

Where success is being attained, stress is being laid mainly on two points, (1) persistence in the continuance of varied exercises, (2) insistence on freedom of expression.

Where teachers are succeeding they are persistent in requiring from their pupils written exercises not only in composition as a special subject of study, but also in connection with all the other branches of instruction.

These exercises are not mere formal drills on words or sentences. As far as possible, they are required to be the free expression of the child's own thoughts. The teacher gets but little from the pupils at first; but, when she expects but little, is sympathetic in showing her appreciation of the children's efforts, and is helpful in criticism, she very quickly leads them to widen and improve their forms of expression. Teachers who would otherwise succeed, frequently fail because, impatient in looking for results, and expecting too much, they discourage and repress their pupils by criticisms which are either too frequent or too severe.

5. OTHER SUBJECTS IN THE COURSE OF STUDY.

The language studies of the English-French Schools are the only subjects that present special problems for consideration. The character of the work to be undertaken in other departments is practically the same as in the English Schools.

6. TEXT-BOOKS.

As I have already pointed out, many teachers make a good beginning in applying conversational methods in teaching English, but through lack of knowledge and materials are unable to continue beyond a few simple lessons. A manual of method for teachers covering the whole field of the teaching of English to French-speaking pupils would assist them materially. It should contain a detailed outline of work for each of the lower grades with illustrative lessons and discussion of methods. It should also give instructions regarding the place of elementary reading and written composition and the best methods of introducing them. It should be made a text-book in the training schools for teachers and a copy should be placed in every English-French School. The Berlitz Methods are in quite general use in Eastern and in Northern Ontario. Their chief defect for our purpose is that the lessons do not bear directly upon and lead up to the introduction of oral reading as carried out in our authorized text-books.

It is quite generally conceded that the English-French Readers do not meet the modern requirements as either English or French Readers. The system of teaching which they are intended to serve has been discontinued in all the best schools. The Ontario Readers are being introduced as English Readers into most of the Public Schools and into many of the R. C. Separate Schools. The English-French Readers are retained for reading in French only. The facilities for teaching French would be improved by adopting a new series of French Readers, modern in selections, arrangement, and illustrations.

On account of the diversity of inflections and idioms in the French language, a systematic study of grammatical forms is necessary at an earlier stage than in English. At present the demand is supplied by a variety of French grammars. All appear to be defective in that the presentation of the subjects is unnecessarily encumbered with definitions and formal rules. The pupils are wasting a great