

Est or *st* is added for the Second Person, solemn style as, Thou walkest.

S is added for the Third Person; as, John walks.

In the Plural Number, Verbs are not varied to denote the Person of their Subjects.

NUMBER.

NOTE I.—One Subject in the Singular Number requires its Verb to be in the Singular.

EXAMPLES.

- Word Subjects* . . . 1. "EARTH *keeps* me here awhile."
 2. "MAN *needs* but little here below."
 3. "KNOWLEDGE *reaches* or *may reach* every home."
 4. "HE *leaps* inclosures, *bounds* into the world."
Phrase Subjects . . . 5. "MY LEAVING HOME *does not please* you."
 6. "TO DISPUTE THE DOCTOR *requires* fortitude."
 7. "HIS BEING A SCHOLAR *entitles* him to respect."
Sentence Subjects . . . 8. "THAT ALL MEN ARE CREATED EQUAL, *is* a self-evident truth."
 9. "HOW HE CAME BACK AGAIN, *doth not appear*."
 10. "THAT I HAVE TAKEN THIS OLD MAN'S DAUGHTER, *is* most true."

NOTE II.—Two or more Singular Subjects, indicating the same thing, require the Verb to be Singular.

EXAMPLE.—THE SAINT, THE FATHER, AND THE HUSBAND *prays*.

NOTE III.—Two or more Singular Subjects, taken separately, require the Verb to be Singular.

EXAMPLES.

- Word Subjects* . . . 1. WILLIAM OR WARNER *has* my knife.
 2. "DISEASE OR POVERTY *follows* the lazy track of the sluggard."
 3. "MY POVERTY, but not my WILL, *consents*."
Shakspeare.
 4. "EVERY PHRASE and every FIGURE which he uses *tends* to render the picture more lively and complete."—Blair.

Phrase Subjects . . . 5. "WRITING LETTERS OR READING NOVELS *occupies* her evening hours."

6. "TO BE OR NOT TO BE, *is* the question."

7. "TO SHOOT OR BE SHOT, *was* my only alternative."

Sentence Subjects . . . 8. "THAT my client aided in the rescue, or that he was present at the time of it, DOES NOT APPEAR from the evidence adduced."

NOTE IV.—A Collective Noun, indicating *Unity*, requires its Verb to be in the Singular Number.

EXAMPLES.—1. "A NATION *has been smitten*."

2. "THE SENATE *HAS REJECTED* the bill."

3. "CONGRESS *has adjourned*."

NOTE V.—One or more Subjects of the Plural Number should have a Verb in the Plural.

EXAMPLES.

- Word Subjects* . . . 1. "WOODS and GROVES *are* of thy dressing" —Milton.
 2. "THEY *were forced* to eat what never was esteemed food." —Josephus.
 3. "RULES and PRINCIPLES *are* of the greatest possible advantage."
 4. "WINGS *were* on her feet."

NOTE VI.—Two or more Subjects of the Singular Number require the Verb to be in the Plural.

EXAMPLES.

- Word Subjects* . . . 1. "THE VIVACITY and SENSIBILITY of the Greeks *seem* to have been much greater than ours."
 2. "Even as the ROEBUCK and the HART *are eaten*." —Bible;
 3. "Hill and valley *boast* thy blessing." —Milton.
Phrase Subjects . . . 4. "To be wise in our own eyes, to be wise in the opinion of the world, and to be wise in the sight of our Creator, are three things so very different as rarely to coincide." —Blair.
 5. "Chewing tobacco and smoking cigars *disqualify* a young man for mental improvement." —Cutcheon.

6. "To spin, to weave, to knit, and to sew, were once a girl's employments ;

But now to dress and to catch a beau, are all she calls enjoyments."—*Lynn News*.

Sentences Subjects . . . 7 "Read of this burgess—on the stone appear,
How worthy he!—how virtuous!—and how dear!"
Crabbe

8. "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,
And all the world admits them."

NOTE VII.—A Collective Noun, indicating Plurality, requires its Verb to be in the Plural Number.

EXAMPLES.—1. "The PEOPLE are foolish, they have not known me."

2. "For the people speak but do not write."

OBS. 1.—Collective Nouns, which always require a Plural Verb, are the following:—

Gentry—mankind—nobility—people—peasantry.

OBS. 2.—Those which may have Verbs in the Singular or Plural, according to the sense, are the following:—

Aristocracy—army—auditory—committee—congress—church—meeting—public—school—remnant—senate.

OBS. 3.—The Logical Subject of a Sentence is sometimes the Object of a Phrase used to qualify the Grammatical Subject. Then, when the Object of the Phrase is plural in form, and indicates that the parts of which the number is composed are taken severally, the Verb should be plural.

EXAMPLE.—A part of the STUDENTS have left.

Here "students"—the name of many taken severally—is the Logical Subject of "have left," and requires the Verb to be Plural, although "part," the Grammatical Subject, is Singular.

OBS. 4.—When the Object of the Phrase is Singular, or the name of an aggregate number taken collectively, the Verb should be Singular.

EXAMPLE.—"Two-thirds of my HAIR has fallen off."

Here "hair"—the name of many taken collectively—is the Logical

Subject of "has fallen," and requires the Verb to be Singular, although "two-thirds," the Grammatical Subject, is plural.

OBS. 5.—But Nouns *not Collective* are not varied in number by their Adjuncts.

EXAMPLES.—1. "The progress of his forces was impeded."—*Allen*.

2. The selection of appropriate examples requires taste.

3. "All appearances of modesty are favorable and prepossessing."—*Blair*.

PERSON.

NOTE VIII.—Two or more Subjects, taken separately and differing in Person, should have separate Verbs, when the Verb is varied to denote the Person of its Subject.

EXAMPLE.—You ARE in error, or I AM.

OBS.—But when the Verb is not varied to denote the person, it need not be repeated.

EXAMPLES.—1. You or I MUST GO.

2. The doctors or you ARE in error.

3. Was it thou?

4. It was the students.

NOTE IX.—When the Subject of a Verb differs in Person or Number (or both) from a Noun or Pronoun in Predicate, the Verb should agree with its Subject rather than with the word in Predicate.

EXAMPLES.—1. "Thou art the man."

2. "Who art thou?"

3. "The wages of sin is DEATH."

4. Clouds are vapor.

5. A horse is an animal.

6. "And hoary peaks that proudly prop the skies, thy dwellings are."

OBS. 1.—The young Pupil often finds it difficult to decide which of the two Substantives is the Subject and which the Noun in Predicate. The following test will decide this point:—

When one term is *generic* and the other *specific*, the former belongs in Predicate—the latter is the Subject. Thus, in Example 5, “animal” is a generic term—“horse” is specific. We cannot say, *an animal is a horse*, for not every animal is a horse; but every horse is an animal. Hence, “horse” is the Subject, and “animal” is in Predicate.—(See Independent Case, p. 85, Obs. 5.)

MODE AND TENSE.

NOTE X.—That Mode and Tense of a Verb should be used which will most clearly convey the sense intended.

Obs. 1.—A Verb used to denote a conditional fact or a contingency should have the Subjunctive or the Potential form.

EXAMPLES.—“WERE I *Alexander*, I would accept the terms.”
 “So would I WERE I *Parmenio*.”
 “If we *would* improve, we must study.”

Obs. 2.—But if the condition is assumed as unquestionable, the Verb may be in the Indicative Mode.

EXAMPLES.—“If thou *hadst* known.”
 If John *has offended* you, he will make due apology.

NOTE XI.—That form of the Verb should be used which will most clearly express the time intended.

Obs.—In constructing Complex Sentences, the Tense of the Principal Sentence does not necessarily control the Tense of the Verb in the Auxiliary Sentence.

EXAMPLES.—1. “I *said* in my haste, all men *are* liars.”
 2. “He *has been* so long *idle*, that he *knows* not how to work.”
 3. “Copernicus *first demonstrated* that the earth *revolves* upon its axis.”
 4. “He *called* so loud that all the hollow deep *resounded*.”
 5. “Those that *seek* me early *shall find* me.”
 6. “‘And when we *are parted*, and when thou *art dead*, O, where *shall we lay* thee?’ his followers said.”

Obs. 4.—The variations for the Potential Mode are rather variations of *form* than to indicate distinctions of *time*—(his Mode being generally indifferent as to time.

EXAMPLE.—“O, *would* the scandal vanish with my life,
 Then happy *were* to me ensuing death!”

Obs. 5.—The Infinitive Present generally indicates indefinite *time*—the Finite Verb on which it depends commonly determines its tense.

EXAMPLES.—“I *went* TO SEE him.”—Present in form, but Past in sense.
 “I *shall go* TO SEE him.”—Present in form, but Future in sense.

Obs. 6.—But generally, to indicate past time, the Past Infinitive is used, *except when the Infinitive follows Verbs denoting purpose, expectation, wish, &c.*

EXAMPLES.—We *ought* TO HAVE GONE.
 I *purposed* TO WRITE many days ago.
 I *expected* TO MEET him yesterday.

FORM OF THE VERB.

NOTE XII.—That form of a Verb should be used which will correctly and fully express the fact intended.

Common Errors.—1. “There let him *lay*.”—Byron.
 2. “To you I *fly* for refuge.”—Murray.

Corrected.—There let him *lie*.—To you I *flee* for refuge.

VOICE.

Obs. 7.—The form of the *Active Voice* is properly used when the agent of the action expressed is made the Subject of the Sentence.

EXAMPLES.—1. *Columbus* discovered America.
 2. *Cesar* invaded Gaul.

Obs. 8.—The Passive form is used when the Object of the Act is made the Subject of the Sentence.

EXAMPLES.—1. America was discovered.
 2. Gaul was invaded.

Obs. 9.—The Agent of the Action is made the Object of an Adjunct Phrase, when the Verb takes the Passive form.

EXAMPLES.—*Active Voice*.—1. William HAS SOLVED the *problem*.
2. Mary *gave* me a *rose*.

Passive Voice.—1. The *problem* has been solved by William.
2. A *rose* was given [to] me by Mary.

Obs. 1.—Action is sometimes improperly predicated of a Passive Subject.

EXAMPLES.

You *are mistaken*.
for You *mistake*.
The *house is building*.
for The *house is being built*.
which means The house is *be[com]ing* built, i. e., people are at work upon it; but the house does not act.

REM.—This is one of the instances in which *Authority* is against *Philosophy*. For an *act* can not properly be predicated of a *Passive* Subject.

Many good writers properly reject this idiom.

“Mansfield’s prophecy *is being realized*.”—*Michelet’s Luther*.

TRANSITIVE AND INTRANSITIVE.

NOTE XIII.—A Verb which is necessarily Transitive requires an Object in construction, expressed or implied.

Obs. 1.—The appropriate Object of a Sentence should not be made the Object of a Phrase.

EXAMPLE.—“Transitive Verbs do not ADMIT of a *Preposition* after them.”—*Bullion’s Grammar*, p. 91.

CORRECTED.—Transitive Verbs do not admit Prepositions after them [to complete the Predicate].

NOTE XIV.—A Verb necessarily Intransitive should not have an Object, *except by poetic license or for other rhetorical purposes*.

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

EXCEPTION I.—But a small number of Verbs are used Transitive or Intransitive. (See p. 107, Obs. 1.)

EXCEPTION 2.—Some Intransitive Verbs may have Objects of their own signification.

EXAMPLES.—1. “I dreamed a *dream* that was not all a dream.”
2. “I have fought a good fight.”

Obs. 1.—Some Verbs, commonly used Intransitive, become Transitive by virtue of a Prepositional Prefix.

EXAMPLES.—1. John *goes* to school. “goes” is Intransitive.
2. John *undergoes* punishment. “undergoes” is Transitive.
3. The tower *looks* well. “looks” is Intransitive.
4. The tower *overlooks* the city. “overlooks” is Transitive.
5. He *comes* from the field.
6. “Green *becomes* my complexion best.”

Obs. 2.—In such examples of Compound Verbs in Predicate, it is generally—not always—the *Preposition in Composition* that makes the Verb Transitive. The Substantive following is, logically, the Object of the Preposition; but, grammatically considered, it is the Object of the Predicate, and should be parsed accordingly.

Obs. 3.—Verbs made Transitive by this use of Prefixes, can not elegantly be used in the Passive Voice.

EXAMPLES.—1. “John undergoes punishment.”—We may not say punishment is undergone by John.
2. “The tower overlooks the city.”—Nor, the city is overlooked by the tower.

Obs. 4.—Prepositions *not in composition*, used with Intransitive Verbs to introduce Adjunct Phrases, are construed with the Predicate when the Verb becomes Passive.

EXAMPLES.—1. “The children laughed at him.”—He was *laughed at* by the children.
2. “We often thought of our friends at home.”—Our friends at home were often *thought of*.

REM.—Such expressions are not often elegant, and should be avoided when the same thought can be otherwise expressed. Thus,
He was *derided* by the children.
Our friends at home were often remembered.

NOTE XV.—A Verb should not be used for its Participle in Predicate.

EXAMPLE.—James ought not to have *went*.
CORRECTED.—James ought not to have *gone*.

NOTE XVI.—A Participle should not take the place of its Verb.

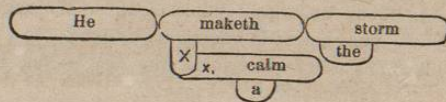
EXAMPLE.—“The work is imperfect;—you *done* it too hastily.”
CORRECTED.—“The work is imperfect; you *did* it too hastily.”

Obs. 2.—Parts of the Predicate of a Sentence may be omitted by ellipsis.

1. The leading Word.
“If [] heard aright,
It is the knell of my departed hours.”
2. The second Word.
“They may [] and should return to allegiance.”
3. The whole Predicate.
“While [] there we visited the Asylum.”
“To whom, thus Eve []”—*Milton*.

EXERCISES IN ANALYSIS AND PARSING.

“He maketh the storm a calm.”



ANALYSIS.

PRINCIPAL PARTS { He.....Subject,
Maketh...Predicate, } Simple Sentence—Transitive
Storm....Object,

ADJUNCTS..... { The.....Adjunct of “storm.”
To become a calm....Adjunct of “maketh.”
A.....Adjunct of “calm.”

PARSED.

He.....Is used for a Noun,Hence, a Pronoun.
“ Its form determines its
Person.Hence, Personal.
“ Spoken of.Hence, Third Person.
“ Denotes but one. . . .Hence, Singular Number
Subject of “maketh.”...Hence, Nominative Case.

RULE.—“The Subject of a Sentence must be in the Nominative Case.”

Maketh.....Asserts an act.....Hence, a Verb.
“ Act passes to an Object. . .Hence, Transitive.
“ Act done by its Subject...Hence, Active Voice.
“ Simply declares.Hence, Indicative Mode.
“ Denotes a present act....Hence, Present Tense.
“ Predicate of “he,” which
is of the Third Person,
Singular Number.Hence, Third Person, Sin-
gular Number.

RULE.—“A Verb must agree with its Subject in Person and Number

The.....Describes “storm”.....Hence, an Adjective.
“ Describes, by simply spe-
cifying.Hence, Specifying.
Storm.....Is a Name,.....Hence, a Noun.
“ Name of a class of things..Hence, Common.
“ Spoken of.Hence, Third Person.
“ Denotes but one.Hence, Singular Number
“ Object of action expressed
by “maketh.”.....Hence, Objective Case.

RULE.—The object of a Sentence must be in the Objective Case.

[To become] a calm. Modifies “maketh”—limit-
ing the act to its result...Hence, an Adverb.

A.....Describes “calm.”.....Hence, an Adjective.
“ Describes by simply spe-
cifying.Hence, Specifying.
Calm.....Is a Name.....Hence, a Noun.
“ Name of a class of things..Hence, Common.
“ Spoken of.....Hence, Third Person.
“ Denotes but one.Hence, Singular Number
“ Used in Predicate with
“become.”.....Hence, Independent Case

RULE.—Note.—“A Noun or a Pronoun used in Predicate with a
Verb, is in the Independent Case.”

REM.—The above is the correct grammatical construction of the
Sentence, and it is correctly parsed. But without the Adjunct Phrase
“to become a calm,” the word “maketh” could not properly have
“storm” as its Object. “Storm” is the Object of the modified Predicate
“maketh [causeth to become] a calm.”

GRAMMATICAL FALLACIES.

REM.—Let the Pupil correct the errors in the following Sentences, and give the authority for every criticism, by a proper reference to RULE 2, or to NOTES and OBSERVATIONS under the RULE.

- 1 "The rapidity of his movements were beyond example."—*Wells*.
- 2 "The mechanism of clocks and watches were totally unknown."
Hume.
- 3 "The Past Tense of these Verbs are very indefinite with respect to time."—*Bullion's Grammar*, p. 31.
- 4 "Everybody are very kind to her."—*Byron*.
- 5 "To study mathematics, require maturity of mind."
- 6 "That they were foreigners, were apparent in their dress."
- 7 "Coleridge the poet and philosopher have many admirers."
- 8 "No monstrous height, or length or breadth appear."—*Pope*.
- 9 "Common sense, as well as piety, tell us these are proper."
Commentary
- 10 "Wisdom or folly govern us."—*Fisk's Grammar*.
- 11 "Nor want nor cold his course delay."—*Johnson*.
- 12 "Hence naturally arise indifference or aversion between the parties."—*Brown's Estimates*.
- 13 "Wisdom, and not wealth, procure esteem."—*Ib.*
- 14 "No company likes to confess that they are ignorant."
Student's Manual.
- 15 "The people rejoices in that which should cause sorrow."
- 16 "Therein consists the force and use and nature of language."—*Berkley*.
- 17 "From him proceeds power, sanctification, truth, grace, and every other blessing we can conceive."—*Calvin*.
- 18 "How is the Gender and Number of the Relative known?"
Bullion's Practical Lessons.
- 19 "Hill and dale doth boast thy blessing."—*Milton*.
- 20 "The Syntax and Etymology of the language is thus spread before the learner."—*Bullion's Grammar*.
- 21 "In France the peasantry goes barefoot, and the middle sort makes use of wooden shoes."—*Harvey*.
- 22 "While all our youth prefers her to the rest."—*Waller*.
- 23 "A great majority of our authors is defective in manner."—*J. Brown*.
- 24 "Neither the intellect nor the heart are capable of being driven."

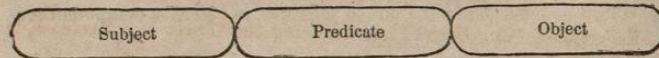
Abbott

- 25 "Nor he nor I are capable of harboring a thought against your peace."—*Walpole*.
- 26 "Neither riches nor fame render a man happy."—*Day's Grammar*.
- 27 "I or thou art the person who must undertake the business."—*Murray*.
- 28 "The quarrels of lovers, is a renewal of love."
- 29 "Two or more sentences united together, is called a compound sentence."—*Day's Grammar*.
- 30 "If I was a Greek, I should resist Turkish despotism."
Cardell's Grammar.
- 31 "I can not say that I admire this construction, though it be much used."—*Priestly's Grammar*, p. 172.
- 32 "It was observed in Chap. iii. that the disjunctive *or* had a double use."—*Churchill's Grammar*.
- 33 "I observed that love constituted the whole character of God."
Dwight.
- 34 "A stranger to the poem would not easily discover that this was verse."—*Murray*.
- 35 "Had I commanded you to have done this, you would thought hard of it."—*J. Brown*.
- 36 "I found him better than I expected to have found him."
Priestly's Grammar.
- 37 "There are several faults which I intended to have enumerated."
Webster
- 38 "An effort is making to abolish the law."
- 39 "The Spartan admiral was sailed to the Hellespont."—*Goldsmith*.
- 40 "So soon as he was landed, the multitude thronged about him."—*Ib.*
- 41 "Which they neither have nor can do."—*Barclay*.
- 42 "For you have but mistook me all the while."—*Shakspeare*.
- 43 "Who would not have let them appeared."—*Steele*.
- 44 "You were chose probationer."—*Spectator*.
- 45 "Had I known the character of the lecture, I would not have went."
- 46 "They don't ought to do it."—*Watkins*.
- 47 "Had I ought to place 'wise' in Predicate with 'makes'?"—*Pupil*.
- 48 "Whom they had sat at defiance."—*Bolingbroke*.
- 49 "Whereunto the righteous fly and are safe."—*Barclay*.
- 50 "She sets as a prototype, for exact imitation."—*Rash*.

REM.—After correcting the above examples, the Pupil should analyze and parse them—using the MODEL given on p. 204-5, or that on p. 183-4

III. *The Object of a Sentence.*

RULE 3.—The Object of an action or relation must be in the Objective Case.



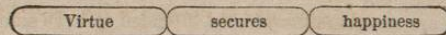
- EXAMPLES.—1. "Virtue secures happiness."
 2. Mary and Anna are writing letters.
 3. "Him from my childhood I have known."
 4. *Them* that honor me, I will honor."

OBS. 1.—The Object of a Sentence may be—

1. *A Noun*. . . . "Now twilight lets her curtain down,"
2. *A Pronoun*. . . . "And pins it with a star."
3. *A Phrase*. . . . "I doubted his having been a soldier."
4. *A Sentence* . . . "But Brutus says, he was ambitious."

(1) OBJECT WORD.

"Virtue secures happiness."



(a) FORM OF THE OBJECT.

OBS. 2.—The forms of Nouns do not distinguish the Objective Case from the Nominative or Subjective.

The Personal Pronouns and the Relative and the Interrogative *who* are the only Substantive Words that distinguish the cases by their forms.—(See Declension of Pronouns, page 89.)—Hence,

OBS. 3.—In constructing Sentences, special attention is required in giving to the Object of a Sentence its appropriate position.

POSITION OF THE OBJECT.

NOTE.—In position, the Object of a Sentence commonly follows the Predicate.

- EXAMPLES.—1. "Virtue secures happiness."
 2. "The King of Shadows loves a shining mark."
 3. "In the beginning God created the heavens and the earth."

EXCEPTION 1.—By the poets and for rhetorical effect, the Object is often placed before the Predicate.

- EXAMPLES.—1. "Him, from my childhood, I HAVE KNOWN."
 2. "New ills that latter stage AWAIT."
 3. "And all the air a solemn stillness HOLDS."

EXCEPTION 2.—A Relative Pronoun, being the Object of a Sentence, is placed before its Predicate.

- EXAMPLES.—1. "The evil *which* he FEARED, has come upon him."
 2. "Mount the horse *which* I HAVE CHOSEN for you."
 3. "We serve a Monarch *whom* we LOVE,—
 A God *whom* we ADORE."

TWO OR MORE OBJECTS.

OBS. 4.—A Sentence may have two or more Objects when they are connected in construction by Conjunctions, expressed or implied.

- EXAMPLES.—1. "God created the heaven and the earth."
 2. "Now twilight LETS her curtain down,
 And PINS it with a star."
 "For the Angel of Death SPREAD his wings on the blast,
 And BREATHED in the face of the foe as he passed."

REMARK.—These are Compound Sentences. In Sentence (1), "heaven" and "earth" are Objects of the same Verb, "created." In Sentence (2), "curtain" is the Object of "lets," and "it" is the Object of "pins." Sentence (3) is also Compound; yet it has but one Object, "breathed" being Intransitive.

OBS. 5.—The Objects of a Compound Sentence sometimes consist of different Words, indicating the same being or thing.

- EXAMPLES.—1. "By this dispensation, we HAVE LOST a neighbor, a friend, a brother."
 2. "Thus she addressed the Father of gods, and King of men."

OBS. 6.—But one Word used to limit the signification of another, cannot be in the same construction; and hence, the two Words are not Objects of the same Verb, unless they are compounded and parsed as one Element.

- EXAMPLES.—1. "We visited NAPLES, the home of our childhood."
 2. Have you seen COLERIDGE, the philosopher and poet?
 3. "And must I leave thee, Paradise?"

REM.—“Home” is a Noun, used to describe “Naples,” not as an Adjective, but as an equivalent name of the same place.

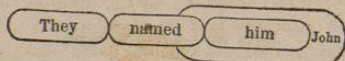
“Philosopher” and “poet” are Substantive appellations of the man, “Coleridge.”

“Paradise” limits the application of the word “*thce*.”

(See “Logical Adjuncts” and “Independent Case,” p. 85, Obs. 2, 3.)

Obs. 7.—The Verbs *appoint, call, choose, constitute, create, dub, elect, make, name, and proclaim*, sometimes have two Objects—one direct, and the other indirect.

EXAMPLES.—1. They named *him* JOHN.



2. The State Society elected *Rice* PRESIDENT.

3. And chose *Valentine* SECRETARY.

REM.—In Example (1), “him” is the *direct* Object—“John” the *remote* Object; and is, logically considered, a part of the Predicate—a *title* acquired by the action expressed by the Verb. The Verbs above given do not, in such examples, express the full Predicate, nor have we Verbs that *can*, unless, perhaps, in the following example:—

“They dubbed *him* KNIGHT.”

Equivalent.—“They KNIGHTED *him*.”

Obs. 8.—A Verb which, in the Active Voice, is followed by a direct and a remote object, retains the remote object as a part of the Passive Predicate.

EXAMPLES.—1. He is named *John*.

2. Rice was elected *President*.

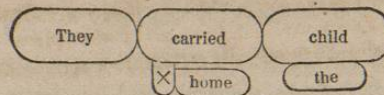
REM.—This construction is analogous to that of Substantive in Predicate with a Neuter Verb.

Thou art Peter—He is John.

Thou art—what?—Peter. He is—what?—named John. The word “Peter” completes the Predicate; the words “named John” complete the Predicate.

Obs. 9.—The construction noticed in Obs. 7 should be carefully distinguished from that in which a Verb is followed by two Objects—one of the Verb and the other of a Preposition suppressed.

EXAMPLE.—“They carried the *child* home.”



REM.—“Child” is the name of a young being, and, in this connection, is the proper object of “carried.” But “home” is a name applied to a habitation, a building, and “they” probably did not “carry” that. They carried the child to some place—and that place was its *home*.

“He told ME his *history*.”—He related to ME his *history*.

I asked *him* his OPINION.

“Our dear Joachim has asked me for my opinion.”—*Michelet's Luther*.

“He gave ME a book.”—He gave a book to me.”

REM.—In parsing examples like the above, the ellipsis should be supplied. Thus, “to his home” is an Adjunct of “carried.” Hence, an Adverbial Phrase.

“Home,” as a *Representative* of the Phrase, is an Adverb.

“Home,” as an Element in the Phrase, is a Noun—Object of *to* understood. Hence, in the Objective Case.

Obs. 10.—The Verbs *make, esteem, regard, consider, elect, bid, dare, feel, hear, see*, and some others, are often followed by an Infinitive Phrase having its Preposition (and sometimes the Verb) understood.

EXAMPLES.—1. “Lorenzo, these are thoughts that *make** man MAN.”

Young.

... these are thoughts that *make* man [TO BE] MAN.

2. “Teach *them* OBEDIENCE to the laws.”

Teach them [TO YIELD] OBEDIENCE to the laws.

REM.—In examples like these the second Noun or Pronoun is the Object of the Verb understood or used in Predicate with it. Thus, “man” is used in Predicate with “to be,” or “to become,” understood and “obedience” is the object of “yield.”

EXAMPLES.—1. Intemperance makes a man [to become] a fool.

2. “He maketh the storm [] a calm.” (See Diagram, p. 216.)

* The word *make* is generally thus used, when it signifies “to cause to be.” “to cause to become.”

NOTE IV.—Intransitive Verbs have no Object.

EXAMPLES.—I sit—Thou art—He sleeps.

Obs. 1.—But some Verbs, commonly used Intransitively, sometimes have Objects of their own signification.

- EXAMPLES.—1. I have fought a good *fight*.
 2. We ran a *race*.
 3. He sleeps the sleep of death.
 4. "Luther * * * * blew a *blast*."
 5. "[They] shout their raptures to the cloudless *skies*."

NOTE V.—A few Verbs may be used Transitive or Intransitively.

- EXAMPLES.—1. The sun *set* in the west.
 2. He *set* the inkstand on the table.
 3. Cool *blows* the wind.
 4. The wind *blows* the dust.

POSITION OF THE OBJECT.

Obs. 1.—When a Transitive Verb is followed by two Objects—one, the Object of the Verb, and the other the Object of a Preposition suppressed, the Object of the Preposition is placed between the Verb and its Object.

- EXAMPLES.—1. "Mary gave *me* a rose."
 2. "Bring *home* my books."

REM.—"Me" is an abridged Adjunct of "gave" (see Adverbs by Representation, p. 23), and is placed next its Verb according to the Rule for the Position of Adverbs (see p. 259).

Exception.—When the indirect Object suggests the important thought, or when it is the emphatic word in the Sentence, it is placed *after* the direct Object.

EXAMPLE.—"They carried the child *home*."

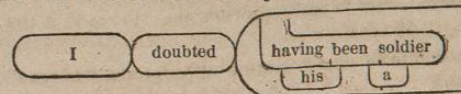
Obs. 2.—But, when the Preposition is expressed, the direct Object is placed next its Verb.

EXAMPLE.—"Mary gave a rose to *me*."

OBJECT PHRASE.

PRIN.—Transitive Verbs may have, as their Objects, *Substantive Phrases*.

EXAMPLES.—1. "I doubted *his having been a soldier*."



I doubted—*what?* Not "his," nor "having," nor "been," nor "a," nor "soldier," but the fact asserted by the whole Phrase—"His having been a soldier."

2. "His being a minister, prevented *his rising to civil power*."

Obs. 1.—Object Phrases are limited, almost exclusively, to the *Participial Form*, Prepositional and Infinitive Phrases being commonly used as Adjuncts, and Independent Phrases as Logical Adjuncts. (See p. 20, Obs. 1; see also Clark's Analysis, p. 115.)

Obs. 2.—But Prepositional, Infinitive, and Independent Phrases may be used *technically* as Objects of Transitive Verbs.

- EXAMPLES.—1. "The maniac repeated, '*on a bed of green sea-flowers*, during the interview."
 2. The damsel could not say "*to be loving*," without embarrassment.

Obs. 3.—Infinitive Phrases following Verbs, commonly indicate *purpose* or *cause*, and serve to limit the signification or application of Verbs. Such are properly called Adverbs.

- EXAMPLES.—1. Pupils are allowed *to read*.
 2. Pupils appear *to read*.
 3. Pupils assemble *to read*.
 4. Pupils ought *to read*.
 5. Pupils begin *to read*.
 6. Pupils wish *to read*.

REM. 1.—In Sentences (1), (2), (3), and (4), the Phrase "*to read*" is plainly Adverbial, the Predicate Verbs being necessarily Intransitive.

In the analysis of Sentences like (5) and (6), two sentiments obtain with prominent grammarians—1, that "*to read*" is the Object of "begin"

and "wish" (see Welch, p. 205, and others); 2d, that "beg.n" and "wish" are here Intransitive Verbs. (See Brown, p. 496, and others.)

The test given by these and other authors for determining the Object of a Verb, viz., the question *what?* does not seem to be appropriate.

Pupils beign—*what?* *to do what?*

Pupils wish—*what?* *to do what?*

If the question *what?* is more appropriate, "to read" is the Object of "wish." But,

If the question *to do what?* is more appropriate, "to read" is an Adjunct of "wish."

Obs. 4.—The Transitive Verbs having Objects expressed, are often limited by Infinitive Phrases.

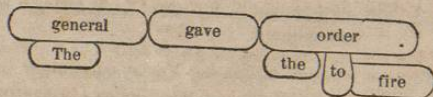
EXAMPLES.—1. The teacher REQUESTED William *to recite*.
2. I BELIEVE the milk-man *to be honest*.

REM. 2.—"To recite" is a Phrase, Adjunct of "requested;" it *limits* the request. "William" is the Object of "requested."

"To be honest" is a Phrase Adjunct of "believe;" milk-man is the Object of the modified Predicate "believe to be honest."

Obs. 5.—This construction should be carefully distinguished from that in which the Infinitive Phrase is Adjunct of the Object.

EXAMPLES.—1. The general gave the ORDER *to fire*.



2. The subordinate manifested a DISPOSITION *to dictate*.
3. The truant manifested no inclination *to return*.
4. Idle pupils manifest little anxiety *to improve*.
5. "But half of our heavy task was done,
When the bell tolled the hour *for retiring*."
6. "We have our various duties *to perform*."
7. "I have meat to eat that ye know not of."

REM. 3.—"To fire" limits "order;" hence, an Adjective.

"To dictate" limits "disposition;" hence, an Adjective.

Let the Pupil place Sentences (2), (3), and (4) in the given Diagram; and vary the Diagram for (5), (6), and (7).

OBJECT SENTENCE.

PRIN.—Many Transitive Verbs have as their Objects *Substantive Auxiliary Sentences*.

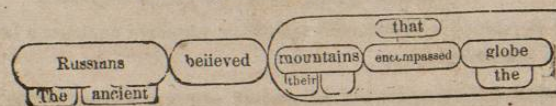
Obs.—Object Sentences are distinguished as *direct Objects* and *indirect Objects*.

EXAMPLES.

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

2. "Nathan said unto David, *Thou art the man*."

Indirect.—3. "The ancient Russians believed *that their northern mountains encompassed the globe*."



4. "God never meant *that man should scale the heavens by strides of human wisdom*."
5. "Can you tell *where my Highland laddie's gone?*"
6. "He hastily demanded *why I came*."
7. "The village all declared *how much he knew*."
8. "Did you but know *to whom I gave the ring*?"
9. "He little dreamed *what dangers threatened him*."
10. "We can not learn *who did it*."

REM. 1.—The Pupil will notice that Sentences used as *Indirect Objects*, are introduced by a Word or a Phrase *which constitutes, logically, the essential part of the Object*. Thus in sentence (4) "that" stands for the whole Proposition.

"Their northern mountains encompassed the globe."

"The ancient Russians believed *that*."

"My Highland laddie has gone,"—can you tell *where?*

"I gave the ring,"—did you but know *to whom?*

"Dangers threatened him"—he little dreamed *what*.

"Who did it?"—we can not learn.

REM. 2.—Still we are to regard the *entire Auxiliary Sentence* as the *Grammatical Object* of the Principal Predicate.

Obs. 2.—This construction is to be carefully distinguished from Complex Sentences, in which the Object Sentences are introduced by the Double Relative *what*.

- EXAMPLES.—1. "But here I stand and tell *what I do know*."
 2. "You have done what you should be sorry for."
 3. "I can not tell what you think of this life."

REM. 3.—Here, "what I do know" is the *modified* Object of "tell."

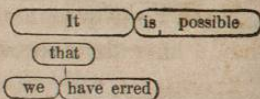
Obs. 3.—By another construction, Auxiliary Sentences are placed after Predicates of Principal Sentences—not as Objects, but as Adjuncts of purpose, cause, &c.

- EXAMPLES.—1. The pupil studies *that he may improve*.
 2. "And I am glad *that he has lived thus long*;
 3. And [] glad *that he has gone to his reward*."

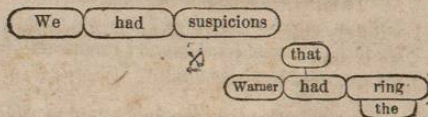
Obs. 4.—Another construction makes the Auxiliary Sentence a Logical Adjunct of a Substantive.

EXAMPLES.—"It is possible *that we have erred*."

(See "Independent Case," and "Independent Sentence," in place.)



"We had strong suspicions *that Warner had the ring*."



REM.—*What* were our suspicions?

Ans. *That Warner had the ring.*

Hence, "that Warner had the ring" is a logical Adjunct of "suspicions," and in the Diagram is placed under, but not attached to, "suspicions."

Obs. 5.—Sometimes a Principal Sentence is *thrown in* between the parts of an Objective Sentence.

- EXAMPLES.—1. "Whose charms, *we thought*, could never fade."
 2. "This explanation, *I doubt not*, will satisfy him."
 3. "But confidence, *he added*, is a plant of slow growth."

THE OBJECTS OF PHRASES.

REM.—Action is expressed by *Verbs* and by *Participles*. Relation is expressed by *Prepositions*. Hence,

Obs. 1.—The Object of a Verb or a Participle is the Object of an Action, and must be in the Objective Case.

EXAMPLES.

Verb in Predicate.—"He that GETTETH *wisdom*, LOVETH his own *scul*."

Infinitive Verb.—"I came to BURY *Cesar*, not to PRAISE *him*."

Participle.—"He could not avoid GIVING *offense*."

Obs. 2.—The Object of a Preposition is the Object of a Relation, indicated by the Preposition, and should be in the Objective Case.

EXAMPLES.—1. "The time of my *departure* is AT *hand*."

2. "For *me* your tributary stores *combine*."

3. "The boy stood ON the burning *deck*,

Whence all BUT *him* had fled."

4. "THAN *whom*, Satan EXCEPT, none higher sat."

NOTE I.—Nouns and Pronouns in the Objective Case, should have their appropriate forms.

EXAMPLES.—1. "Did you but know to *whom* I gave the *ring*."

2. "I call to *thee* with all my *voice*."

3. "It is not fit for such as *us*

To sit with rulers of the *land*."

EXCEPTION 1.—Rarely the Possessive form of Nouns and Pronouns in the Objective Case is used.

EXAMPLE—John is a friend of *mine*. (See p. 90.)

EXCEPTION 2.—Adjunct Sentences, introduced by the Conjunctions *as*, *before*, *than*, *till*, etc., are often contracted into Adjunct Phrases—the Subjects of the Sentences becoming the Objects of Phrases, often without a corresponding change of form. (See page 172.)

Obs.—The Objects of Phrases and Sentences may be *Words*, *Phrases*, or *Sentences*.

OBJECTS OF SENTENCES.

Let the following Sentences be analyzed by the CHART, and parsed:

- Word Objects.—1. "There thou shalt FIND my *cousin* Beatrice."—*Shaks*
 2. "His daring foe securely *him* DEFIED."—*Milton*.
 3. "The broom its yellow *leaf* HATH SHED."—*Langhorn*.
 4. "Did I REQUEST *thee*, Maker, from my clay,
 To mould me *man*?"—*Milton*.