

till the great day! 20. O God, we are but leaves on thy stream, clouds in thy sky. 21. Talk to the point, and stop when you have reached it.

22. It was now the Sabbath-day, and a small congregation of about a hundred souls, had met for divine service, in a place more magnificent than any temple that human hands had ever built to Deity.—*Wilson*.

23. I know thou art gone where the weary are blest,
And the mourner looks up and is glad.

24. What matter how the night behaved?
What matter how the north wind raved?—*Whittier*.

25. Bird of the broad and sweeping wing,
Thy home is high in heaven,
Where the wide storms their banners fling,
And the tempest clouds are driven.—*Percival*.

ELEMENTS.

160. PRINCIPAL ELEMENTS.

1. The **Principal Elements** of a proposition are those which are necessary to its construction. They are the *Subject* and the *Predicate*.

2. The **Subject** of a proposition is that of which something is affirmed.

Ex.—“*Time* is precious.” “*Time*” is the *subject*; it is that of which “precious” is affirmed.

3. The **Predicate** of a proposition is that which is affirmed of the subject.

Ex.—“*Time* is precious.” “*Precious*” is the *predicate*; it is that which is affirmed of the subject.

Rem.—In these definitions, the term “affirm” is meant to include *say, ask for, command, entreat, or exclaim*.

4. The subject may be a *word*, a *phrase*, or a *clause*.

Ex.—*Winter* is coming. *H* is a letter. *To steal* is base. “*Pay as you go*,” is a good rule. “*Why will he persist?*” is often asked.

Rem.—The subject of a proposition may be known by its answering the question formed by using *Who?* or *What?* with the predicate.

Ex.—“*John* is careless.” *Who* is careless? **Ans.**—“*John*.” “*John*,” therefore, is the subject. “*To be sick* is disagreeable.” *What* is disagreeable? **Ans.**—“*To be sick*.” “*To be sick*,” therefore, is the subject.

5. The **Copula** is some form of the verb *to be* (*is, was, might be, etc.*), or of some other *copulative* verb. Its office is to affirm the predicate of the subject.

Ex.—“*Silence* is impressive.” “*Is*” is the *copula*, and “*impressive*” the *predicate*. “*Gold* is a metal.” “*Is*” is the *copula*, and “*metal*” the *predicate*. “*He may have been* injudicious.” “*May have been*” is the *copula*, and “*injudicious*” the *predicate*. “*The fields* look green.” “*Look*” is the *copula*, and “*green*” the *predicate*.

6. In affirming *action, being, or state*, the copula and predicate are generally united in one word, or one form, called a *verb*.

Ex.—*Pupils study. I am. The house stands. Rain is falling. Letters are written.*

7. The copula is sometimes followed by the infinitive of the verb *to be* or of some other copulative verb; as, “*The boy seems to be sick*;” “*The detective was to appear inattentive*.” The infinitive depends upon the copula, and is an adverbial element; the entire expression is called a **strengthened copula**.

8. The Predicate may be a *word*, a *phrase*, or a *clause*.

Ex.—*Horses gallop. Wheat is a vegetable. The sun was shining. To obey is to enjoy.* He seems honest. My desire is, *that you attend school*.

Rem.—The predicate is sometimes erroneously called the *attribute* of a proposition, and the copula and predicate, taken together, the *predicate*.

161. MODELS FOR ANALYSIS.

I. "Birds sing."

This is a *sentence; declarative; simple*.

Birds is the subject; it is that of which something is affirmed; **sing** is the predicate; it is that which is affirmed of the subject.

II. "Scholars should be studious."

This is a *sentence; declarative; simple*.

Scholars is the subject; **studious** is the predicate; **should be** is the copula.

III. "Franklin was a philosopher."

This is a *sentence; declarative; simple*.

Franklin is the subject; **philosopher** is the predicate; **was** is the copula.

IV. "He was considered responsible."

This is a *sentence; declarative; simple*.

He is the subject; **responsible** is the predicate; **was considered** is the copula.

V. "Be truthful."

This is a *sentence; imperative; simple*.

Thou or **you**, understood, is the subject; **truthful** is the predicate; **be** is the copula.

162. EXERCISES IN ANALYSIS.

1. Children play. 2. Virtue ennobles. 3. Spring has come.
4. Winter has departed. 5. You may go. 6. Mary might

have sung. 7. Horses can run. 8. Flowers are blooming. 9. Money may be loaned. 10. Books will be bought. 11. Stars were shining. 12. John should have been studying.

13. Glass is brittle. 14. Water is transparent. 15. Savages may be merciful. 16. Men should be just. 17. Samuel should have been obedient. 18. Geography is interesting. 19. Job was patient. 20. I will be industrious. 21. They have been successful.

22. Iron is a metal. 23. Flies are insects. 24. Napoleon was a general. 25. Ostriches are birds. 26. "Men would be angels; angels would be gods." 27. They may have been truants. 28. Howard was a philanthropist. 29. He might have been a lawyer. 30. George had been a captain.

31. John looks cold. 32. I feel aguish. 33. Ants appear industrious. 34. Washington was elected president. 35. Avarice has become his master. 36. He seems dejected. 37. He became wealthy. 38. It was deemed inexpedient.

163. ARRANGEMENT OF ELEMENTS.

1. **Arrangement** is the correct *placing* of elements.
2. Elements are arranged in *Natural* or *Inverted* order.
3. The **Natural** order of arrangement is that which is most customary.
4. The **Inverted** order of arrangement is any departure from the natural order.

Rem.—In inverted order, the elements are said to be transposed.

5. The *Natural* order of arrangement is:

In **Declarative Sentences**:

1. *Subject . . . Predicate*; as, "Winds blow."
2. *Subject . . . Copula . . . Predicate*; as, "Chalk is white."
3. *Subject . . . Auxiliary . . . Predicate*; as, "You may go."

In Interrogative Sentences:

1. *Copula . . . Subject . . . Predicate*; as, "Is he wise?"
2. *Auxiliary . . . Subject . . . Predicate*; as, "May I go?"
3. *Predicate . . . Subject*; as, "Say you so?"
4. *Subject . . . Predicate*; as, "Who remained?"

In Imperative Sentences:

1. *Predicate . . . Subject*; as, "Go thou."
2. *Copula . . . Subject . . . Predicate*; as, "Be ye merciful."

In Exclamatory Sentences, the arrangement is the same as in declarative, interrogative, and imperative sentences.

6. The *Inverted* order is used when the predicate is made emphatic.

Rem.—*Inversion* occurs in declarative and exclamatory sentences. The usual order of arrangement is: *Predicate . . . Copula . . . Subject*; as, "Great was our wonder;" "Known unto God are all his works."

164. EXERCISES IN SYNTHESIS.

Affirm actions of the following subjects:

Winds, waters, stars, fire, light, acorns, sheep, rabbits, fishes, men, women, boys, girls, children, thunder, lightning, storms, nobles, kings, merchants.

Models.—Winds *blow*. Storms *rage*.

Affirm quality of the following subjects:

Apples, cherries, peaches, fruit, books, desks, winter, spring, summer, autumn, sugar, quinine, vinegar, grammar, writing, evenings, darkness, chemistry, geography.

Models.—Apples *are ripe*. Quinine *is bitter*.

Ascertain all the distinguishing properties of five substances. Affirm them of the substances to which they belong.

Models.—Chalk *is white*; chalk *is opaque*; chalk *is brittle*; chalk *is incombustible*, etc.

Affirm class or kind of the following subjects:

Oranges, horses, hens, flies, Henry, Washington, ships, gold, silver, sharks, water, air, table.

Models.—Oranges *are fruit*. Henry *is a clerk*.

165. SUBORDINATE ELEMENTS.

1. A **Modifier** is a word, phrase, or clause joined to a term to limit or restrict its meaning or application.

Ex.—A *wealthy* man. Chairs *to mend*. A man *who is wealthy*.

2. **Subordinate Elements** are those which modify other elements. They are distinguished as *Objective*, *Adjective*, and *Adverbial*.

166. OBJECTIVE ELEMENT.

An **Objective Element** is a word or group of words which completes the meaning of a transitive verb in the active voice, or of its participles. It is usually called the **object**.

Ex.—Heat melts *metals*. Men love *money*. I wish *to be quiet*. Alice knew *that we were not at home*. *Him* they sought.

Rem. 1.—The objective element answers the question formed by using *Whom?* or *What?* with the predicate, or with the subject and predicate.

Ex.—"John writes letters." Writes *what?* **Ans.**—"Letters" = the *object*. "Brutus killed Caesar." Brutus killed *whom?* **Ans.**—"Caesar" = the *object*.

Rem. 2.—By "completing the meaning of a verb" is meant restricting its application, by stating that on which its action terminates. In the sentence "John writes," the predicate "writes" is taken in its most general sense: *what* John writes is not mentioned. In the sentence "John writes letters," the application of the predicate is restricted to the single act of writing letters. "Letters" being the object on which the act of writing terminates, it is called the *objective element*.

Rem. 3.—Some verbs are followed by two objects: one denoting a person or thing; the other, the rank, office, occupation, or character, of the person, or the species of the thing.

Ex.—They elected *Charles captain*. He called *him a scoundrel*. He makes the *sea his home*. They declared *self-government a delusion*.

Rem. 4.—Another class of verbs is followed by two objects: one denoting a person or thing; the other, that *to* or *from* which the act tends. The former is called the *direct*, the latter the *indirect* object. (See, also, Sec. 32, Rem.)

Ex.—He taught *me arithmetic*. He sold *me a horse*. I gave *him money*. They sent *John a telegram*.

167. MODELS FOR ANALYSIS.

VI. "Columbus discovered America."

This is a *sentence; declarative; simple*.

Columbus is the subject; **discovered** is the predicate. The predicate is modified by **America**, an objective element.

VII. "Whom did you see?"

This is a *sentence; interrogative; simple*.

You is the subject; **did see** is the predicate. The predicate is modified by **whom**, an objective element.

VIII. "Bring me flowers."

This is a *sentence; imperative; simple*.

Thou or **you**, understood, is the subject; **bring** is the predicate. The predicate is modified by **me**, an indirect, and by **flowers**, a direct objective element.

IX. "They have chosen Mr. Ames speaker."

This is a *sentence; declarative; simple*.

They is the subject; **have chosen** is the predicate. The predicate is modified by **Mr. Ames**, a direct objective element, and by **speaker**, an objective element, denoting office.

168. EXERCISES IN ANALYSIS.

1. He examined the books. 2. Silas studied geology. 3. They watched the storm. 4. You must obey the laws. 5. We earn money. 6. Merchants sell goods. 7. Engineers run locomotives. 8. Blacksmiths shoe horses.

9. Farmers sow grain. 10. Give me music. 11. They chose him. 12. We have chosen him director. 13. Bring him a book. 14. Whom did you call? 15. I sold him a horse. 16. He taught me algebra. 17. Henry gave Eli his velocipede. 18. The teacher has appointed John monitor. 19. God called the light day. 20. They made him their leader.

169. EXERCISES IN SYNTHESIS.

Sentences containing objective elements are arranged as follows:

Declarative; *Subject . . Predicate . . Object*; as, "I found it."

Interrogative; 1. *Object . . Predicate . . Subject*; as, "What see you?" 2. *Object . . Auxiliary . . Subject . . Verb*; as, "What did you see?"

Imperative; *Predicate . . Object*; as, "Practice economy."

Rem. 1.—In inverted order, the arrangement of declarative sentences is:

Object . . Subject . . Predicate; as, "Him they found."

Write sentences containing an objective element, using the following words as subjects:

Men, boys, heat, lightning, horses, locomotives, scythe, knife, shears, clerks, merchants, blacksmith, tailor, mason, doctors, lion, oxen, eagles.

Models.—Men drive *horses*. Boys fly *kites*. Merchants sell *goods*.

Write sentences containing two objects, using the above or any other nouns.

Models.—Charles calls *doctors physicians*. Frank calls a *sleigh a cutter*. I consider *William a genius*.

Write sentences containing a direct and an indirect object, using the following verbs:

Ask, buy, bring, do, draw, deny, find, get, leave, make, pass, pour, promise, provide, present, sell, send, show, refuse, teach, tell, throw, write.

Models.—Emma asked me a question. He bought Charles a pony.

Change each of the verbs, in the sentences written last, into the passive voice, making either object the subject.

Models.—I was asked a question. A pony was bought for Charles.

Analyze the sentences you have written.

170. ADJECTIVE ELEMENT.

An **Adjective Element** is a word or group of words which modifies a noun or any expression used as a noun.

Ex.—A good man. Mr. Myers, the banker. Friend Hiram. "If you can: a sensible if." "Done gone," a vulgarism, is frequently heard. My book is on Ellen's desk. A letter, written in haste. She came, laughing.

Rem. 1.—An adjective element is a definitive or descriptive term used to modify the meaning of a noun or its substitute. The relation which a *predicate attribute* sustains to the subject is *affirmed*: the relation which an *adjective element* sustains to the term it modifies is *assumed*, or *taken for granted*.

Ex.—"That man is wealthy." The predicate "wealthy" is *affirmed* to belong to "man." "A wealthy man." The attribute "wealthy" is here *assumed* to belong to "man," and is an *adjective element*.

Rem. 2.—An adjective element, containing a single word, may be:

1. An **Adjective**; as, "Ripe apples."
2. A **Participle**; as, "Hats made to order."
3. A **Noun in Apposition**; as, "Powers, the sculptor."
4. A **Possessive**; as, "Eli's pen." "His hat."

171. MODELS FOR ANALYSIS.

X. "Small lakes are abundant."

This is a *sentence*; *declarative*; *simple*.

Lakes is the subject; **abundant** is the predicate; **are** is the copula. The subject is modified by **small**, an adjective element.

XI. "The steamship Hibernia has arrived."

This is a *sentence*: *declarative*; *simple*.

Steamship is the subject; **has arrived** is the predicate. The subject is modified by **the** and **Hibernia**, both adjective elements.

XII. "My brother broke Stephen's slate."

This is a *sentence*; *declarative*; *simple*.

Brother is the subject; **broke** is the predicate. The subject is modified by **my**, an adjective element. The predicate is modified by **slate**, an objective element, and "slate" is modified by **Stephen's**, an adjective element.

XIII. "The old man, laughing, said 'Yes.'"

This is a *sentence*; *declarative*; *simple*.

Man is the subject; **said** is the predicate. The subject is modified by **the**, **old**, and **laughing**, adjective elements. The predicate is modified by **Yes**, an objective element.

172. EXERCISES IN ANALYSIS.

1. A large house was burned.
2. I wrote a long letter.
3. This land is government property.
4. Many hands make quick work.
5. A wise son maketh a glad father.
6. Man's necessity is God's opportunity.
7. Mr. Hodge, the farmer, hired Mr. Olds, the mason.
8. Great wits jump.
9. He is a vain, conceited blockhead.
10. I want the largest apple.
11. Mary has chosen the better part.
12. Carlo's barking wakened the family.
13. I saw six swans.
14. This is my fortieth birthday.
15. Every man received a penny.

173. EXERCISES IN SYNTHESIS.

Adjectives and possessives are usually placed before, and participles and nouns in apposition, after the nouns they modify.

Write seven sentences, limiting the subject by one of the following adjectives :

Round, square, oval, rough, smooth, transparent, translucent, white, green, sour, sweet, old, young, new, wise, foolish, lucky, unlucky, careful, careless.

Models.—A round table was purchased. A square box was found.

Write seven sentences, limiting both subject and object by an adjective.

Model.—A stout horse draws heavy loads.

Write seven sentences, limiting the subject or object by the possessive case of one of the following nouns :

Elephant, swan, hawk, sparrow, summer, winter, father, mother, uncle, aunt, John, Samuel, Celia, Harriet, Jackson, teacher, doctor, pupil, merchant.

Models.—An elephant's tusks are white. A swan's movements are graceful.

Write seven sentences, limiting the subject or object, or both, by a noun in apposition.

Models.—Mr. Sledge, the blacksmith, is sick. Wilson, the burglar, robbed Wilson, the banker.

Analyze the sentences you have written.

174. ADVERBIAL ELEMENT.

An **Adverbial Element** is a word or group of words used to modify a verb, participle, adjective, or adverb.

Ex.—The stranger was *very* kind. The wind blows *fiercely*. Come *here*. Who goes *there*?

Rem. 1.—Adverbial elements, when they modify the meaning of verbs, usually denote some circumstance of *time, place, cause, degree, or manner.*

Ex.—He calls *frequently*. There is no night *there*. *Why* are you angry? The teacher labored *faithfully*.

Rem. 2.—Adverbial elements, which modify the manner of the assertion, and not the predicate itself, are called *modal adverbs.*

Ex.—He has *not* come. *Perhaps* I shall go. He was absent, *probably*. He will *certainly* resign.

175. MODELS FOR ANALYSIS.

XIV. "He is strictly honest."

This is a *sentence; declarative; simple.*

He is the subject; **honest** is the predicate. The predicate is modified by **strictly**, an adverbial element.

XV. "The sun shines brightly."

This is a *sentence; declarative; simple.*

Sun is the subject; **shines** is the predicate. The subject is modified by **the**, an adjective element; the predicate by **brightly**, an adverbial element.

XVI. "He is not handsome."

This is a *sentence; declarative; simple.*

He is the subject; **handsome** is the predicate. The copula **is** is modified by **not**, an adverbial element.

176. EXERCISES IN ANALYSIS.

1. The birds sing sweetly. 2. We struck the vessel just amidships. 3. I now demand your votes. 4. He formerly lived here. 5. The fire went out. 6. He seems very sad. 7. The boy wrote the letter carelessly. 8. They have been long absent. 9. I shall certainly defend you.

177. EXERCISES IN SYNTHESIS.

In the natural order of arrangement, the adverbial element is placed after the word or group of words it limits.

Ex.—He denied the charge *vehemently*.

Rem.—In inverted order, the adverbial element is placed between the subject and predicate, or at the head of the sentence.

Ex.—He *vehemently* denied the charge. *Vehemently* did he deny the charge.

Write seven sentences, limiting the predicates by an adverbial element of manner.

Models.—She writes *rapidly*. He does his work *thoroughly*.

Write seven sentences, limiting the predicates by an adverbial element of place.

Models.—He lives *there*. *Where* do you live?

Write seven sentences, limiting the predicates by an adverbial element of time.

Models.—I was very happy *then*. *When* will you come?

Write seven sentences, limiting the predicates by an adverbial element of cause or degree.

Models.—*Why* are you sad? The work is *scarcely* commenced.

Write seven sentences, limiting the copulas by a modal adverb.

Models.—He is *certainly* insane. James is *not* a truant.

Write seven sentences, containing adjectives modified by adverbial elements.

Models.—That tree is *very* tall. It is a *remarkably* fine gem.

Analyze the sentences you have written.

178. ATTENDANT ELEMENTS.

Attendant or Independent Elements are words or expressions not used as principal or subordinate elements of the sentences in which they are found. They are:

1. Nouns and pronouns in the nominative absolute case; as, "*Children*, obey your parents;" "*Rome*, her glory has departed;" "*He* having arrived, we returned."

2. Interjections and nouns used in broken exclamations; as, "*Pshaw*, what *nonsense!*" "Wretched *man* that I am!"

3. Expletives, and words used to introduce sentences in a peculiar way; as, "*Now*, Barabbas was a robber;" "*There* is no report of any disaster;" "*It* is a shameful thing to tell a lie."

4. All phrases and clauses which have no perceptible connection with the rest of the sentence.

Rem.—Attendant elements should be omitted in the analysis of the sentences containing them. They have no grammatical connection with other words, except in certain constructions in which they are used as antecedents of pronouns. Sometimes the entire group of words of which they form a part has the force of an adverbial element.

Ex.—"Gad, a troop shall overcome him." The attendant element "Gad," is the antecedent of the pronoun "him." "*They* having left, order was restored." The attendant element "they," is connected with "having left," and the combination has the force of the adverbial clause "after they left."

179. WORDS, PHRASES, AND CLAUSES.

1. Elements are divided into three classes: *Words*, *Phrases*, and *Clauses*.

2. An element may consist of a single word.

Ex.—"A careless boy seldom learns his lesson." In this sentence, all the elements are single words.

3. An element may consist of a *phrase*, which may be an infinitive or a preposition and its objects.

Rem.—There are two kinds of phrases: *Separable* and *Inseparable*.

A **Separable Phrase** is one whose words should always be parsed separately; as, "He rode *in a wagon*." The three words composing the phrase "in a wagon," should be parsed separately—"in" as a preposition; "a" as an adjective; "wagon" as a noun.

An **Inseparable Phrase** is one whose words need not be separated in parsing; as, "I will come *by and by*;" "He labors *in vain*." The phrases "by and by" and "in vain" may be parsed as single words. All the forms of the infinitive mode are *inseparable* phrases.

4. An element may consist of a *clause*, or subordinate proposition.

Ex.—"A man *who is indolent* will not prosper;" "I learn *that you are out of employment*." The subordinate propositions "who is indolent" and "you are out of employment" are *clauses*.

180. MODELS FOR ANALYSIS.

SINGLE WORDS.

XVII. "Tumultuous murder shook the midnight air."

This is a *sentence*; *declarative*; *simple*.

Murder is the subject, **shook** is the predicate. The subject, "murder," is modified by **tumultuous**, an adjective element; the predicate "shook" is modified by **air**, an objective element; "air" is modified by **the** and **midnight**, adjective elements.

181. EXERCISES.

1. Thou hast uttered cruel words. 2. Every heart knows its sorrows. 3. Gratitude is a delightful emotion. 4. This

generous bounty was well bestowed. 5. The best men often experience disappointments. 6. A disposition so amiable will secure universal regard. 7. His brother's offense will not condemn him.

182. PHRASES—ADJECTIVE ELEMENTS.

XVIII. "A life of prayer is a life of heaven."

This is a *sentence*; *declarative*; *simple*.

Life is the subject; **life** is the predicate; **is** is the copula. The subject, "life," is modified by **a**, an adjective element, and by the phrase **of prayer**, an adjective element. The predicate, "life," is modified by **a**, an adjective element, and by the phrase **of heaven**, an adjective element.

183. EXERCISES.

1. Black crags behind thee pierce the clear blue sky. 2. Vicissitudes of good and evil fill up the life of man. 3. He had a remarkably good view of their features. 4. He shakes the woods on the mountain side. 5. The fate of gods may well be thine.—*Byron*. 6. He had endured three months of nights.—*Ware*. 7. His architecture has become a mere framework for the setting of delicate sculpture.—*Ruskin*.

184. PHRASES—ADVERBIAL ELEMENTS.

XIX. "Many actions apt to procure fame, are not conducive to our ultimate happiness."

This is a *sentence*; *declarative*; *simple*.

Actions is the subject; **conducive** is the predicate; **are** is the copula. The subject, "actions," is modified by **many** and **apt**, adjective elements; "apt" is modified by the phrase **to procure**, an adverbial element, and "to procure," by **fame**, an objective element. The copula, "are," is modified by **not**, a

modal adverbial element; and the predicate, "conducive," by the phrase **to happiness**, an adverbial element, and "happiness," by **our** and **ultimate**, adjective elements.

XX. "I will go to-morrow."

This is a *sentence; declarative; simple.*

I is the subject; **will go** is the predicate. The predicate, "will go," is modified by the phrase [] **to-morrow**, an adverbial element—**to-morrow** being a noun in the objective case without a governing word. (See Sec. 219, Rule VIII.)

Rem.—The symbol "[]" is to be used in written analysis only. It indicates a relation usually represented or expressed by a preposition. In oral analysis, the pupil should pay no attention to this symbol, but use the form of words given in the model.

185. EXERCISES.

1. I bow reverently to thy decrees. 2. Heaven burns with the descending sun. 3. The panther's track is fresh in the snow. 4. His home lay low in the valley. 5. We one day descried some shapeless object floating at a distance. 6. The horses ran two miles without stopping. 7. We sailed south four days. 8. See what a grace is seated on his brow.—*Shakespeare*. 9. There is a very life in our despair.—*Byron*. 10. Eternal sunshine settles on his head.—*Goldsmith*. 11. Heaven first taught letters for some wretch's aid.—*Pope*.

186. PHRASES—INFINITIVES.

XXI. "To love is to obey."

This is a *sentence; declarative; simple.*

To love is the subject; it is a phrase: **to obey** is the predicate; it is a phrase: **is** is the copula.

XXII. "He wishes to go to the house."

This is a *sentence; declarative; simple.*

He is the subject; **wishes** is the predicate. The predicate, "wishes," is modified by the phrase **to go**, an objective element; "to go" is modified by the phrase **to the house**, an adverbial element, and "house" by **the**, an adjective element.

XXIII. "Clarence seemed to be their leader."

This is a *sentence; declarative; simple.*

Clarence is the subject; **leader** is the predicate; **seemed to be** is the strengthened copula. The predicate, "leader," is modified by "their," an adjective element. "Seemed" is modified by the phrase "to be," an adverbial element.

187. EXERCISES.

1. To doubt the promise of a friend is a sin. 2. He has gone to his office to write a letter. 3. How pleasant it is to see the sun. 4. Not to know me argues yourselves unknown.—*Milton*. 5. 'Tis not in mortals to command success.—*Addison*. 6. Music hath charms to soothe the savage breast.—*Congreve*. 7. I was not hardened enough to venture a quarrel with him then.—*Cowley*. 8. A thousand years scarce serve to found a state.—*Byron*.

188. CLAUSES.

XXIV. "The credulity which has faith in goodness, is a sign of goodness."

This is a *sentence; declarative; complex.* "Credulity is a sign of goodness" is the principal clause, and "which has faith in goodness," the subordinate.

Credulity is the subject of the principal clause; **sign** is the predicate; **is** is the copula. The subject, "credulity," is modified by **the**, an adjective element, and by the clause **which has faith in goodness**, an adjective element; "sign," the predi-

cate, is modified by **a**, an adjective element, and by the phrase **of goodness**, an adjective element. **Which** is the subject of the subordinate clause; **has** is the predicate. The predicate, "has," is modified by **faith**, an objective element, and by the phrase **in goodness**, an adverbial element.

XXV. "I thought, when I saw you last, that I should never see you again."

This is a *sentence; declarative; complex*. "I thought" is the principal proposition; "when I saw you last" and "that I should never see you again," are subordinate propositions.

I is the subject of the principal proposition; **thought** is the predicate. The predicate, "thought," is modified by the clause **when I saw you last**, an adverbial element, and by the clause **that I should never see you again**, an objective element. **I** is the subject of the objective clause; **should see** is the predicate; "should see" is modified by **you**, an objective element, and by **never** and **again**, adverbial elements. **I** is the subject of the adverbial clause; **saw** is the predicate; "saw" is modified by **you**, an objective element, and by **when** and **last**, adverbial elements. **When** and **that** are connectives, joining the clauses they introduce to "thought."

189. EXERCISES.

1. Soon rested those who fought. 2. All said that Love had suffered wrong. 3. He builds a palace of ice where the torrents fall. 4. It was now a matter of curiosity who the old gentleman was. 5. The fires of the bivouac complete what the fires kindled by the battle have not consumed. 6. Towards night, the schoolmaster walked over to the cottage where his little friend lay sick.

7. Until you become lost to all feeling of your true interest and your natural dignity, freedom they can have from none but you.—*Burke*. 8. The sound of the wind among the leaves was no longer the sound of the wind, but of the sea.—*Longfellow*. 9. These are follies on which it would be greater folly to remark.—*Landor*.

10. I am now at liberty to confess that much which I have heard objected to in my late friend's writings, was well founded. 11. One of his favorite maxims was, that the only way to keep a secret is never to let any one suspect that you have one. 12. How his essays will *read*, now they are brought together, is a question for the publishers, who have thus ventured to draw out into one piece his "weaved-up follies."—*Lamb*.

13. Examples may be heaped until they hide
The rules that they were made to render plain.

4. Merciful wind, sing me a hoarse, rough song,
For there is other music made to-night
That I would fain not hear.

15. Woe worth the chase! woe worth the day!
That cost thy life, my gallant gray.—*Scott*.

16. The mountain arose, with its lofty brow,
While its shadow was sleeping in vales below.—*Clark*.

190. EXERCISES IN SYNTHESIS.

Write seven sentences, limiting their subjects by an adjective phrase.

Models.—Love of display is a sin. Greed of gain is wrong.

Write seven sentences, limiting their subjects by an adjective clause.

Model.—The house which you see yonder, belongs to my father.

Write seven sentences, limiting their predicates by an objective phrase or clause.

Models.—I wish to remain. He says that he can not walk.

Write seven sentences, limiting their predicates by an adverbial phrase or clause.

Models.—I study to learn. I will come when you call me.

Write seven sentences, introducing attendant elements.

Model.—I think, my dear friend, that you are mistaken.

Analyze the sentences you have written.