

Direct Method does not ignore the value of grammar. It is, however, careful to teach French and not merely rules of French Grammar written in English. Again the Grammar Method sets the irregular verb apart to be taken up after some progress has been made. But Direct Method by introducing these verbs—verbs which are quite worn out with much use—naturally and without effort from the beginning solves the difficulty before the pupil realizes that there was one.

After the age of ten, the muscles of articulation tend to become fixed and the co-ordinations of a new language are more difficult to build up. High School pupils are further handicapped by school methods which make of them "eye-and-book" learners, dependent on the printed page. Hence progress at first must necessarily be slow; and both teacher and pupil will need patience. The advanced intelligence of the pupil will, however, more than overcome this later on; that is if the corner stone has been well laid.

If High School pupils are to acquire correct pronunciation with a reasonable expenditure of time and energy, they must be carefully instructed and thoroughly drilled in phonetics. (1) French sounds are best taught by means of their physiology: i. e., the pupil is instructed in the teeth, tongue and lip positions required to produce the different sounds. The teaching of French sounds by comparison with English sounds results not only in a loss of that "atmosphere" so essential to success, but usually results in confusion—very few pupils having any clear appreciation of English sounds. As an aid to clearness and precision each sound should be associated with its phonetic character, and later with the letter or letters by which the sound is usually represented in French words. As French is a phonetic language there is much to be gained from thorough phonetic drill

at the beginning of the course. This drill together with a good model on the teacher's part—all spoken language is the result of imitation rather than of conscious obedience to rules—should during the first year enable the pupil to establish fairly correct pronunciation.

Needless to say the Direct Method cannot be successfully applied to the prescribed course; while the text books are not well suited even to the Grammar Method. The present course is too ambitious. Too much is required, and quite naturally we have "cramming" instead of teaching and "plugging" instead of study. Having regard to the principle of French as the language of communication and instruction, High School pupils cannot be expected to study Racine. Or supposing they were so qualified, why not study Canadian authors?

Text-books exactly suited to the needs of our High School grades may be difficult to find, yet, Fraser and Squair's "High School French Grammar"—now in use in most of the provinces—is a compromise between the Direct and Grammar methods and offers many advantages over the present texts.

The subject matter of a French reader should be of such a very simple nature that the pupil's only difficulty will be that of the new language. "Oral lessons in French" (2), parts I and II; or Berlitz "Premier Livre"; and "Oral Lessons in French", parts III-V, or "Lectures Faciles," by Lazare might be suited to the needs of Grades IX and X respectively. In Grade XI, after careful drill in verb conjugation, miscellaneous reading with the aid of a dictionary (3) should be encouraged. The Acadian Readers and French newspapers offer an abundance of suitable material with the distinct advantage of local color.

Expediency may require that matriculation examinations be mainly written. Yet, the questions set might

Its ASSAM quality gives it
that rich flavor

RED ROSE
TEA "is good tea"

Sold only in sealed packages