

practical objective purpose, that of acquiring a first-hand acquaintance with the sentence and its elements as instruments of speech. Skill in the actual use of the instrument is to be aimed at rather than a mere knowledge of grammatical distinctions. A grammatical distinction that has no relation to one's actual use of language is not worth while. The prospective inclusion of many new branches in the course of study of the modern high school also points to a careful and economic disposal of the time of the teacher of English. Only what is fundamental and necessary can maintain a position in the crowd of studies necessary under present conditions.

A historical survey of the language is given in Part III. This branch of the subject, if properly presented, can hardly fail to add greatly to the student's interest in the mother tongue and his understanding and appreciation of it. One of the best ways of understanding a thing is to enquire how it came to be what it is. The historical aspect of grammar is of value, not as so much antiquarian lore, but as throwing light upon present day English, and as furnishing an explanation of much that would otherwise be obscure in modern usage. It is believed that the study of the growth of English should be postponed until the structure of the language in its present condition has first been considered.

In the preparation of the text, the standard authorities have been examined at every step; and while it is hardly necessary to give a complete list of the writers whose works have been consulted, the names of Mason, Nesfield, West, Jespersen, Emerson, and Greenough and Kittredge ought to be mentioned with due appreciation.