

through the earlier stages of our own language. For example, we find an explanation of the use of the apostrophe and *s* as a sign of possession, by tracing it back to the early English use of *es* as a sign of the genitive case. This type of explanatory grammar is called HISTORICAL grammar. Again, we may find an explanation for the grammatical facts found in our language by comparing them with similar facts in another language to which our own is related; as when we are able to explain a fact in English grammar by comparing it with a similar fact in the Dutch or the German language. For example, by noting the use of *m* as a dative sign in German pronouns, we understand more fully the nature of such pronoun forms as *him*, *them*, and *whom*. Because the forms of kindred languages are here compared, this phase of explanatory grammar is usually called COMPARATIVE grammar.

NOTE.—The teacher may also find it useful at times to refer to known dialectic forms for purposes of explanation. For example, in teaching the forms *it* and *his*, as inflected forms of the same word, being originally *hit*, *his*, it would be well to call attention to any tendencies the pupils may have noted among their acquaintances to drop *h* in a similar way at the beginning of words or to retain the old form, "hit" for "it".

EDUCATIONAL VALUE OF GRAMMAR

IN RELATION TO SPEECH

Although grammar is the science which treats of the general laws and principles which underlie the structure of sentences, it does not necessarily have a direct influence upon spoken language. The mother-tongue is acquired chiefly through imitation prior to its formal study in the school. Thus some mastery of the vernacular language