

by teachers whose mother-tongue is English and of French by teachers whose mother-tongue is French by a system of exchanges in teachers easy to arrange. Now and then we find a teacher whose mother-tongue is English who speaks French perfectly, and one whose mother-tongue is French who speaks English perfectly, but instances are rare.

The system adopted in the R. C. Separate Schools at Ottawa East and Mattawa, where the classes are paralleled throughout all the grades, is wasteful of time, because two separate Form III and Form IV divisions are maintained in all subjects with a small number of pupils in each. Besides, the French-speaking pupils in these schools are losing the advantage of being trained in English by teachers whose mother-tongue is English.

3. LANGUAGE USED IN GIVING SCHOOL DIRECTIONS.

English can be used in giving commands, directions, etc., in the ordinary routine of the school. Little ones of five years of age pick up within a week or two the meanings of the terms used and follow the general directions of the teacher without difficulty. Of course, when a teacher is giving a pupil special directions or carrying on an extended conversation with him, she must use French if he is not sufficiently proficient in English to understand her.

4. THE TEACHING OF ENGLISH.

English Conversation.

This subject has been quite fully considered in connection with the discussion of the language of instruction. Conversation is best taught when every school lesson becomes a practice exercise. The child at entrance to school begins with systematic lessons in conversation. The subjects of conversation are objects, pictures, actions, etc., and words are directly associated with ideas. As soon as a few notional words are acquired, relational words are introduced. Questions and answers, are, as far as possible, thrown into the form of sentences, and the pupils are introduced gradually to the more familiar forms of asserting, asking, denying, etc.

As English becomes the language of instruction, the formal exercises in conversation are dropped, but the teacher continues to keep in mind the language requirements of the pupil in connection with the teaching of every subject of study, and she is on the alert to find opportunities of assisting him to enlarge his vocabulary and to acquire increased freedom in the use of language.

The proficiency of pupils in conversation can be materially advanced by the assistance of parents when they are themselves able to speak English. In the course of my inspections, I found in the junior second class of one of the largest graded schools visited two little girls much freer in the use of English than the other members of the class. On inquiring the reason, I was told by the teacher that the parents of the children took special pains to teach them at home. The father of one of the girls called upon me later and explained that, desiring their children to learn both languages, he and his wife had systematically used both English and French in the home. The result, he said, was that each of their children had acquired facility in the use of both languages at a very early age. Similar instances of the effects of home training were observed in other centres. A wider observance of this practice would materially lighten the burden on the schools.