 3. I. SHE CALLED her EAGLE-BEARER down
And GAVE into his mighty hand*^b
The SYMBOL of her chosen land.*^a
- Majestic monarch of the cloud,*^a
- B. *Who rear'st* aloft thy regal form,
To hear the tempest-trumpings loud,†^b
And see the lightning lances†^b driven,†^b
- A. When *strike* the warriors of the storm,*^a
A. And *rolls* the thunder-drum of heaven,*^a
A. Child of the Sun,*^a to thee*^b 'TIS GIVEN,
To guard the banner†^c of the free,*^a
To hover†^c in the sulphur smoke,*^b
To ward away the battle-stroke,†^c
And bid its blendings†^c shine afar†^b,
Like rainbows*^b on the cloud*^b of war,*^a
The harbinger of victory.*^a

5. A. Flag of the brave,**a* thy FOLDS SHALL FLY
The sign of hope and triumph,**a* high.
A. When *speaks* the signal trumpet-tone,
A. And the long *line* comes gleaming on
B. (Ere yet the *life-blood*, warm and wet,
Has dimmed the glist'ning bayonet),
6. M.* Each soldier's EYE SHALL brightly TURN
A. To where thy *meteor-glories* burn,**b*
A. And, as his springing *steps* advance,
CATCH WAR and VENGEANCE from the glance;*
B. And, when the *cannon-mouthings* loud
Heave, in wild wreaths,**b* the *battle-shrou*,
C. And gory *sabres* rise and *fall*,
Like shoots**b* of flame**a* on midnight's pall **b*
7. A. There SHALL thy VICTOR-GLANCES GLOW;
8. A. And cowering FOES SHALL SHRINK beneath
A. Each gallant arm**b* that strikes below
That lovely messenger**b* of death.**a*
- Flag of the seas,**a* on ocean's wave,**b*
9. A. Thy STARS SHALL GLITTER o'er the brave;**b*
A. When *death*, careering on the gale,**b*
Sweeps darkly round the bellied sail,**b*
A. And frightened *waves* *rush* wildly back,
Before the broadside's reeling rack,**b*
10. C. The dying WANDERER of the sea**a*
SHALL LOOK at once**b* to heaven and thee,**b*
And SMILE to see thy splendor†*b* fly†*b*
In triumph**b* o'er his closing eye.**b*
- Flag of the free heart's only home,**a*
By angel-hands**b* to valor**b* given,
11. B. Thy STARS HAVE LIT the welkin DOME,
12. A. And all thy HUES WERE BORN in heaven:**c*
13. B. For ever**b* FLOAT that standard SHEET!
14. A. Where BREATHES the FOE *but* falls before us,**b*
With Freedom's soil beneath our feet,**b*
And Freedom's banner streaming o'er us†*b*

* Prepositional Phrase. † Infinitive Phrase.
a Adjective Phrase. *b* Adverbial Phrase. *c* Independent Phrase.

PART II.

ETYMOLOGY.

REMARK 1.—In PART I. we have considered by analysis,

1. The *Structure* of Sentences and of Phrases.
2. The *Elements* which compose a Sentence or a Phrase.
3. The *Classification* of Sentences and of Phrases.
4. The *Analysis* of Sentences—*Proximate* and *Ultimate*.

REM. 2.—In our progress through PART I. we have seen,

1. That the *Proximate Analysis* of a Sentence consists in resolving it into its *immediate Constituent Elements*.
2. That the *Ultimate Analysis* of a Sentence consists in reducing its Proximate Elements to the Words which compose them.

REM. 3.—We have next to consider the history of Words—considered as ultimate Elements of Sentences—including

- | | |
|-----------------------------|-----------------------------------|
| 1. Their <i>Formation</i> . | 3. Their <i>Classifications</i> . |
| 2. Their <i>Functions</i> . | 4. Their <i>Modifications</i> . |

PRIN.—The Science of Language embraces,

1. ORTHOGRAPHY—which treats of the *Structure* and *Form* of Words.
2. ETYMOLOGY—which treats of the *Classification* and *Modification* of Words.
3. SYNTAX—which treats of the *Relation* and mutual *Dependence* of Words.
4. PROSODY—which treats of the *Arrangement* and *Utterance* of Words.

REM.—A true system of Analysis requires that the *Functions* of Words be discussed previous to the consideration of their Elements. Hence we have placed ORTHOGRAPHY in the Appendix to this Work.