

crated man or woman, as the rural school. We have very many such men and women in the ranks of the teaching profession now. What

we aim at is to draw a still larger number into the ranks, pay them better, and keep them there for life.

STUDIES IN ENGLISH GRAMMAR.

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II. *Dialect, English : Its Claims upon the Teacher.*

Although the "King's English" is no doubt what all loyal subjects of His Majesty who use the language at all should aim at speaking, yet it is a fact which is painfully evident to British schoolmasters, Canadian included, as well as to many other persons, that the average young Britisher exhibits a steady and sturdy opposition to law and authority in this respect, however loyal he may be in other ways. Nor is this rebelliousness a development of recent times. We know that the generations which preceded ours exhibited the same aversion to this form of speech, and the probabilities seem to be that those which shall come after us will also require considerable urging to induce them to render true and loyal homage in this respect. The causes of this state of chronic rebellion would consequently seem worthy of inquiry.

To begin with, let me postulate—what most teachers of experience have observed—that the youthful mind usually thinks clearly and correctly, by a series of simple inductions, on things in which it is interested, so far as its knowledge goes. The art of expression is a thing in which young people are intensely interested, and who that has witnessed the development of this

faculty in young children has not been often struck with the thought, that their attempts at expression generally show a logical consistency, even where they fail to come up to the requirements of that highly conventionalized mode of expression known as "good English." It is sometimes said that a good or a bad use of the language is the result altogether of environment, particularly the home influences. While this is doubtless in large measure true, yet experience with pupils from homes, where a high degree of purity in the use of the language by the elder members prevails, often shows that there are even in these pupils certain innate tendencies, as it were, to violate the laws of grammar in particular cases. This tendency is, of course, more marked, and leads to more glaring errors, in the speech of those pupils whose home surroundings have been less favorable in this respect. Such errors are usually most persistent, and it will often be found on investigation that they owe their persistent nature to the fact that they have usually more or less logical foundation, in the laws of the language, and in the laws of thought. The first step toward the eradication of the evil in these cases, should often be, the recognition by the teacher of the element of truth which the "dialect" form of expression contains.