

**THE DEVELOPMENT OF  
LANGUAGE; AN ELEMENTARY  
STUDY OF LANGUAGE HISTORY  
AND OF THE GROWTH OF OUR  
SPEECH FOR USE IN SCHOOLS**

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The Development of Language; An Elementary Study of Language History and of the Growth of Our Speech for Use in Schools by Harry Fletcher Scott & Wilbert Lester Carr

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**THE  
DEVELOPMENT OF LANGUAGE**

**AN ELEMENTARY STUDY OF LANGUAGE HISTORY  
AND OF THE GROWTH OF OUR SPEECH  
FOR USE IN SCHOOLS**

BY

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## PREFACE

Of the various types of material to which attention may be directed in connection with education, nothing is more readily and more constantly available than language. While its existence, like that of the mechanical devices which play so large a part in modern life, is due to an effort to meet human needs, its character and the laws of its formation and change offer the same challenge to intellectual activity as do the products of the forces of chemistry and physics. The electric motor and the various practical applications of chemistry are merely "tools" in modern life. In our educational procedure, however, they are studied not merely that pupils may know how to use them in industry, but in order to satisfy the instinctive desire for knowledge on the part of boys and girls, and to provide a broader basis for intellectual activity and satisfaction.

But little attention has been given heretofore in the courses of the elementary school and the high school to the laws which govern the development of language in general, and to the processes by which it has taken on its present forms. The elements which make up our own language and the historical facts regarding the relations of the important languages of the modern civilized world are often vaguely known or entirely unknown even to the college graduate at the end of his formal education. And yet this knowledge affords a ready appeal to the interest of the student, and its comprehension involves no special difficulty beyond that of the usual subject matter of the school course.

This book represents an endeavor to make available for high school pupils some of the fundamental facts of language development. It is not offered as a substitute for the study of a foreign language, but in the hope that its use may add

to the value of such study, and especially that it may put at the disposal of the pupil certain facts regarding the constituent elements of his own language. It includes also a brief survey of the language groups which are of most importance for our own civilization and for an understanding of the linguistic conditions which have so profoundly affected the historical developments of the past few years.

The treatment of a number of topics here given is necessarily brief, and the form of statement throughout has been influenced by a desire to meet the needs of young students rather than to present the subject matter in a manner which should be scientifically complete from every point of view. Opinions are bound to differ as to points of emphasis in such a course. It has seemed to the authors wiser to omit any detailed statements of the important laws regarding the changes of the Indo-European consonant groups as more appropriate for later study. The pupil will be better able to appreciate these more intricate problems when he has gained a larger familiarity with the actual material of foreign languages than can be expected at an early point in his course. However, teachers who wish to take up such topics as Grimm's and Verner's Laws can easily do so in connection with the chapters dealing with consonant change.

The authors wish to acknowledge their indebtedness to Professor C. H. Judd, Director of the School of Education of the University of Chicago, to whose suggestions regarding the need of a general course in language the existence of this book is in large measure due. Professor Judd has read the manuscript of the book, and the first chapter in particular embodies the results of his criticisms. Dr. E. H. Sturtevant, formerly of Columbia University, has read both the manuscript and the proofs, and the authors cannot express too fully their sense of obligation to him for his generous and scholarly help in the form of numerous corrections in matters

of comparative philology and also for his suggestions regarding the material to be included in the book. Professor T. A. Jenkins, of the University of Chicago, has kindly given the authors the benefit of his judgment on numerous points of Romance philology. President C. E. Allen, of the State Normal School of North Dakota, by his representation of the immediate need of such material for schools, has been influential in leading the authors to undertake its publication at this time. Professor George L. Marsh, of the University of Chicago, has given valuable advice regarding the organization of certain parts of the book.

The illustrations from Breasted's *Ancient Times*, which are acknowledged in the pages on which they appear, are used with the kind permission of Professor Breasted and of his publishers, Ginn and Co. For the other diagrams and illustrations the authors are indebted to Professor Calvin L. Lewis, the author of *American Speech*; and for the map on page 62 to Mr. L. P. Benezet, author of *The World War and What Was Behind It*.





## CONTENTS

	PAGE
PREFACE .....	3
TO THE TEACHER .....	9
TO THE PUPIL.....	11
CHAPTER	
I. THE ORIGIN OF LANGUAGE.....	13
II. THE GROWTH OF VOCABULARY.....	22
III. THE ALPHABET.....	34
IV. CLASSES OF LANGUAGES.....	50
V. FAMILIES OF LANGUAGES.....	54
VI. THE ARYANS.....	65
VII. GREEK AND LATIN.....	69
VIII. THE ROMANCE LANGUAGES.....	75
IX. GERMANIC AND LATIN ELEMENTS IN ENGLISH.....	82
X. BORROWED WORDS.....	92
XI. THE SOUNDS OF SPOKEN LANGUAGE.....	95
XII. HOW LATIN WORDS CHANGED.....	113
XIII. WHY WORDS CHANGE IN FORM.....	126
XIV. CHANGES IN MEANING.....	134
XV. GOOD USAGE.....	150
XVI. WORLD LANGUAGES.....	160
XVII. PREFIXES.....	164
XVIII. SUFFIXES.....	184
XIX. HOMONYMS.....	207
THE PRONUNCIATION OF FOREIGN WORDS.....	211

