

The part on Syntax is not exhaustive, but it is hoped that it will be found to contain a great deal that is useful, which may be turned to good account by a judicious Teacher; for in this branch of study, as in every other, a text-book is but a poor instrument to work with, unless there be a master-hand to guide it. With respect to examples of False Syntax, it has been deemed best to place them in the Appendix, that they may not mar the unity of the plan, and that they may be used or not as each Teacher may think advisable. If we wish our pupils to speak and write with grammatical correctness, it does not seem to be the most judicious plan to place before them examples of incorrect Syntax. It would, in the opinion of the Editor, be equally unwise to place before a pupil a drawing out of all proportion and otherwise faulty, and then expect him to produce a correct copy of what the picture should be. We must always remember that instruction is conveyed to the mind through the eye, equally with the ear, and that the impression conveyed by the former is very likely to be the more lasting. In this view of the case, it is suggested, that instead of the pupil being required to correct these examples and to give his reasons, the Teacher himself should be careful with respect to his own grammatical accuracy, and correct every mistake that he may detect in his pupils, and explain to them in what way they have violated the Rules of Syntax.

The Appendix on Prosody has been taken from Dr. Collier's English Grammar, and will be found to contain all that is requisite for the generality of pupils to know respecting that branch of Grammar. The articles on Punctuation and Composition—two very important branches—have been carefully prepared, and will doubtless commend themselves to both Teachers and Pupils.

Free use has been made of the works of Dalgleish, Angus, Fowler, Mulligan, and others; and the Editor gladly avails himself of the opportunity of acknowledging the valuable assistance which he has derived from their respective Grammars.

In order that this Grammar may be thoroughly useful, it is suggested that the Teacher should take his pupils over the Introductory Grammar before he places this larger work in their hands