

- Phrase Objects.*—5. "We may avoid talking nonsense on these subjects."
6. "I DOUBTED *their having it.*"
Sentence Objects.—7. "They say, '*This shall be,*' and it is."
8. "Athens FOUND *that neither art nor science could avail against depravity of morals.*"

II. OBJECTS OF PHRASES—INFINITIVE.

- Word Objects.*—9 "How I love to SEE *thee.*
Golden, evening sun!"
10. "I come to BURY *Cesar,* not to PRAISE *him.*"
Phrase Objects.—11. "He endeavored to PREVENT *our being tossed about by every wind of doctrine.*"
12. "It is difficult to DOUBT *his having seen military service.*"
Sentence Objects.—13. "This goes TO PROVE *what strange creatures we are,*"
14. "The Governor commands me to SAY, *that he has no further business with the Senate.*"

PARTICIPIAL.

- Word Objects.*—15 "SCALING *yonder peak,* I saw an eagle."
16. "FINDING *fault,* never does any good."
Phrase Objects.—17. "By OPPOSING *your going to college,* your father abridged your usefulness."
Sentence Objects.—18. "The ceremonies concluded by the doctors' SAYING, '*Gentlemen, we will resume our studies at seven to-morrow.*'"

PREPOSITIONAL.

- Word Objects.*—19. "There came to the beach a poor exile OF *Erin.*"
20. "You are a much greater loser THAN *me* by his death."—*Swift.*
21. "The Jesuits had more interest at court THAN *him,*"
Smollet.
22. "He suffers AS *them* that have no hope."
Maturin's Sermons.
Phrase Objects.—23. "In the matter OF *making and receiving presents,* much discretion is required."
24. "I had no knowledge OF *there being any connection between them.*"—*Stone.*
25. "To follow foolish precedents and wink
With both our eyes, is easier THAN *to think.*"
Sentence Objects.—26. "And all the air a solemn stillness hold—
SAVE *where the beetle wheels his droning flight.*"

QUESTIONS FOR REVIEW.

PAGE

- 208.—Repeat RULE III.—Make Examples to illustrate it.
The Object of a Sentence may consist of what? See Obs. 1.
What Object Words are distinguished by their forms? . See Obs. 2.
What is the usual *Position* of the Object?
209.—Mention the Exceptions, and give Examples.
When may two or more words be Objects of the same Verb?
Make Sentences to illustrate Obs. 4 and 5.
When may they not both be Objects of a preceding Verb?
Make Sentences to illustrate Obs. 6.
What Verbs may have *direct* and *indirect* Objects?
210.— Make Sentences to illustrate Obs. 7.
What Passive Verbs may have Objects?
Make Sentences to illustrate Obs. 8.
Make Sentences to illustrate Obs. 9
211.— Make Sentences to illustrate Obs. 10.
212.—What Verbs have no Objects? See Note IV
Make Sentences to illustrate Obs. 1.
What Verbs may be used Transitivity or Intransitivity?
Two Objects, one of a Verb and the other of a Preposition suppressed, have what *relative positions*?
Make Sentences to illustrate Obs. 2.
What position have the Objects when the Preposition is expressed?
Make Sentences to illustrate Obs. 3.
213.—What Phrases may be Objects of Sentences?
Make Sentences to illustrate Obs. 1.
215.—Make a Sentence having a sentence Object.

GRAMMATICAL FALLACIES.

☞ Let the Pupil correct the following Sentences, giving the proper authority for each correction:

1. "Let none touch it but those who are clean."—*Salé's Koran.*
2. "None but *thou,* O mighty prince, canst avert the blow."
3. "None but *thou* can aid us."
4. "No mortal man, save he, had e'er survived to say he saw."—*Scott.*
5. "We are alone; here's none but thee and I."—*Shakspeare.*
6. "Good Margaret, run *thee* into the parlor."—*Shakspeare.*
7. "He loves he knows not *who.*"—*Addison.*

PRONOUNS.

RULE 4.—A Pronoun must agree with its Antecedent in Person and Number.

NOTE I.—A Pronoun should have a Singular form,

(1.) When it represents one Singular Antecedent.

EXAMPLE.—*Henry* was quite well when I last saw *HIM*.

(2.) When it represents two or more Singular Antecedents taken separately.

EXAMPLE.—“The *oil* of peppermint, or any other volatile *oil*, dropped on paper, will soon evaporate; no trace of *it* will be left.”

NOTE II.—A Pronoun should have a Plural form,

(1.) When it has one Antecedent indicating Plurality.

EXAMPLE.—Few *men* are as wise as *they* might be.

(2.) When it has two or more Antecedents taken collectively.

EXAMPLE.—*Mary* and *Anna* always accomplish what *they* undertake.

PERSONAL PRONOUNS.

NOTE III.—The *form* of a Personal Pronoun should indicate its Person and Number.

Obs. 1.—The Pronouns *I* and *we* denote the person or persons speaking or writing—“*I*,” Singular—“*we*,” Plural. But,

Obs. 2.—“*We*” is used in the Singular by Editors and Emperors.

EXAMPLE.—“*We*, Nicholas I, Emperor of all the Russias.”

“*We* shall present *ourselves* as candidate at the next election.”

Obs. 3.—*Thou* is used in Solemn Style to denote a person addressed.

EXAMPLE.—“*Thou* didst weave this verdant roof”

Obs. 4.—*You* was formerly limited to the Second Person Plural, but is now used in the Second Person Singular and Plural. Its Verb is commonly in the Plural form.

EXAMPLES.—“*You are come* too late.”

You have accomplished your object.

Obs. 5.—But it has sometimes a Singular form.

EXAMPLES.—“On that happy day when *you was* given to the world.”

Dod's Mas.

“When *you was* here comforting me.”—*Pope.*

“Why *was* you glad?”—*Boswell's Life of Johnson.*

Obs. 6.—The Pronoun “*it*” often has an Indefinite or undetermined Antecedent; and may then represent any Gender, Person, or Number.

EXAMPLES.—“*It* snows.” “*It* rains.”

“*It* was my father.”

“*It* was the students.”

“A pleasant thing *it* is, to behold the sun.”

“If ever there was a ‘people's man,’ in the true sense, *it* was *Dr. Chalmers.*”—*B. B. Edwards.*

NOTE IV.—Pronouns of different Persons, used in the same connection, should have their appropriate position.

Obs. 1.—The Second Person is placed first—the Third next, and the First last.

EXAMPLE.—*You* and *James* and *I* have been invited.

Obs. 2.—But when a fault is confessed, this order is sometimes reversed.

EXAMPLE.—“*I* and *my people* have sinned.”

Obs. 3.—This position obtains also when we acknowledge a defeat or a common calamity.

EXAMPLE.—“Then *I* and *you* and all of us fell down,
Whilst bloody Treason flourished over us.”

NOTE V.—The Pronoun “*them*” should not be used Adjectively.

Incorrect.—Bring me *them* books.

Correct.—Bring me *those* books.

RELATIVE PRONOUNS.

Obs. 1.—A Relative Pronoun always performs a double office, and is used,

1. Substantively.

EXAMPLE.—He *who* studies, will improve.

“Who” relates to “he,” and is the Subject of studies—hence, a Substantive.

2. Conjunctively—introducing an Adjective Sentence.

EXAMPLE.—He *who* studies, will improve.

“Who studies,” is a Sentence used to describe “he.”

“Who” introduces the Sentence—hence it is used Conjunctively.

Obs. 2.—*Who* and *whom* are applied to man, and to other intelligent beings; *which*, to things; *that*, to persons or things.

EXAMPLES.—1. “He *that* attends to his interior self, has business.”

2. “Too low *they* build, who build beneath the stars.”

3. “He *whom* sea-severed realms obey.”

4. “The *books which* I had lost have been returned.”

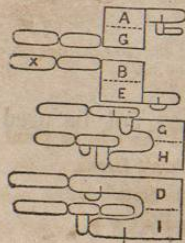
5. ——— “where is the *patience* now

That you so oft have boasted to retain?”—*Lear*, III. 6.

Obs. 3.—But the name of a person, taken as a *name merely*, or as a title, may be represented by the Relative *which*.

EXAMPLE.—*Shylock*—*which* is but another name for selfishness.

Obs. 5.—When the Relative “*what*” is used substantively, it bears a part in the structure of two sentences at the same time. It is always equivalent to “*that which*,” or “*the things which*.” The Antecedent part may be the Subject (A) or Object (B) of a Principal Sentence, the Object (c) of a Phrase in that Sentence, or used in Predicate (D). The Consequent or Relative part introduces an Auxiliary Sentence, which qualifies the Antecedent, and may be the Subject (E) or Object (e) of that Sentence, the Object of a Phrase (H), or used in Predicate with a Verb (I).



1. “WHAT reason weaves, by passion is undone.”

Pope.

2. “Deduct WHAT is but vanity.”—*Idem.*

3. “Each was favored with WHAT he most delighted in.”

4. “It is not WHAT I supposed it to be.”

Obs. 6.—*What* is sometimes a Simple Relative.

EXAMPLE.—“And *what* love can do, that dares love attempt.”—*Romeo.*

Obs. 7.—*Whoever*, *whosoever*, *whatever*, *whatsoever*, and *who* (used for *whoever*), have a construction similar to *what*.

EXAMPLES.—“*Whatever* purifies fortifies also the heart.”

“*Who* lives to nature rarely can be poor;

Who lives to Fancy, never can be rich.”

Obs. 8.—*What*, *which*, *whatever*, and *whatsoever*, are often used Adjectively.

EXAMPLES.—1. “*What* book have you?”

2. “*Whatever* object is most dear.”

3. “*Whatsoever* things are honest.”

4. “*Which* hope we have.”

Obs. 9.—*That* is sometimes improperly used for the Relative *what*.

EXAMPLE.—“Take *that* is thine.”

Obs. 10.—*What* is sometimes substituted for an Adverbial Phrase.

EXAMPLE.—“*What* [in what respect] shall it profit a man?”

Obs. 11.—*What* is sometimes used as an Exclamation.

EXAMPLE.—“*What!* Is thy servant a dog?”

Obs. 12.—The two words, *but what*—and also, *but that*—are sometimes improperly used for the Conjunction *that*.

EXAMPLES.—“I did not doubt *but what* you would come.”

“I did not doubt *but that* you would come.”

Corrected.—I did not doubt *that* you would come.

Obs. 13.—The Relatives *than* and *as* have Adjectives, or Adjective Pronouns, for their Antecedents.

As, when a Relative Pronoun, has for its Antecedent the word “*such*”—used Adjectively, or as an Adjective Pronoun.

Than follows *more*, or some other Adjective, in the Comparative Degree.

EXAMPLES.

1. “Nestled at his root
Is Beauty; *such* as blooms not in the glare
Of the broad sun.”—*Bryant.*
2. “We request *such* of you as think we overlaid the ode, to point out one word in it that would be better away.”—*Wilson's Burns.*
3. “He has *less* discretion *than* he was famed for having.”
4. “There is *more* owing her *than* is paid.”—*All's Well*, I. 3.

REM.—Let it be remembered, that *than* and *as* are Substantives only when they constitute Subjects or Objects of Sentences. Most teachers would regard those words in the Examples above as thus used, but a rigid analysis of these sentences would require the ellipses to be supplied—then the words *as* and *than* would perform the office of Prepositions.

Beauty such as [that which] blooms not, &c.
Less discretion than [that which] he was famed for having.

POSITION.

NOTE IV.—The Position of Relative Pronouns should be such as most clearly to indicate their Antecedents.

Obs. 1.—When a Relative is the Subject or the Object of an Auxiliary Sentence, it should be placed next its Antecedent.

- EXAMPLES.—1. “Can *all* *that* optics teach unfold
Thy form to please me so?”
2. “The *grave*, *that* never spoke before,
Hath found, at length, a tongue to chide.”

EXCEPTION.—To this rule there are exceptions.
“O, *they* love least *that* let men know their love.”—*Shakspeare*.

Obs. 2.—When the Relative is the Object of a Prepositional Phrase, it comes between its Antecedent and the Auxiliary Sentence with which that Phrase is construed.

EXAMPLE.—“We prize *that* most *for* *which* *we* labor most.”

REM.—“For which” modifies “labor”—“which” relates to “that.”

Obs. 3.—The Relative *that*, used as the Object of a Preposition, is placed before the Preposition. *Whom*, *which*, and *what*, are placed after their Prepositions.

- EXAMPLES.—1. “I have meat to eat *that* ye know not of.”
2. “Withhold not good from them *to* *whom* it is due.”
3. “The world *in* *which* we sojourn is not our home.”
4. “We could not learn *for* *what* he came.”

Obs. 4.—The Relative—whether the Subject or the Object of a Sentence, or the Object of a Phrase—can rarely be omitted without weakening the force of the expression.

- EXAMPLES.—1. “For is there aught in sleep [] can charm the wise?”
2. “The time may come [] you need not fly.”
3. “It is a question [] I can not answer.”

Obs. 5.—But the suppression of the Relative is allowed when the position of the words is such as to prevent ambiguity or weaken the expression.

- EXAMPLES.—1. “History is all the light we have in many cases; and we receive from it a great part of the useful truths we have.”
2. “But they that fight for freedom, undertake
The noblest cause mankind can have at stake.”

INTERROGATIVES.

NOTE V.—Interrogative Pronouns are construed like Personal Pronouns.

- EXAMPLES.—1. As the Subject of a Sentence—Who *has* the lesson?
2. As the Object of a Sentence—Whom *seek* ye?
3. As the Object of a Phrase—For what do we labor?

Obs. 1.—The Interrogative force of such Pronouns is commonly suppressed when they introduce Substantive Auxiliary Sentences.

- EXAMPLES.—1. We shall soon ascertain *who* has the lesson.
2. Ye still refuse to tell *whom* ye seek.
3. We scarcely know *for* *what* we labor.

Obs. 2.—But the Principal Sentence may remain Interrogative.

- EXAMPLES.—1. “Who shall decide *which* shall have the premium?”
2. How can you tell *whom* the teacher will reward?
3. By *whom* did you learn *for* *whom* I voted?

Obs. 3.—The word which answers a question has a construction similar to that of the word which asks it.

- EXAMPLES.—1. Whose book have you? *Mary's*.
2. How long was you going? *Three days*.
3. Where did you see him? *In Rochester*.
4. Whence came they? *From Ireland*.

REM.—“Mary's” specifies “book”—[during] “three days” modifies “was gone”—“in Rochester” modifies “did see”—“from Ireland” modifies “came.”

Obs. 4.—The Interrogative *what*, followed by the Conjunctions *though*, *if*, and some others, commonly belongs to a Principal Sentence understood, and on which the following sentence depends for sense.

- EXAMPLES.—1. "What if the foot aspired to be the head?"
What [would be the consequence] if the foot, &c.
2. "What though Destruction sweep these lovely plains?"
What [occasion have we to despair] though Destruction sweep these lovely plains?

ADJECTIVE PRONOUNS.

RULE 5.—Adjective Pronouns are substituted for the Nouns which they qualify.

NOTE I.—When used as Subjects, *each*, *either*, *neither*, *this*, *that*, and all other Adjective Pronouns indicating *unity*, require their Verbs to be in the *Singular Number*.

- EXAMPLES.—1. "Each believes its own."
2. *Either* is sufficient.

NOTE II.—*These*, *those*, *many*, *others*, *several*, and other Adjective Pronouns indicating *plurality*, require their Verbs to be in the *Plural*.

- EXAMPLES.—1. "These are the things which defile."
2. "Those were halcyon days."

NOTE III.—*Any*, *all*, *like*, *some*, *none*, *more*, and *such*, may have Verbs in the *Singular* or *Plural*, according as they indicate *unity* or *plurality*.

- EXAMPLES.—1. "None but the upright in heart are capable of being true friends."—*Y. L. Friend*.
2. "None has arrived."
3. "All are but parts of one stupendous whole."
4. "What if the field be lost? All is not lost."
5. "The like were never seen before." "Like produces like."

6. "Objects of importance must be portrayed by objects of importance; such as have grace, by things graceful."
7. "Nestled at its root
Is Beauty; such as blooms not in the glare
Of the broad sun."

Obs. 1.—Qualifying and some Specifying Adjectives receive the definitive "*the*" before them, on becoming Adjective Pronouns. They may be qualified by *Adjectives* or *Adverbs*, according as the *thing* or the *quality* is to be qualified.

- EXAMPLES.—1. "The good alone are great."
2. "The professedly good are not always really so."
3. "The much good done by him will not soon be forgotten."

"Professedly" modifies the *quality*—hence, is an *Adverb*.

"Much" limits the *things* done—hence, is an *Adjective*.

Obs. 2.—In the analysis of a Sentence, *each other*, *one another*, and similar distributives, are properly parsed as single words.

But, in strict construction the parts perform different offices.

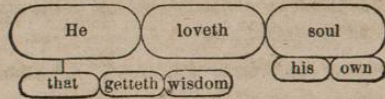
- EXAMPLES.—They assisted each other.
They assisted—each [assisted] the other.

Obs. 3.—When two things are mentioned in contrast, and severally referred to by Adjective Pronouns—*this* and *these*, refer to the *latter*—*that* and *those*, to the *former*.

- EXAMPLES.—1. "Here living tea-pots stand, one arm held out,
One bent; the handle *this*, and *that* the spout."—*Pope*
2. "Farewell, my friends; farewell, my foes;
My peace with *these* my love with *those*."—*Burns*.
3. "Some place the bliss in action; some, in ease:
Those call it pleasure; and contentment *these*."

EXERCISES.

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



ANALYSIS.

PRINCIPAL PARTS ..	{ He Subject of "loveth." Loveth Predicate of "he." Soul Object of "loveth."	} Complex Sentence. Principal, Simple. Transitive.
ADJUNCTS	{ That getteth } Adjunct of "he." wisdom His Adjuncts of "soul." own	
AUXILIARY SENTENCE	{ That Subject of "getteth." Getteth Predicate of "that." Wisdom Object of "getteth."	} Auxiliary, Simple Transitive.

PARSED.

- He Is used for a name. Hence, a Pronoun.
- " Its form denotes its Person. Hence, Personal.
- " Has the form of the Masculine. . . Hence, Masculine Gender.
- " Spoken of. Hence, Third Person.
- " Denotes but one. Hence, Singular Number.
- " Subject of 'loveth.' Hence, Nominative Case.

RULE 1.—"The Subject of a Sentence must be in the Nominative Case."

That } Is used to describe "He." Hence, an Adjective
getteth }
wisdom }

- That Is used for a name. Hence, a Pronoun.
- " Introduces a sentence which qualifies its Antecedent. Hence, Relative.
- " Relates to "he" as its Antecedent. Hence, { Masculine Gender,
Third Person,
Singular Number.

RULE 4.—"A Pronoun must agree with its Antecedent in Gender Person and Number."

- " Subject of "getteth." Hence, Nominative Case.

RULE 1.—"The Subject of a Sentence must be in the Nominative Case."

- Getteth . . Expresses an action. Hence, a Verb.
- " Act passes to an Object. Hence, Transitive
- " Act done by its Subject. Hence, Active Voice.
- " Simply declares. Hence, Indicative Mode.
- " Denotes time present. Hence, Present Tense.
- " Predicate of "that." Hence, { Third Person,
Singular Number

RULE 2.—"A Verb must agree with its Subject in Person and Number."

- Wisdom . . Is a name. Hence, a Noun.
- " Name of a quality. Hence, Abstract.
- " Spoken of. Hence, Third Person.
- " Denotes but one. Hence, Singular Number.
- " Object of "getteth." Hence, Objective Case.

RULE 3.—"The Object of an Action or Relation must be in the Objective Case."

- Loveth . . Expresses an action. Hence, a Verb.
- " Act passes to an Object. Hence, Transitive.
- " Simply declares. Hence, Indicative Mode.
- " Denotes a present act. Hence, Present Tense.
- " Predicate of "that." Hence, { Third Person,
Singular Number

RULE 2.—"A Verb must agree with its Subject in Person and Number."

- His Describes "soul." Hence, an Adjective.
- " Describes by specifying. Hence, Specifying.
- " Specifies by denoting possession. . . Hence, Possessive.

- Own Describes "soul." Hence, an Adjective.
- " Describes by specifying. Hence, Specifying.
- " Specifies by denoting possession. . . Hence, Possessive.

- Soul Is a name. Hence, a Noun.
- " Denotes one of a class. Hence, Common.
- " Spoken of. Hence, Third Person.
- " Denotes but one. Hence, Singular Number.
- " Object of "loveth." Hence, Objective Case.

RULE 3.—"The Object of an Action or Relation must be in the Objective Case."

ADDITIONAL EXAMPLES.

1. The *man* who was present can give the particulars.
2. The *person* whom we met appeared very much alarmed.
3. I saw the *wretch* THAT did it.
4. We saw the *man* whom you described.
5. "Hesperus, that led
The starry host, rode brightest."—*Milton*.
6. "Memory and Forecast just returns engage—
That pointing back to youth, this on to age."
7. "There is something in their hearts which passes speech."—*Story*
8. "Behind the sea-girt rock, the star
That led him on from crown to crown
Has sunk."—*Pierpont*.
9. "The mountain-cloud
That night hangs round him, and the breath
Of morning scatters, is the shroud
That wraps the conqueror's clay in death."—*Idem*.
10. "Mount the horse
Which I have chosen for thee."—*Coleridge*.
11. "Few be they who will stand out faithful to thee."—*Idem*.
12. "For cold and stiff and still are they, who wrought
Thy walls annoy."—*Macaulay*.
13. "Ishmael's wandering race, that rode
On camels o'er the spicy tract that lay
From Persia to the Red Sea coast."—*Pollok*.
14. "The king granted the Jews which were in every city, to gather
themselves together, and to stand for their life, to destroy, to
slay, and to cause to perish, all the power of the people and
province that would assault them."—*Bible*.
15. "We have more than heart could wish."
16. "My punishment is greater than I can bear."

INDEPENDENT CASE.

RULE 6.—A Noun or a Pronoun, not dependent on any other word in construction, is in the Independent Case.

REM.—As the grammatical Subject of a Sentence is limited to the Nominative Case of Nouns and Pronouns, so the Nominative Case is properly limited to the Subject of a Sentence. Hence the term "Nominative Case Independent" is inappropriate.

NOTE I.—The name of a person or thing addressed is in the Independent Case.

EXAMPLES.—1. "FRIENDS, ROMANS, COUNTRYMEN."

2. "Come, gentle SPRING—ethereal MILDNESS, come."

OBS. 1.—In the last example the word *thou*, understood, is the proper subject of "come." The words "spring" and "mildness" are addressed, and are independent in construction.

NOTE II.—A Noun or a Pronoun, used to explain a preceding Noun or Pronoun, is in the Independent Case.

EXAMPLES.—1. *Paul*, the APOSTLE, wrote to Timothy.

2. "Up springs the *lark*, shrill-voiced and shrewd,
The MESSENGER of morn."

OBS. 1.—This Note applies also to Phrases and Sentences.

EXAMPLES.—1. It is our *duty* to STUDY.

2. "*It* is possible THAT WE HAVE MISJUDGED."

3. "I shall be dignified with this high *honor*—TO BEAR
MY LADY'S TRAIN."

(See p. 236.)

OBS. 2.—An Independent Noun or Pronoun is properly a logical Adjunct when it is used to describe or limit another word.

EXAMPLES.—*Paul* the APOSTLE.—*Peter* the GREAT.

REM.—"Apostle" describes "Paul," by limiting the application of that name to a particular individual.

NOTE III.—A Noun or a Pronoun, used as the Leader of an Independent Phrase, is in the Independent Case.

- EXAMPLES.—1. *The hour having arrived*, we commenced the exercises.
2. "Thus talking, **HAND** in hand, alone they passed
On to their blissful bower."

NOTE IV.—A Noun or a Pronoun, used in Predicate with a Verb, is in the Independent Case.

- EXAMPLES.—"Thou art a *scholar*." It is *I*. "God is *love*."
"He maketh the storm a *calm*."

Obs.—A Noun or a Pronoun used in Predicate, may have the form of the Nominative or the Objective Case.

- EXAMPLES.—"I thought it to be *him*; but it was not *him*."
"It was not *me* that you saw."

REM.—This idiom is established by good authority—ancient and modern—and grammarians can not well alter the custom.

- "Nescire quid acciderit antequam natus es, est semper esse *puerum*."
"Not to know what happened before you was born, is always to be a boy."

Here, "*puerum*" (boy), has the form of the Accusative Case (Objective), and can not be the Nominative.

NOTE V.—A Noun or a Pronoun, used for Euphony, is in the Independent Case.

- EXAMPLE.—"The moon *herself* is lost in heaven."

Obs.—In this Note are properly included Nouns and Pronouns repeated for the sake of emphasis.

- EXAMPLE.—"This, **THIS** is thinking free."

NOTE VI.—A Noun or a Pronoun denoting the Subject of remark—the title of a book—used in address, or in exclamation, etc., is in the Independent Case.

- EXAMPLES.—1. "Our *Fathers!* where are they and the *Prophets!* do they live forever?"
2. "Wright's *Orthography*."
3. "Davies' *Mathematics*."
4. *J. Q. Adams*, Quincy, Mass.

Adverbial Sentences are often elegantly condensed into Independent Phrases.

EXAMPLES.

- Sentence.—*When the hour had arrived*, we commenced the exercises.
Phrase.—*The hour having arrived*, we commenced the exercises.

REM. 1.—"When the hour had arrived" is a Grammatical Adjunct of "commenced," an *Adverbial Sentence*. "*Hour*" is the subject of that Sentence: hence in the *Nominative Case*.

2. "The hour having arrived," is a Logical Adjunct of "commenced," an Independent Phrase. "*Hour*" is the Leader of that Phrase: hence in the *Independent Case*.

Obs. 7.—By a custom not to be recommended nor allowed, except by "poetic license," an Independent Phrase is sometimes preceded by a Preposition, which does not indicate a relation, nor properly connect it to an Antecedent.

- EXAMPLES.—1. "With *arm in arm*, the forest rose on high,
And lessons gave of brotherly regard."
2. "UPON *our horse becoming weary*, we procured lodgings
at a private house."

REM. 1.—"With" is not necessary to the grammatical construction of the Sentence—its affix being simply to preserve the rhythm.

2. The use of "upon" is unnecessary and improper.

EXERCISES IN THE USE OF THE INDEPENDENT CASE.

1. O Absalom! my son, my son!
2. Lend me your songs, ye *nightingales!*
3. How is it possible *not to feel grateful for such benefits!*
4. Other things being equal, we prefer a fruit-growing climate.
5. Thou art the ruins of the noblest man
That ever lived in the tide of time.
6. Henceforth I never will be *Romeo*.
7. John dislikes to be called an idle *boy*.
8. That little indiscretion made him my *enemy*.
9. His teeth *they* chatter still.
10. Love and *love* only is the loan for love.
11. My *friends*—do **THEY** now and then send
A wish or a thought after me?
12. **HE** is the free *man* whom the truth makes free.

ADJUNCTS.

PRIN.—Adjuncts belong to the words which they modify or describe.

THE FORMS OF ADJUNCTS.

Obs. 1.—Adjuncts may consist of Words, Phrases, or Sentences.

- EXAMPLES.—1. *A Word*.—We were walking homeward.
 2. *A Phrase*.—We were walking towards home
 3. *A Sentence*.—"Let me stand here till thou remember it."
Romeo.

NOTE I.—In the use of Adjuncts, that form should be employed which will most fully convey the sense intended.

Obs. 1.—Many Adjunct Words, Phrases, and Sentences are interchangeable.

EXAMPLES.

- Word Adjuncts*.—1. "An honest MAN is the noblest work of God"
 2. "Dark DAYS are remembered."
 3. "The wind's low SIGH."
 4. James CAME to school early.
Phrase Adjuncts—5. A MAN of honesty is the noblest work of God.
 6. Let him remember the DAYS of darkness.
 7. The low SIGH of the wind.
 8. James CAME to school at an early hour.
Sentence Adjuncts.—9. A MAN who is honest, is the noblest work of God.
 10. DAYS which are dark, are long remembered.
 11. The low SIGH which the wind seems to make.
 12. James CAME to school while it was yet early.

Obs. 2.—But this interchange of Adjuncts is not always admissible.

EXAMPLES.

- Correct*.—"The TIME of my departure is at hand."
Incorrect.—My departure's TIME is at hand. (See Obs. 3, p. 245)
 Obs. 3.—Adjuncts are often Complex. One Adjunct Word may be qualified or limited by another Word.
 EXAMPLES.—Two HUNDRED dollars.
 The CLOUD's deep voice. The WIND's low sigh.

Obs. 4.—An Adjunct Word may be limited by a Phrase.

- EXAMPLES.—"From the shore, EAT into caverns, by the restless wave."
 "Wisdom is too high for a fool."

Obs. 5.—An Adjunct Word may be limited by a Sentence.

- EXAMPLES.—"He called so loud that all the hollow deep resounded."
 "Oft as the morning dawns should gratitude ascend."
 (See Diagram, p. 42, and Diagram 3, p. 44.)

Obs. 6.—An Adjunct Phrase may be limited by a Word.

- EXAMPLE.—Robert went almost to BOSTON. (See Diagram.)

Obs. 7.—An Adjunct Sentence may be limited by a Word.

- EXAMPLES.—"Not as the conqueror comes,
 They the true-hearted came."

THE OFFICES OF ADJUNCTS.

Obs. 1.—Adjuncts may be attached to any of the five Elements of Sentences.

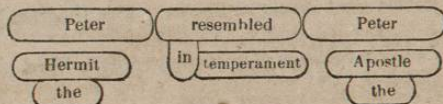
1. *To the Subject*. . . . 1. "The KING [of shadows] loves a shining mark."
 (See Diagram, p. 39.)
 2. *To the Predicate*. . . 2. "And [when its yellow luster smiled
 O'er mountains yet untrod],
 Each mother HELD aloft her child,
 To bless the bow of God."
 (See Diagram, p. 62.)
 3. *To the Object*. . . . 3. "One ink-drop, on a solitary thought,
 Hath moved the MIND of millions."
 (See Diagram.)
 4. *To the Adjective*. . . 4. "The truly VIRTUOUS man is not REGARDLESS of
 his reputation."
 (See Diagram.)
 5. *To the Adverb*. . . . 5. "Wisdom is too high for a fool."
 (See Diagram.)
 Hence,

PRIN.—All Adjuncts of *Substantives* are to be parsed as *Adjectives*; Adjuncts of *Verbs*, *Participles*, *Adjectives*, and *Adverbs*, are to be parsed as *Adverbs*.

Obs.—In addition to *Grammatical Adjuncts*, we have what may properly be called *Logical Adjuncts*. These are commonly *Substantives*, independent in construction, yet serving indirectly to limit or modify other Elements.

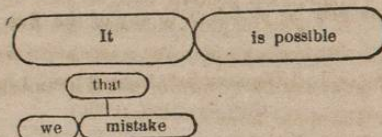
EXAMPLES.

1. PETER the *Hermit* resembled, in temperament, PETER the *Apostle*.



REM.—“Hermit” and “Apostle” are Nouns, yet serve to distinguish the two men named “Peter.”

2. It is possible *that we mistake*.”



REM.—“*That we mistake*” limits the signification of the word “It.”

For further Observations on Logical Adjuncts, see “INDEPENDENT CASE,” Part II., p. 85.

ADJECTIVES.

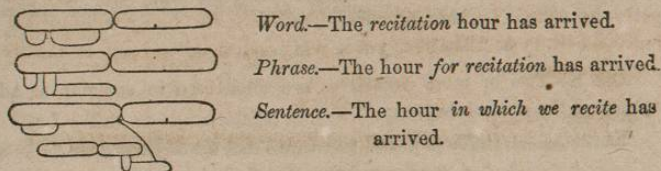
RULE 7. — Adjectives belong to Nouns and Pronouns which they describe.

Obs. 1.—It should be remembered that any word whose most important office is to specify, qualify, or otherwise describe a Noun or a Pronoun, is, *therefore*, an Adjective. (See Def. 97.) A word which is sometimes or generally used as some other “part of speech,” may in certain connections, be used Adjectively, and when thus used, it is an Adjective.

EXAMPLES.—An *iron fence*—*Working oxen*.

REM.—Every Adjective having its Substantive understood, becomes Pronominal (See Adjective Pronouns, p. 93.)

Obs. 2.—An Adjective may consist of a



ADJECTIVE WORDS.

Obs.—Adjectives describe Substantives in two distinct methods:

(1.) As an ordinary epithet, in which the attribute is not *asserted*, but *implied* or *assumed*.

- EXAMPLES.—1. A *sweet* apple.
2. A *few* inhabitants.
3. “Night, *sable* goddess, from *her* *ebon* throne,
In *rayless* majesty, now stretches forth
Her *leaden* scepter o’er a *slumbering* world.”

(2.) By *asserting* the attribute with the aid of a Verb or a Participle.

- EXAMPLES.—4. The apple is *sweet*.
5. The inhabitants are *few*.
6. The world is *slumbering*.
7. “This latter mode of expression falls *short* of the force and vehemence of the former.”—*Murray*.

THE FORMS OF ADJECTIVES.

REM. 1.—Many words in the English Language are, primarily, Adjectives.

EXAMPLES.—Hard—soft—sour—sweet—good—bad—old—young.

REM. 2.—But most words used as Adjectives, are Derivative Words

EXAMPLES.—Arabian—virtuous—hopeful—masterly.

REM. 3.—Many Adjectives have the same form as the Noun.

EXAMPLES.—A *silver* pencil—a *gold* pen—a *stone* bridge.

NOTE I.—That form of the Adjective should be used which is in accordance with reputable usage.

- EXAMPLES.—1. A *gold* pen—not a *golden* pen.
 2. A *silver* pencil—not a *silvery* pencil.
 3. “*Golden* ears, though richly waving,
 Must, in harvest, fall.”
 4. “The *silvery* tide will leave thee.”

Obs. 1.—Two or more Adjectives are often used in common as Adjuncts of the same Substantive.

- EXAMPLES.—1. “*The tall dark* MOUNTAINS and *the deep-toned* SEA.”
 2. “*A TEMPER, passionate and fierce,*
 May suddenly your joys disperse,
 At *one immense* EXPLOSION.”

REM.—But the same Noun rarely has more than one *Specifying* Adjective. (See *Specifying* Adjectives below.)

Obs. 2.—When two or more Adjectives belong to the same Noun they may—

- (1.) Severally qualify the Substantive only; or,
- (2.) One Adjective may belong to the Noun as modified by the other

- EXAMPLES.—1. “He was a *tall, athletic, vigorous* man.”
 2. “Lamartine acted a conspicuous part in the *late French* Revolution.”

REM.—“Tall,” “athletic,” and “vigorous,” are Adjectives—each standing in the same relation to the Word “man.”

“French” describes or limits “Revolution;” “late” limits “French Revolution.”

Obs. 3.—This construction should be distinguished from that in which the Adjective—and not the Adjective and the Noun combined—is modified by an Adverb.

- EXAMPLES.—A *very* BEAUTIFUL flower. A *long-neglected* duty.

Obs. 4.—A Possessive *Specifying* Adjective may be limited by another Adjective.

- EXAMPLES.—“He heard *the king's* command,
 And saw *that writing's* truth”
 (See page 246.)

QUALIFYING ADJECTIVES.

COMPARISON.

REM.—As things are equal or unequal, similar or dissimilar, we have words indicating those differences. Hence,

1. COMPARISON OF EQUALITY.

Obs. 1.—Two or more things, similar in any given quality, are compared by the use of the word *As*, placed before the latter term.

- EXAMPLES.—1. John is as tall as *James*.
 2. Warner is not so fair as *Arthur*.
 3. “England can spare from her service *such* men as *him*.”—*Lord Brougham*.

Obs. 2.—The *former* term of the comparison of equality may be preceded by *As* or *So*, and sometimes by *Such*. (See Examples above.)

2. COMPARISON OF INEQUALITY.

NOTE II.—In Comparisons of Inequality, when but two things are compared, the former term requires an Adjective of the *Comparative* Degree.

- EXAMPLES.—1. “They are *stronger* than lions.”—*Taylor*.
 2. “Thou hast been *wiser* all the while than me.”—*Southey*.
 3. “Their instinct is *more* perfect than that of man.”

EXCEPTION.—Some good writers employ the *Superlative*.

EXAMPLE.—“The largest boat of the two was cut loose.”—*Cowper*.

Obs. 1.—The second term of comparison is commonly introduced by the word *Than*.

(See Examples above.)

Obs. 2.—When the second term is a Substantive word, *Than* is a Preposition.

- EXAMPLES.—1. “She suffers hourly more than me.”—*Swift*.
 2. “*Than* whom, Satan except, none higher sat.”—*Milton*.