

**ELEMENTARY
GERMAN SYNTAX:
WITH EXERCISES**

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Elementary German Syntax: With Exercises by Bayard Quincy Morgan

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BY

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TO
JOHN J. McCOOK
IN GRATEFUL MEMORY
OF HAPPY HOURS IN SEABURY HALL

Winkler Request
2-11-31

PREFACE

It will soon be twenty-five years since Professor von Jagemann published his *German Syntax*, which has since then held undisputed possession of its field. This honorable position was well deserved, and any new publication on the same order must begin with an apology for its very existence.

It would be both idle and ungrateful to deny that the present little volume owes very much to its predecessor; yet it owes even more to the labors of the successive grammarians who have endeavored to throw fresh light on the teaching of German grammar, and whose success may justify this book as well as their own publications.

Those who examine this text only cursorily will note an omission and an addition: the omission of most of the specifically lexicographical matter which excellent dictionaries have now rendered virtually superfluous; and the addition of syntactical exercises designed to aid the student in a practical mastery of the principles laid down. Those who read it more attentively will find on every page a painstaking attempt to eliminate the trivial, to illuminate the important, and to attain brevity without sacrificing explicitness and clarity.

For whatever measure of success in this the author may have achieved, his colleagues at the University of Wisconsin are quite as responsible as he, for they have generously put their long teaching experience at his disposal, and no paragraph but is the better for some bit of practical criticism from one of them. It represents then a symposium, a résumé of successful teaching practice;

and it is put on the market in the hope that it may materially aid the work of teaching composition.

It was with this particular hope in mind that the syntactical exercises were planned and executed, on which a word of explanation may be welcome. Almost every teacher of composition must often wish that corrections made after the work is completed could be given to the student in the form of suggestions before the work is begun, thus substituting prevention for cure; these exercises attempt to do just that. In the preparation of them, students should be expected not only to deduce the correct practice in the given instance, but also to master the principle which forms the basis for the deduction. To get the best results from their use, teachers will find it well to take them in sequence, for although they are not graded, the first five are in a sense prerequisite to the rest. Every important syntactical difficulty involved in them is pointed out by a reference to the proper paragraph of the Syntax, and in addition, both punctuation — about which our students are so often careless — and word-order are frequently referred to. Each exercise is designed to illustrate one particular part of the Syntax; the paragraphs of this part are given with the heading and should be studied before the work is assigned for writing. It is the author's hope and expectation that these devices will make the preparation of the exercises supplement in a peculiarly effective way the study of the Syntax.

As before stated, nearly all the older members of the German department at the University of Wisconsin have assisted the author by advice or criticism; furthermore, the entire MS. was read by Professor E. C. Roedder and Dr. Lee M. Hollander, while Professor John L. Kind read both the MS. and the proofs. To these gentlemen

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the author wishes to express his deep indebtedness, as also to the readers of Messrs. Henry Holt and Company, whose criticisms resulted, in particular, in a revision and consequent improvement of the exercises.

UNIVERSITY OF WISCONSIN, May, 1916.

B. Q. M.