

**GRADED EXERCISES IN ANALYSIS,  
SYNTHESIS, AND FALSE SYNTAX: WITH  
AN EXEMPLIFIED OUTLINE OF  
THE CLASSIFICATION OF SENTENCES  
AND CLAUSES, AND A TABLE OF  
DIACRITICAL MARKS WITH QUESTIONS**

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Graded Exercises in Analysis, Synthesis, and False Syntax: With an Exemplified Outline of the Classification of Sentences and Clauses, and a Table of Diacritical Marks with Questions by N. C. Parshall

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**N. C. PARSHALL**

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BY  
N. C. PARSHALL.

*"It is constant use and practice, under never failing watch and correction, that makes good writers and speakers."*

Prof. W. D. WHITNEY, Yale College.

ROCHESTER, N. Y.

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TO  
HIS FORMER PUPILS,  
WHOSE ZEAL IN THE STUDY  
OF ENGLISH GRAMMAR HAS GREATLY  
STIMULATED AND MADE MORE EFFECTIVE HIS HUMBLE  
EFFORTS IN THEIR BEHALF, THIS WORK  
IS AFFECTIONATELY DEDI-  
CATED BY THE  
AUTHOR.







## PREFACE.

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I. *The design* of this book is to supply the long existing need of an Exercise Book to facilitate and make attractive grammatical study. It claims to be neither an English Grammar nor a substitute for one, but is intended as a *practical working book* for the use of all who teach or study the subject.

II. *Its chief contents* comprise *fifty graded Exercises*, each of which is divided into three sections. The *first* treats, principally, of *Analysis*, or separating into parts; the *second*, of *Synthesis*, or forming wholes from parts, and the *third*, of *False Syntax*, in which the pupil is required to discern, criticise, and correct the wrong use of language.

III. *The terms* employed are such as are in general use in the best text-books on the subject, and for convenience of reference are presented at one view, with many others, under the head of *Equivalent Terms*.

IV. *The selections* for Analysis are from the best specimens of English, and have been chosen as well on account of their intrinsic beauty and force, as for their fitness in illustrating the purest diction and idiom of the language.

V. *Mere parsing*, as an expert performance, is nearly valueless, and has been superseded by a system of pointed questioning, directed to the salient points *alone*, thus testing and developing the student's knowledge without waste of time. In general, but a single answer is required to each question proposed, which will greatly add to precision in answering the questions, as well as in making up the percentage of results.

VI. *The grading* has been made a special object of care, and it is believed that the first Exercise will be found so simple that it may be undertaken by the student almost at the outset of his grammatical course.

VII. *Synthesis* is given a co-ordinate place with Analysis as they are in their nature inseparable. All the practical value of Analysis

and Parsing is exemplified only in the constant practice of Synthesis; and yet, as a systematic study, Synthesis is unknown in the great majority of schools.

The Synthetic Exercises are very copious, and cover the most important points of the entire grammatical course, and serve not only as tests of the student's proficiency in Grammar, but also afford him an excellent drill in practical composition.

VIII. *The False Syntax* has been prepared with great care, mostly from original sources. The aim has been to reflect the common errors as observed in the current speech and literature of the day, while excluding the vulgar slang as well as the excessively fine, and the mooted points of usage.

IX. *An Exemplified Outline of the Classification of Sentences and Clauses* is given, not to teach that subject, but to afford a convenient model of reference for the use of both teacher and pupil.

X. *A Table of Diacritical Marks* with Questions is added as a special feature, which it is hoped will commend itself to teachers generally. This subject, as I believe, has not hitherto appeared in any text-book, as a separate object of study; and that its great importance deserves this distinction, will hardly be questioned, when it is remembered that but few persons can consult a dictionary *intelligently in this respect*.

XI. *These Exercises* have had their inception, their growth, and their completion, in the school room, where they have been tested in the author's own classes with the most satisfactory results.

XII. *This work* is respectfully submitted to my fellow teachers in the hope that it may prove itself a valuable auxiliary in the practical study of English Grammar.

N. C. PARSHALL,

Principal of Wadsworth Grammar School.

Rochester, N. Y., August, 1878.

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