

**THE PUBLIC SCHOOL FRENCH
GRAMMAR, GIVING THE LATEST
RESULTS OF MODERN
PHILOLOGY. ADAPTED FOR THE
USE OF ENGLISH SCHOOLS**

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The Public School French Grammar, Giving the Latest Results of Modern Philology. Adapted for the Use of English Schools by Auguste Brachet & P. H. E. Brette & Gustave Masson

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AUGUSTE BRACHET & P. H. E. BRETTE & GUSTAVE MASSON

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THE PUBLIC SCHOOL
FRENCH GRAMMAR.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice to ensure transparency and accountability.

2. The second section outlines the procedures for handling discrepancies between the recorded amounts and the actual cash received. It states that any such variance must be investigated immediately and reported to the appropriate authority.

3. The third part of the document details the requirements for the physical handling of cash. It specifies that all cash must be stored in a secure, fireproof safe and that access to the safe should be restricted to authorized personnel only.

4. The fourth section addresses the issue of cash deposits. It requires that all cash received must be deposited into the designated bank account within a specified time frame to prevent any loss or misappropriation.

5. The final part of the document provides a summary of the key points and reiterates the commitment to maintaining the highest standards of financial integrity and honesty.

THE
PUBLIC SCHOOL
FRENCH GRAMMAR

GIVING THE LATEST RESULTS OF MODERN PHILOLOGY

BY

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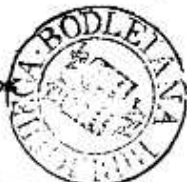
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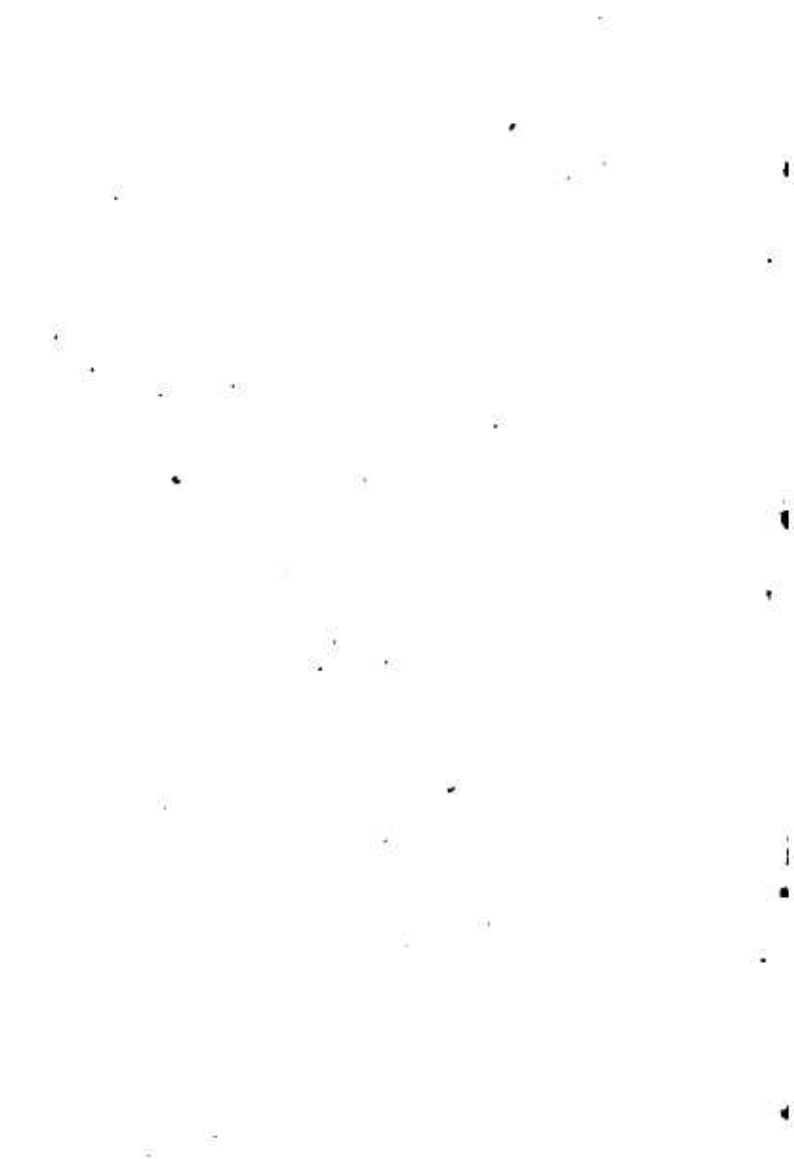
TO

THE REV. F. W. FARRAR, D.D., F.R.S.

HEAD MASTER OF MARLBOROUGH COLLEGE, AND CHAPLAIN IN
ORDINARY TO THE QUEEN.

The present Work is respectfully dedicated by the
Translator

P. H. ERNEST BRETTE-
GUSTAVE MASSON.



AUTHOR'S PREFACE.

IN publishing this new Grammar, designed for the practical teaching of French in the elementary forms of our *lycées*, I need not justify the second title which accompanies it; no apology is necessary, now, to show the indispensable part played by history in the everyday teaching of languages.

Whatever be the idiom considered, the present use depends upon the ancient one, and finds its explanation in it alone; hence what more natural than to make the history of the language serve for the explanation of grammatical rules, by gradually taking the student back from the present use to the epoch when these rules originated? Besides the advantage of being rational, the historical method possesses another merit: memory always retains more clearly the facts which the intellect understands; and the child will remember grammatical rules so much the better, because they have been grasped by his mind. Let us take an instance. We are told that the French plural is always formed with the help of the consonant *s*; why *s* rather than *b* or *m*? Because the French substantives are derived from the Latin accusative; and whereas in Latin the characteristic letter of that case was always *s* in the plural (*rosas*, les roses; *nidos*, les nids; *dolores*, les douleurs), the absence of the *s* was a mark of the singular (*rosam*, la rose; *nidum*, le nid; *dolorem*, la douleur).