

**THE PRINCIPLES OF GRAMMAR:
AN INTRODUCTION TO THE
STUDY OF THE LAWS OF
LANGUAGE BY THE INDUCTIVE
METHOD**

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The Principles of Grammar: An Introduction to the Study of the Laws of Language by the Inductive Method by Herbert J. Davenport & Anna M. Emerson

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HERBERT J. DAVENPORT & ANNA M. EMERSON

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The  Co.

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BY THE INDUCTIVE METHOD

BY
HERBERT J. DAVENPORT
AND
ANNA M. EMERSON

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ERRATA

- Page 62, ninth line from bottom, read *elaborated* for *elaborate*.
128, Sec. 95, read 55 for 58.
152, eighth line from bottom, read *direct object* for *subject*.
153, Sec. 121, read xxviii for xxix.
162, third line from bottom, read *complement* for *predicate*.
165, ninth line, read *time* for *kind*.
178, eighth line, omit *object*.
226, middle of page, read *substantives* for *pronouns*.

NOTE TO THE TEACHER

THIS book is the outcome of an attempt to find a statement of grammar principles which should avoid the placing of the teacher of foreign languages at cross purposes with the teacher of English, — to the end that one instructor may not laboriously unteach what the other has as laboriously taught. The authors, originally agreeing only upon the necessity of agreement, have proceeded upon the conviction that in the essential sameness of thought processes among different peoples the broader principles of language structure must be general. They believe themselves to have found their problem not impossible of solution and the attempt not altogether profitless.

This work is arranged in three parts—the whole intended to provide a complete course, including elementary, intermediate, and advanced grammar. The preliminary matter will give the beginner a general view of the field, and is believed to be sufficient for everything earlier than eighth grade work. The body of the book will, it is thought, be found suitable for eighth grade pupils and for beginners in the high school. The Appendix contains matter intended for the teacher, and for the more inquiring and the brighter of high school pupils as well as for students in advanced work. If, however, pupils in the high school are found to be ill grounded in the fundamentals of grammar, the Introductory Studies should be undertaken as preparation for the main body of the work, and in any case may well serve as a preliminary review.

It is not expected that this discipline shall take the place of language work as distinguished from formal grammar. Sev-