

of a noun or pronoun which is used to indicate the object of a transitive verb in the active voice, or of a preposition.

216. (a.) This case is used with nouns in five *regular* constructions, and in one by *enallage*.

217. *m.* The *object* of a *transitive* verb in the *active* voice; as, The man *held* the boy.

218. *n.* The *object* of a *preposition*; as, The city *of* New York.

219. *o.* The *subject* of an *infinitive*; as, He desired the *army* to march at daylight; Mary wanted *James* to go home.

220. *p.* In the *predicate*; as, They supposed him to be the *janitor*; My friends desired me to become a *merchant*; He reported them to be the *men* who are surveying the new railroad route; His father desired him to be called *John*.

221. *q.* In *apposition*; as, That whip belongs to Mr. Smith, the wagoner; I have seen the planet *Saturn*.

222. *r.* By *Enallage* for the Possessive; as, I never thought of *Mary* coming; for, I never thought of *Mary's* coming. There is no harm in *women* studying politics; for, There is no harm in *women's* studying politics.

Remark.—For the cases in which the objective of pronouns is used for the nominative by *enallage*, see page 45, Art. 294.

223. (b.) Some grammarians claim that nouns denoting *distance*, *time*, *weight*, *measure*, etc., are independent of construction, or if they please, independent in their construction; but they have a *dependent* construction, generally as adverbial elements, and are better disposed of by supposing a preposition understood; as, I walked [over or through] a *mile*; Susan practices music [for] an *hour* [on] each day; The herd of cattle weighed [to the amount of] *ten tons*; The potatoes measured [the quantity of] a *bushel*; He was six feet tall; (He was tall [to the height of] six feet). The awkwardness of supplying such complex prepositions as “to the extent of,” or “to the amount of,” is not as vicious as the erroneous assumption that these classes of nouns are “independent,” or “are put in the objective independent.”

224. (c.) The objective case, with the preposition *of*, is frequently used for the possessive case, for *euphony*, or to avoid *tautology*; as, The grave *of* Washington; The Young Ladies' Sewing Society's Contribution; better, The Contribution *of* the Young Ladies' Sewing Society.

225—*a.* (d.) Many verbs signifying to ask, to teach, to give, etc., are followed by two objects in different senses. Most grammarians call one of these the direct, and the other the indirect object. I prefer to reject the term, “indirect object,” altogether, as involving a contradiction, and supply the preposition with one of the objects, making, thus, an *adverbial element* of what these grammarians call an “*indirect object*.” For example: I gave [to] Henry my book; He taught [to] the children grammar; She

awarded [to] John the prize; I asked the boy [for] his name; or, I asked [of] the boy his name.

225—*b. (e.)* When the verb is found in the passive with either object as its subject, the other may be governed by a preposition understood; as, My book was given [to] Henry; Henry was given [with] my book; Grammar was taught [to] the children; The children were taught [in] grammar; The boy was asked [for] his name; His name was asked [of] the boy.

225—*c. (f.)* Not unfrequently the object of a preposition (understood) after an active transitive verb, is made the grammatical subject of the passive voice; as, He promised [to] me a book; I was promised a book. In such cases, it is better to consider the logical subject, 'book,' in this example, as governed by some preposition understood, rather than to demand a reconstruction of the sentence, under the plea of false syntax. The best usage warrants this illogical use of the remote object as the subject of the passive verb. Even those grammarians who give such examples as "false syntax," or "loose construction," use the same false syntax and loose construction repeatedly themselves in their own discussions.

226. *b. Declension of Nouns*: Nouns are declined to denote number and case. Thus:

<i>Singular.</i>	<i>Nom.</i>	child,	girl,	lady,	ox,	boy,
	<i>Poss.</i>	child's,	girl's,	lady's,	ox's,	boy's,
	<i>Obj.</i>	child.	girl.	lady.	ox.	boy.
<i>Plural.</i>	<i>Nom.</i>	children,	girls,	ladies,	oxen,	boys,
	<i>Poss.</i>	children's,	girls',	ladies',	oxen's,	boys',
	<i>Obj.</i>	children.	girls.	ladies.	oxen.	boys.

Proper names are declined thus:

<i>Nom.</i>	Mary,	John,	James,
<i>Poss.</i>	Mary's,	John's,	James's,
<i>Obj.</i>	Mary.	John.	James.

EXAMPLES.

His conduct respecting us, is commendable.

Respecting the resources of the country, I know but little.

REMARK 6.—When any of the words, classed as prepositions, are used without the consequent term of relation, they are called adverbs

EXAMPLES.

I saw him come up and go in.

He stepped round and got out at the window.

I saw them pass by.

On looking up she saw a cloud.

EXERCISES.

1. Analyze and parse each example in the foregoing exercises.

2. Return to Part I., (§ 9,) and parse the prepositions.

In parsing the prepositions, apply the following

RULE:

Prepositions connect words, and show how the consequent modifies the antecedent.

§ 84.

 REMARK.—Certain constructions are given in this place, not because they properly belong under this head, but because they are, usually, considered as elliptical of the preposition. These may be embraced under two

RULES.

I. Nouns denoting *time, space, value, quantity, measure, or direction*, may modify verbs and adjectives without a connecting preposition.

EXAMPLES.

He went last *month*.

The boy is nine *years* old. (Years modifies old.)

He traveled fifty *miles* yesterday.

It is worth ten *dollars*. (Worth, an adjective, modified by dollars.)

It weighs ten or fifteen pounds.

REMARK 1.—In any construction where the sense will be obvious without the use of the preposition, it is not required. Upon this principle, the noun *home*, following verbs of motion, and denoting to home, does not admit of a preposition to connect it to the verb. Upon the same principle, the words *like*, *near*, and *nigh*, whether used as adjectives or adverbs, are usually modified by substantives, without a connecting preposition; and the adjective *worthy* is occasionally thus modified.

EXAMPLES.

They came home in haste last night.
 He comes near your place.
 It looks just like him.
 A tall tree was nigh the place of his interment.
 The subject is worthy your attention.
 He is worthy your confidence.

II. The verbs *ask*, *teach*, *choose*, *render*, *make*, *promise*, *allow*, *pay*, *offer*, *bring*, *build*, *sing*, *find*, *set*, *send*, *get*, and a few others, may be modified by a noun or pronoun, denoting the person, without a connecting preposition, provided the noun or pronoun comes between the verb and its recipient; but if it comes after the recipient, the preposition is required.

EXAMPLES.

They asked me the reason of my sadness.
 Teach me the knowledge of the law.
 Choose him a suitable companion.
 He rendered them good for evil.
 Can you make me a pen?
 He promised us some present.
 Allow me the privilege of accompanying you.
 They paid us the money.
 They offered us gold.
 They brought us what we called for.
 Will you build us a house?
 She sung us a song.
 You can find us such things as we may need.
 He set his children good examples.
 We will send your son the goods.
 We must get you a new book.

REMARK 1.—Let it be noticed, that this noun or pronoun, denoting person, and placed between the verb and its recipient, is not itself a recipient. If we wish to change these verbs to the passive voice, the recipient must be made the subject of the verb, and the intervening noun or pronoun modifies the verb, with or without a connecting preposition.

EXAMPLES.

The reason of my sadness was asked me.
Let the knowledge of the law be taught me.

In the same manner, change the remaining examples.

REMARK 2.—Some have asserted, and endeavored to maintain, that in changing this class of verbs to the passive, either the recipient, or the intervening noun or pronoun, may be made the subject of the verb. Now, though reputable authors may be adduced in confirmation of this practice, yet we must be permitted to insist, that whenever, in changing the verb from the active to the passive, any other than the recipient is made the subject of the verb, violation is done to a fundamental principle of language. Let us test the correctness of the construction claimed, by inserting a few

EXAMPLES.

Can you make me a pen?
Can I be made a pen?

Can you bring me a glass of water?
Can I be brought (to) a glass of water?

T. Marshall sent me a slave.
I was sent a slave by T. Marshall.

(Surely, Mr. C. was made a slave without much resistance, notwithstanding his Anglo-Saxon origin.)

Give me a book.
Let me be given (to) a book.

Hand him a candle.
Let him be handed (to) a candle.

It is granted, that in a few instances, the change may not appear as ridiculous as the examples just given; but these examples show that when the intervening noun or pronoun is made the subject, it is done in violation of principle. No matter how numerous or how respectable may be the authors adduced in support of the practice we are now condemning, it is the grammarian's business to seek out fundamental principles of language, and urge their adoption. It is, surely, quite absurd for the grammarian to collect grammatical blunders, and errors of authors, and then make rules and exceptions by scores, to cover such blunders and errors.

REMARK 3.—The noun or pronoun, denoting the person, may be, and often is, the recipient of the verbs in the rule; but the construction clearly indicates the fact.

EXAMPLES.

They sent me for the water.
They found him in the ditch.

REMARK 4.—The verbs name, call, constitute, make, choose, and some others, sometimes take an additional noun, explanatory of the recipient, and agreeing with it in case. This is to be carefully distinguished from the construction indicated by the rule.

EXAMPLES.

They named him Joseph.
We call her a noble woman.
The committee constituted him librarian.
They chose him president by acclamation.

In changing these verbs to the passive, the recipient must be made the subject of the verb, and the explanatory word must follow the verb, in the same case as the subject.

EXAMPLES.

He was named Joseph.
She is called a noble woman.
(Choose him door-keeper.)
Let him be chosen door-keeper.

EXERCISE.

Analyze and parse all the examples in this section.

§ 85. INTERJECTIONS.

REMARK.—Any word, proposition, or sentence, expressing strong emotion, is an interjection. The following list embraces most of the words used *only* as interjections:

ah, alas, fie, ha, halloo, oh, O, lo, pshaw, ho, welcome!