

have sown this seam badly ; " The two first verses ; " Susan is the handsomest of the two ; " Mary writes as Jane would have wrote ; " Neither smoking or drinking allowed ; " Her husband is covetous ; " Belov'd brethron and " Their daughter were beloved ; " He is rsook ; " Not as I know of ; " He has trod on my skirt ; " Have you shook the shawl ? " I only called to price your goods ; " He is quite as good as me ; " Those people ; " Was you reading just now ? " I see him last Monday ; " They have broke the window ; " Give me them books ; " It was not him ; it was me ; " The baby has fell down stairs ; " There is danger of a drouth ; " If I was rich I would buy a carriage ; " I propose to start to-morrow ; " We conversed together ; " I have seen for this twenty years ; " Seldom or ever ; " He is known through Europe ; " The river bank is overflown ; " It was no use asking him ; " Who may you be ; " Five pair of gloves ; " I should think James was the tallest ; " Fairly or no ; " They were all drown'd ; " This shop to let ; " This room is twelve foot long ; " He lives at London ; " He left his books to home ; " Such another mistake ; " Give me both of those books ; " He plunged down into the stream ; " By the latter end of the week ; " Because why ? " They covered it over ; " My sister called and we both took a walk ; " A new pair of shoes ; " Combined together ; " Send me a dispatch ; " He went unbeknown to me ; " I lit on this passago ; " I was necessitated to do it ; " Almost no knowlege ; " Somewheres in the city ; " I fear I shall discommode you ; " I'm thinking they will come ; " His conduct admits of no apology ; " A gent called to see me ; " You have no call to be angry ; " I had rather not ; " No less than ten persons ; " A couple of pounds ; " He is nowadays in fault ; " He is like to be ; " I am bald in comparison to you ; " The dinner was all eaten up ; " It fell on the floor ; " Six weeks back ; " Who finds him in money ? " Be that as it will ; " Since when ? " I saw it in here ; " That ain't right ; " My every hope ; " The wind sets that way ; " Nobody else but him ; " Either of the three ; " Neither the one or the other ; " The other one ; " Above a month ; " Such another ; " He was in eminent danger ; " Vegetables are plenty ; " They mutually loved each other ; " Nowheres ; " Least wise ; " Up to the scratch ; " Down on him ; " Walk into him ; " Is that so ; " Did you ever ? " Well, I never ! "

Of course these inaccuracies are of different classes and degrees. Some of them may be excused in common talk, as betokening a kind of playful or humorous familiarity, the incorrectness being intentional, and as well understood by the speaker as the hearer.

LETTER FROM COLONEL PARKER.

Normal Park, Ill., April 14th, 1884.

In your paper of April 12th I noticed an article, "Lessons in Language," that contained a large number of grammatically incorrect sentences. The article is good, but the recommendation of the "Ed." surprises me, for I have generally read the soundest doctrine in your paper. The "Ed." says of these mistakes in language, "The teacher may write them on the blackboard, where they can be studied; the pupils should have little blank books in which these forms should be copied, as well as others that they may notice. These will train the eyes of the pupil; he must learn to criticise himself." (The italics are mine.)

Children learn the forms of language—both oral and written—entirely by imitation. The reason that they use incorrect language is that they have imitated the same. Reason does not enter into the learning of language until a late stage of study, if indeed there is any reason in it. Forms in speech are used because educated

people use them. Now, an incorrect form makes just as distinct and lasting impression as a correct one. You and I make mistakes once in a while, not because we do not know the right forms and the rules, but because we have formed the habit. Put these forms on the blackboard, let the children copy them, and every word and letter made is stamping the inaccuracies deeper and deeper in their minds. There are some faults that do not need ready-made examples. It is just as proper and right to swear, steal, or get drunk, as examples for children "to copy on their slates," as to have them copy verbal errors. Every word mispronounced, every word misspelled fixes the form in the mind. I know the old belief, and have the best works on false syntax in my library, but I thought such nonsense had passed out of progressive school journals. The advocates of the plan are not wanting. I well remember hearing an old master urge the use of false syntax. "I would write it on the board," said he, with great stress, "and I would leave it there for the children to read and read, until they could remember every word. For," said he,

"Vice is a monster of such hideous mein,  
To be hated needs but to be seen."

With his arm swinging in mid air he stopped; the sentiment of the last two lines did not seem so very appropriate:—

"And seen too oft, familiar with its face,  
We first endure, then pity, then embrace."

I embrace this opportunity to make my first criticism on your paper.

F. W. PARKER.

[The suggestion at the head of the article was made at the request of a subscriber who had used the inaccuracies, and was intended merely to hint a method of employing them. In the course of study for the public schools of this city, for example, there is a direction for the correction of false syntax, and so in most cities. The plan of correcting false syntax is an old one, and hard to dislodge. With less and less faith in the efficacy of lists of inaccuracies (for pupils,) there is a steady demand for them. Col. Parker states the principle so strongly that there is nothing more to be said. Let inaccuracies be noted by the teacher and let these be stated to the class and the correct form given. The point is that much must be made of the correct form, and little of the incorrect one.—Ed].

GOVERNMENT SCHOOLS IN FRANCE.

SIR,—I have just had a chat with a French schoolmaster on the subject of elementary education in England and France, and I thought that perhaps your readers would be glad to know something about elementary schools here. I shall confine myself this time to mentioning a few points in which it would be well for the English Government to imitate that of the French.

(a) In France there are no schools fees. Education is free. Children who can, pay for their books; those who cannot are supplied by the Government.

(b) Attendance at school is compulsory from seven years of age to thirteen. Every child must attend a school. If a child is absent four times in a month, it is excused. If five times, it is reported to the committee. The parent is cautioned the first time, fined the second time, and sent to prison the third. Would not English schoolmasters bless such a state of things? The consequence of this strict rule is that there is no trouble whatever about the attendance.

(c) Private schools are to a certain extent under State control. They must be conducted according to the Education Act.

(d) There is inspection, but no payment by results.

(e) There are no pupil teachers in France. Teachers commence generally when they are eighteen years of age, after receiving a