

deal of valuable time in committing these to memory. The conditions would be met by a simple, practical work in composition and grammar, presenting through abundant typical illustrations the necessary language forms.

7. THE TEACHING OF FRENCH.

The subject of French in the English-French Schools was considered mainly in its bearing upon the teaching of other subjects of the course of study.

The teaching of French is in the early stages very closely connected with the use of the language as an introductory medium of instruction. The teacher loses very much in power when she is unable to present written or printed words in blackboard and other exercises. During the pupil's first year at school, he has very little to take up his attention except his lessons in English conversation and arithmetic. He has, therefore, ample time to make a good beginning in French reading and to provide a basis in language for written exercises. By the beginning of the second year, he has learned to appreciate the value of symbols in expressing thought, and he learns the mechanics of English reading much more rapidly than the English child who has had no previous training in reading. In the second and third forms the teachers usually find sufficient time to continue the lessons in the French language without seriously interfering with the other subjects of study. It is in Form IV, especially in the case of classes preparing for the Entrance Examination, that the chief difficulty is experienced. While some of the teachers say that they can cover the Entrance course and at the same time devote sufficient attention to French reading, grammar, and composition, yet the majority of them are of the opinion that such a course is too extensive. Some of the teachers freely admitted that their pupils were not prepared for the Entrance Examination because the preparation of the Entrance subjects interfered with the study of French. Others, on the other hand, told me that they gave but little attention to French in Form IV, because the time given to it interfered with the preparation of work for the Entrance Examination. It is evident, therefore, that in some schools the study of French is interfering with the results in the Entrance Examination and in others that the Entrance Examination is displacing the study of French. It would appear that, under present conditions, the two can be combined only through some readjustment of the requirements of the Entrance Examination which would shorten the course for those who study French.

8. THE SUPPLY OF TEACHERS.

The chief obstacle in the way of the improvement and the maintenance of the English-French Schools is the difficulty of securing an adequate supply of competent teachers. Given a sufficient force of well selected and well trained teachers who have a clear and sympathetic grasp of the needs of the English-French Schools and of the means of supplying them, the schools might in a reasonable time be made quite as efficient as the schools in English-speaking localities.

It is a comparatively easy matter to organize and to perfect training schools, but the pressing question is, from what sources are these schools to secure an attendance? Applicants for training must necessarily come from the French-speaking population. So far it has been impossible to secure from this source a sufficient number of candidates with proper academic standing to take up the work of train-