

KINDS OF ELEMENTS.

191. SIMPLE ELEMENTS.

1. A **Simple Element** is one which is not restricted by a modifier.

Ex.—"A *rich* man;" "A man *of wealth*;" "A man *who is wealthy*." The word "rich," the phrase "of wealth," and the clause "who is wealthy," are *simple* adjective elements.

2. The **Grammatical Subject** is the *simple* subject.

3. The **Grammatical Predicate** is the *simple* predicate.

Rem.—The same distinction may be made in the other elements.

192. MODELS FOR COMPLETE ANALYSIS.

XXVI. "To err is human."

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

To err is the grammatical subject; **human** is the grammatical predicate; **is** is the copula.

XXVII. "I am in danger."

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

I is the grammatical subject; **am** is the grammatical predicate. The predicate, "am," is modified by the phrase **in danger**, an adverbial element.

193. EXERCISES.

1. Banners were waving. 2. To forgive is divine. 3. It is pleasant to read. 4. Stars have been shining. 5. Weapons were procured. 6. To covet is sinful. 7. To quarrel is disgraceful. 8. To rob is to plunder. 9. Vessels are in sight.

194. COMPLEX ELEMENTS.

1. A **Complex Element** is one which contains a leading element, restricted in meaning by one or more modifiers.

2. The leading element is called the **basis**.

Ex.—"A *very rich* man." "Rich" is the basis of the adjective element, and is modified by "very," an adverbial element. "A man *faithful when others were faithless*." "Faithful" is the basis of the adjective element, and is modified by the clause "when others were faithless."

Rem.—The basis of an element need not be pointed out or mentioned in analysis.

3. The **Complex or Logical Subject** is the simple subject taken with all its modifiers.

Rem. 1.—The simple subject, when a noun, may be modified:

1. By an *adjective*; as, "Loud reports followed."
2. By a *participle*; as, "The hour appointed has come."
3. By a *possessive*; as, "George's plan succeeded."
4. By a *noun in the same case*; as, "Gay the poet is dead."
5. By a *phrase*; as, "A storm of applause followed."
6. By a *clause*; as, "Money which I earn is my own."

Rem. 2.—A subject may have all the preceding modifications in the same sentence.

Rem. 3.—When the simple subject is a pronoun, it may have all the modifications of a noun, except that made by a noun or pronoun in the possessive case.

Rem. 4.—An infinitive or participial noun, used as a subject, may be modified (1) *as a noun*, by a word, phrase, or clause in the nominative case, in apposition with it; (2) *as a verb*, by the modifiers of a verb.

4. The **Complex or Logical Predicate** is the simple predicate taken with all its modifiers.

Rem. 1.—The simple predicate, when a verb, may be modified:

1. If transitive, by an *object*; as, "He saves *money*."
2. By an *adverb*; as, "The horse runs *swiftly*."
3. By a *phrase*; as, "He lives *in Troy*;" "He studies *to learn*."
4. By a *clause*; as, "He knows *where the mushrooms grow*."

Rem. 2.—When the predicate is an adjective, a participle, a noun, or any thing used as a noun, it may have all the modifications of the part of speech with which it is classed.

Rem. 3.—The copula is usually, but not always, modified by modal adverbs and adverbs of time.

Rem. 4.—A predicate may have all the modifications given above in the same sentence.

5. A Complex Objective Element is the simple object taken with all its modifiers.

Rem.—A complex objective element may be:

1. A **word**, modified by words, phrases, or clauses; as, "We found *much gold*;" "He owns the *house on the hill*;" "I love those *who are frank*."
2. A **phrase**, modified by single words, phrases, or clauses; as, "He desires *to learn rapidly*;" "He desires *to learn to write*;" "He desires *to repeat what he has heard*."
3. A **clause**, some part of which is modified by another clause; as, "I said *that he was present when the assault was made*."

6. A Complex Adjective Element is the simple adjective element taken with all its modifiers.

Rem.—A complex adjective element may be:

1. An **adjective**, modified by an adverb; as, "A *very large* lot."
2. A **participle**, with all the modifiers of a verb; as, "The young man was seen *clandestinely entering a dram-shop*."
3. A **noun** or **pronoun**, with the modifications of a noun or pronoun; as, "*The Carpenter Elder's* house;" "Thompson, *the faithful guardian of our cousins*;" "*Our own dear native land*."

4. A **phrase**, modified by a word, phrase, or clause; as, "A time *to make friends*;" "A time *to learn to write*;" "A time *to repeat what you have learned*."

5. A **clause**, some part of which is modified by another clause; as, "A man *who is angry whenever his views are controverted*."

7. A Complex Adverbial Element is the simple adverbial element taken with all its modifiers.

Rem.—A complex adverbial element may be:

1. An **adverb**, modified by a single word, phrase, or clause; as, "We rode *very rapidly*;" "It is too *badly done to last*;" "He spoke so *indistinctly that we could not understand him*."
2. A **phrase**, modified by a single word, phrase, or clause; as, "I am ready *to begin the work*;" "I shall be ready *to commence work by daylight*;" "I am ready *to go wherever duty calls me*."
3. A **clause**, some part of which is modified by another clause; as, "He is afraid *that you will not return before he leaves*."

195. MODELS FOR COMPLETE ANALYSIS.

XXVIII. "A lad, made orphan by a winter shipwreck, played among the waste."

This is a *sentence; declarative; simple*.

"A lad, made orphan by a winter shipwreck," is the logical subject, and "played among the waste" is the logical predicate.

Lad is the grammatical subject; **played** is the grammatical predicate. The subject, "lad," is modified by **a**, a simple adjective element, and by **made orphan by a winter shipwreck**, a complex adjective element. "Made orphan" is modified by the phrase **by a winter shipwreck**, an adverbial element: "shipwreck" is modified by **a** and **winter**, adjective elements.

The predicate, "played," is modified by the phrase **among the waste**, an adverbial element, and "waste" by **the**, an adjective element. "Made orphan" is an abridged proposition, equivalent to "that was made an orphan." (See Sec. 206.)

XXIX. "He who does as he lists, without regard to the wishes of others, will soon cease to do well."

This is a *sentence; declarative; complex.*

"He will soon cease to do well" is the principal proposition: "who does as he lists, without regard to the wishes of others," the complex subordinate proposition.

"He who does as he lists, without regard to the wishes of others," is the logical subject, and "will soon cease to do well," the logical predicate.

He is the grammatical subject of the principal proposition; **will cease** is the predicate. The subject, "he," is modified by the clause **who does as he lists**, etc., a complex adjective element.

Who is the subject of this dependent proposition; **does** is the predicate; "does" is modified by the clause **as he lists**, an adverbial element; of which **as** is the connective, **he** is the subject, and **lists** is the predicate; also by the phrase **without regard to the wishes of others**, a complex adverbial element, of which **regard** is modified by the phrase **to the wishes of others**, a complex adjective element. **Wishes** is modified by **the**, an adjective element, and by the phrase **of others**, an adjective element.

"Will cease," the predicate, is modified by **soon**, an adverbial element, and by the phrase **to do well**, a complex objective element; of which **to do** is modified by **well**, an adverbial element.

196. EXERCISES.

1. God's balance, watched by angels, is hung across the sky.
2. My eyes pursued him far away among the honest shoulders of the crowd.
3. Nothing is law that is not reason.
4. Vice itself lost half its evil by losing all its grossness.
5. There is a limit at which forbearance ceases to be a virtue.
6. If ye love me, keep my commandments.
7. Were I not Alexander, I would be Diogenes.
8. Unless he reforms soon, he is a ruined man.
9. Except ye repent, ye shall all likewise perish.
10. Withdraw thy foot from thy neighbor's house, lest he weary of thee, and so hate thee.
11. I am quite sure that Mr.

Hutchins rode through the village this morning. 12. He never has a lesson, because he is too lazy to study. 13. Do not forget to write when you reach home. 14. Even by means of our sorrows, we belong to the eternal plan.

15. The gentleman who was dressed in brown-once-black, had a sort of medico-theological exterior, which we afterward found to be representative of the inward man.

16. Every art was practiced to make them pleased with their own condition.—*Johnson.*

17. The man that blushes is not quite a brute.—*Young.*

18. My soul is an enchanted boat,
Which, like a sleeping swan, doth float
Upon the silver waves of thy sweet singing.—*Shelley.*

197. COMPOUND ELEMENTS.

A **Compound Element** consists of two or more independent simple or complex elements, joined by coordinate conjunctions.

Ex.—The *moon* and *stars* are shining. You may *go* or *stay*.

Rem.—All the elements of a sentence may be compound.

198. MODELS FOR COMPLETE ANALYSIS.

XXX. "Industry, honesty, and economy generally insure success."

This is a *sentence; declarative; simple.*

"Industry, honesty, and economy" is the logical subject; "generally insure success" is the logical predicate.

Industry, honesty, and economy is the compound grammatical subject; **insure** is the grammatical predicate. The subject is not modified. The predicate, "insure," is modified by **generally**, an adverbial element, and by **success**, an objective element.

XXXI. "The charities that soothe, and heal, and bless,
Are scattered at the feet of man like flowers."—

Wordsworth.

This is a *sentence*; *declarative*; *complex*. Name the principal and the subordinate clause.

"The charities that soothe, and heal, and bless" is the logical subject: "Are scattered at the feet of man like flowers" is the logical predicate.

Charities is the grammatical subject of the principal proposition; **are scattered** is the grammatical predicate. The subject, "charities," is modified by **the**, an adjective element, and by the clause **that soothe, and heal, and bless**, an adjective element; of which **that** is the subject, and **soothe, and heal, and bless** is the compound predicate; **and** being the connective.

The predicate, "are scattered," is modified (1) by the phrase **at the feet of man**, a complex adverbial element; of which "feet" is modified by **the**, an adjective element, and by the phrase **of man**, an adjective element; (2) by the phrase **like flowers**, an adverbial element.

199. EXERCISES.

1. Exercise and temperance strengthen the constitution.
2. Youth is bright and lovely. 3. He is neither old nor infirm. 4. He is not angry, but excited. 5. They wash, iron, cook, eat, and sleep in the same room. 6. I want to be quiet, and to be let alone. 7. The book which I loaned you, and which you lost, was a present from my father. 8. To live in a fine house and drive fast horses is the height of his ambition.

9. All the girls were in tears and white muslins, except a select two or three, who were being honored with a private view of the bride and bridesmaids, up stairs.

10. There was another tap at the door—a smart, potential tap, which seemed to say, "Here I am, and in I'm coming."

11. Not a truth has to art or to science been given,
But brows have ached for it, and souls toiled and striven.

Lytton.

200. CLASSIFICATION OF PHRASES.

1. Complex elements and abridged propositions are sometimes called **phrases**.

Rem.—The basis of the element, the manner in which it modifies, the connective, or the leading word, determines the name of the phrase.

2. Phrases may be:

1. **Appositive**; as, "Washington, *the father of his country*."
2. **Adjective**; as, "A man, *tenacious of principle*."
3. **Adverbial**; as, "He lives *just round the corner*."
4. **Prepositional**; as, "We walked *on the bank of the river*."
5. **Infinitive**; as, "He hoped *to receive a telegram*."
6. **Participial**; as, "*Being unwell*, he remained at home."
7. **Absolute**; as, "*He being sick*, I remained."
8. **Independent**; as, "*O my ducats!*"

Rem. 1.—The infinitive, or participial phrase, when used as subject, is called the *Subject Phrase*: when used as predicate, the *Predicate Phrase*.

Rem. 2.—The absolute phrase is an abridged proposition. It usually modifies the predicate of the sentence of which it forms a part, but may modify the subject and predicate combined.

201. CLASSIFICATION OF CLAUSES.

Clauses are classified with reference to their use or position in sentences. They are:

1. The **Subject Clause**: a proposition used as the subject of a sentence; as, "*How the accident occurred*, is not known."
2. The **Predicate Clause**: a proposition used as the predicate of a sentence; as, "The question is, *How did he obtain the money?*"

3. The **Relative Clause**: a dependent proposition introduced by a relative pronoun; as, "The vessel *which you see yonder*, is a sloop."

4. The **Appositive Clause**: a proposition put in apposition with a noun; as, "The question, *Are we a nation?* is now answered."

5. The **Interrogative Clause**: a proposition introduced by an interrogative word; as, "*Who said so?*" "*What vessel is that?*" "*Where do you live?*"

6. The **Objective Clause**: a proposition used as an objective element; as, "The chairman declared *that the motion was lost*."

7. The **Adverbial Clause**: a proposition used as an adverbial element; as, "I will pay you *when I receive my week's wages*."

Rem. 1.—*Subject, predicate, and objective* clauses are used as nouns.

Rem. 2.—*Relative* clauses are either *restrictive* or *explanatory*. If restrictive, the antecedent is usually modified by *a, the, or that*; as, "*The vessel which capsized*, was a bark." If explanatory, the antecedent is not so modified; as, "*Steamships, which are a modern invention*, make quick voyages."

A proposition introduced by a compound relative is frequently equivalent to an adverbial element; as, "He will succeed, *whoever may oppose him*."

Rem. 3.—*Interrogative* clauses may be introduced by interrogative pronouns, interrogative adjectives, or interrogative adverbs.

Rem. 4.—*Adverbial* clauses may be classified as follows:

1. **Temporal**: dependent clauses denoting *time*; as, "I was absent *when the accident occurred*."

2. **Local**: dependent clauses denoting *place*; as, "Go *where duty calls thee*."

3. **Causal**: dependent clauses denoting *cause*; as, "He is beloved, *for he is good*."

4. **Final**: dependent clauses denoting a *purpose* or a *result*; as, "We came *that we might assist you*;" "Love not sleep, *lest thou come to poverty*."

5. **Comparative**: dependent clauses expressing *comparison*; as, "He is older *than I [am]*;" "Men generally die *as they live*."

6. **Conditional**: dependent clauses modifying propositions containing *deductions* or *conclusions*; as, "He will be ruined, *unless he reform*;" "I would pay you, *if I could*."

7. **Concessive**: dependent clauses denoting a *concession* or *admission*; as, "*Though he slay me*, yet will I trust in him."

Rem. 5.—Two clauses which mutually qualify are called **correlative**; as, "The deeper the well, the cooler the water."

202. EXERCISES.

Classify the phrases and clauses in the following sentences:

1. No one came to his assistance. 2. He were no lion, were not Romans hinds. 3. I would that ye all spake with tongues. 4. Thou shalt love thy neighbor as thyself. 5. Launch thy bark, mariner! 6. He made them give up their spoils. 7. Go quickly, that you may meet them.

8. Voltaire, who might have seen him, speaks repeatedly of his majestic stature. 9. The French, a mighty people, combined for the regeneration of Europe. 10. Not many generations ago, where you now sit, circled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared.—*Sprague*.

11. Very few men, properly speaking, live at present: most are preparing to live another time. 12. I lisp'd in numbers, for the numbers came. 13. While the bridegroom tarried, they all slumbered and slept. 14. Study nature, whose laws and phenomena are all deeply interesting. 15. Its qualities exist, since they are known, and are known because they exist. 16. At ten o'clock, my task being finished, I went down to the river.

17. Some say, that ever 'gainst that season comes
Wherein our Savior's birth is celebrated,
This bird of warning singeth all night long;
And then no spirit dares stir abroad;
The nights are wholesome: then no planets strike,
No fairy takes, nor witch hath power to charm,
So hallowed and so gracious is the time.—*Shakespeare*.

CONTRACTED SENTENCES.

Sentences are contracted by ellipsis, abridgment, or by substituting a different expression.

Rem.—The object of contraction is to secure conciseness of expression by means of brevity in the construction of sentences.

203. ELLIPSIS.

1. **Ellipsis** is the omission of one or more words of a sentence. The words omitted are said to be *understood*.

Rem.—If required in analysis or parsing, the words omitted must be supplied.

2. A **Simple Sentence** is contracted by omitting all, or nearly all, but the most important part.

1. The *subject* may be omitted; as, "Come" = *Come thou, or do thou come.*

2. The *predicate* may be omitted; as, "Who will go? He [*will go*]." "I'll [*go*] hence to London;" "Ye are Christ's [*disciples*]."

3. Both *subject* and *predicate* may be omitted; as, "Water!" = *Give me some water;* "Forward!" = *March ye forward.*

4. The *object* may be omitted; as, "Whose book have you? *John's*" = *I have John's book.*

5. The verb *to be*, in all its forms, may be omitted; as, "Where now [*are*] her glittering towers?" "A professed Catholic, he imprisoned the Pope" = *Being a professed Catholic, etc.;* "England's friend, Ireland's foe" = *To be England's friend is to be Ireland's foe.*

6. *Prepositions* and *conjunctions* may be omitted; as, "Build [*for*] me here seven altars;" "Woe is [*to*] me;" "I know [*that*] you are honest;" "Each officer, [*and*] each private did his duty."

Rem. A complex sentence, whose subject or predicate is a proposition, may be contracted by changing the proposition to an

infinitive or participial phrase; as, "*That I may remain here, is my desire*" = *To remain here is my desire;* "My desire is, *that I may remain here*" = *My desire is, to remain here.*"

3. A **Compound Sentence** may be contracted by uniting the parts not common to all its members, and using the common parts but once.

Ex.—"Exercise strengthens the constitution, and temperance strengthens the constitution" = *Exercise and temperance strengthen the constitution.* "Behold my mother and behold my brethren" = *Behold my mother and my brethren.*

204. MODELS FOR ANALYSIS.

XXXII. "Rest."

This is a *sentence; imperative; simple.*

Thou, understood, is the subject; **rest** is the predicate.

XXXIII. "Build me here seven altars."

This is a *sentence; imperative; simple.*

Thou, understood, is the subject; **build** is the predicate. The predicate, "build," is modified by **altars**, an objective element, which is modified by **seven**, an adjective element. "Build" is also modified by **here** and the phrase **for me**, adverbial elements.

XXXIV. "He spake as one having authority."

This is a *sentence; declarative; complex.*

"He spake" is the principal clause; "as one having authority speaks," the subordinate clause.

He is the subject of the principal clause; **spake** is the predicate. The predicate, "spake," is modified by the clause **as one having authority speaks**, an adverbial element. **One** is the subject of the subordinate clause; **speaks** is the predicate. The subject, "one," is modified by **having**, an adjective element, which is modified by **authority**, an objective element. **As** is the connective.

XXXV. "He is worth more than you."

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

"He is worth more" is the principal clause; "than you are worth," the subordinate clause.

He is the subject of the principal clause; **worth** is the predicate; **is** is the copula. The predicate, "worth," is modified by the phrase [] **more**, an adverbial element, "more" being an adjective used as a noun in the objective case without a governing word. "More," as an adjective in the comparative degree, is modified by the clause **than you are worth**, an adverbial element. **You** is the subject of the subordinate clause; **worth** is the predicate; **are** is the copula. **Than** is the connective.

205. EXERCISES.

1. Advance. 2. Up, comrades, up. 3. Quick, quick, or we are lost. 4. Honest, my lord? 5. Impossible! 6. This done, we instantly departed. 7. Thou denied a grave! 8. What would content you? Talent? 9. How, now, Jenkinson? 10. A rope to the side! 11. Rather he, than I. 12. The orphan of St. Louis, he became the adopted child of the Republic.

13. Seest thou a man wise in his own conceit? There is more hope of a fool than of him. 14. Are you fond of skating? Somewhat. 15. Horace is older than I? 16. That building is as large as the capitol.

17. Multitudes of little floating clouds,
Ere we, who saw, of change were conscious, pierced
Through their ethereal texture, had become
Vivid as fire.—*Wordsworth*.

18. Then here's to our boyhood, its gold and its gray!
The stars of its winter, the dews of its May!
And when we have done with our life-lasting toys,
Dear Father, take care of thy children, the Boys!—
O. W. Holmes.

19. Wisdom, judgment, prudence, and firmness were his predominant traits. 20. Rural employments are certainly natural, amusing, and healthy. 21. He had a good mind, a

sound judgment, and a vivid imagination. 22. He is a good, faithful, and generous boy. 23. Man is fearfully and wonderfully made.

24. To love God and to do good to men are the leading purposes of every Christian. 25. Education expands and elevates the mind. 26. Learn to labor and to wait. 27. I am not the advocate of indolence and improvidence. 28. During our voyage, we whiled away our time in reading, in writing a journal, and in studying navigation.

29. That the climate of the northern hemisphere has changed, and that its mean temperature nearly resembled that of the tropics, is the opinion of many naturalists.—*Lyell*. 30. The writings of the sages show that the best empire is self-government, and that subduing our passions is the noblest of conquests.

31. The chastity of honor, which felt a stain like a wound, which inspired courage while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing its grossness, is gone.—*Burke*.

32. When public bodies are to be addressed on momentous occasions, when great interests are at stake and strong passions excited, nothing is valuable in speech further than it is connected with high intellectual and moral endowments.—*Webster*.

206. ABRIDGMENT.

1. **Complex Sentences** are often changed into simple sentences by abridging their subordinate clauses.

2. Contracted clauses are called *abridged propositions*.

Ex.—"We came *that we might assist you*"=We came to assist you. "I believe *that he is honest*"=I believe him to be honest.

Rem.—There is an essential difference between a sentence shortened by ellipsis and an abridged proposition. In the former, the omitted words are clearly implied, and must be restored before the sentence can be analyzed or parsed; in the latter, an equivalent expression is substituted for an entire proposition. The predicate is always retained, but is used as an *assumed* attribute, the *assertion* being wholly omitted.

3. To abridge a subordinate clause:

1st. Drop the subject, if it be already expressed in the principal clause; if not, retain it—changing its case to the possessive, objective, or absolute.

2d. Drop the connective, and change the copula or principal verb to a participle, a participial noun, or an infinitive.

Rem. 1.—In abridging a proposition, when the copula or principal verb is changed to the infinitive mode, a noun or pronoun used as subject or predicate must be changed to the objective case.

Ex.—1. "I knew that it was he"—I knew *it* to be *him*. 2. "The merchant ordered that the goods should be shipped"—The merchant ordered the *goods* to be shipped.

When the copula or principal verb is changed to a participial noun, the subject is changed to the possessive case; but a noun or pronoun used as the predicate, remains unchanged in the nominative.

Ex.—1. "I was not aware that it was he"—I was not aware of *its* being *he*. 2. "That he was a farmer promoted his election"—*His* being a *farmer* promoted his election.

When the copula or principal verb is changed to a participle, the subject is put in the nominative case absolute with it.

Ex.—1. "The fair was not held, because the weather was unfavorable"—The *weather* being unfavorable, the fair was not held. 2. "When the sun rose, we pursued our journey"—The *sun* being risen, we pursued our journey.

Rem. 2.—Sometimes an infinitive is an abridged proposition, the subject being omitted because it is contained in the principal clause.

Ex.—"I told him *to go*;" equivalent to, I told him that he should go. In this sentence, *to go* is the direct object of *told*, and *him* the indirect object. The expression "him to go" resembles an abridged proposition in form only.

Rem. 3.—The abridged form of an *adjective clause* is a participial, infinitive, or prepositional phrase.

Ex.—"Our friends *who live in the city*" = Our friends *living in the city* = Our friends *in the city*. "A book *that may amuse you*" = A book *to amuse you*.

Rem. 4.—The abridged form of an *adverbial clause* is a participial, infinitive, prepositional, or absolute phrase.

Ex.—"When we heard the explosion, we hastened to the spot" = *Hearing the explosion*, we hastened, etc.; "I attend school *that I may learn*" = I attend school *to learn*; "If he be economical, he will become rich" = He will become rich *by being economical*; "When the soldiers arrived, the mob dispersed" = *The soldiers having arrived*, etc.

Rem. 5.—The abridged form of an *objective clause* is a noun or pronoun modified by an infinitive phrase.

Ex.—"We wish *that you would stay*" = We wish you *to stay*. "I thought *that he was a merchant*" = I thought *him to be a merchant*.

207. MODELS FOR ANALYSIS.

XXXVI. "I know him to be a sailor."

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

I is the subject; **know** is the predicate. The predicate is modified by the abridged proposition **him to be a sailor**, equivalent to "that he is a sailor," an objective element. **Him** is modified by the phrase **to be a sailor**, an adjective element; **sailor** by **a**, an adjective element.

XXXVII. "I was aware of his being my enemy."

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

I is the subject; **aware** is the predicate; **was** is the copula. The predicate, "aware," is modified by the abridged proposition of **his being my enemy**, an adverbial element, equivalent to, "that he was my enemy." **Being** is modified by **his**, an adjective element; **enemy**, by **my**, an adjective element.

XXXVIII. "The shower having passed, we resumed our journey."

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

We is the subject; **resumed** is the predicate. "Resumed" is modified by **journey**, an objective element, which is modi-

fied by **our**, an adjective element. "Resumed" is also modified by the abridged proposition **the shower having passed**, equivalent to "when the shower had passed." "Shower" is modified by **the** and **having passed**, adjective elements.

208. EXERCISES.

Analyze the following sentences, giving equivalent clauses for the abridged propositions:

1. Cæsar having crossed the Rubicon, Pompey prepared for battle. 2. Having accumulated a large fortune, he retired from business. 3. Being but dust, be humble and wise. 4. Judging from his dress, I should pronounce him an artisan.

5. I believe him to be an honest man. 6. There is no hope of his recovering his health. 7. There is no prospect of the storm's abating. 8. Having been detained by this accident, he lost the opportunity of seeing them.

9. Having annoyed us thus for a time, they began to form themselves into close columns, six or eight abreast.—*Jane Taylor*.

10. My story being done,
She gave me for my pains a world of sighs.—*Shakespeare*.

209. DIRECTIONS FOR ANALYSIS.

SENTENCES.

I. In analyzing:

1. Read the sentence.
2. Determine, from its form and use, whether it is *declarative, interrogative, imperative, or exclamatory*.
3. Determine whether it is *simple, complex, or compound*.
4. Arrange all the parts in natural order.
5. If necessary for analysis or parsing, supply all ellipses.

II. If it is a *simple* sentence:

1. Point out the logical subject and logical predicate.

2. Point out the grammatical subject and grammatical predicate.

3. Determine whether the subject is *simple, complex, or compound*; and when complex, point out and classify its modifiers with their qualifications.

4. Determine whether the predicate is *simple, complex, or compound*; and when complex, point out and classify (1) its objective modifiers, (2) its adverbial modifiers, with their qualifications.

5. Point out the attendant elements, and all the connectives.

III. If it is a *complex* sentence:

1. Analyze the principal clause as in II.
2. Analyze the subordinate clause or clauses as in II.

IV.—If it is a *compound* sentence, each member should be analyzed as a simple or complex sentence, as in II or III.

ELEMENTS.

V.—1. If an element is a *single word*, it is completely reduced.

2. If an element is a phrase or a clause, determine:

- a. The *connective*, and the parts it joins.
- b. In a *phrase*, determine the antecedent and subsequent terms of relation of the preposition.
- c. In a *clause*, point out the subject and predicate.

3. If an element is *complex*:

- a. Reduce it to simple elements.

4. If an element is *compound*:

- a. Separate it into its component simple elements.
- b. Point out and classify the connective which joins them.
- c. Dispose of each element separately, as in 1 and 2 above.

Rem.—The sentence being reduced by analysis to the parts of speech of which it is composed, let the teacher select such words as should be parsed, and instruct his pupils how to dispose of them according to the "models for parsing."