

pretend to have no need for means both easy and concise, given by nature itself; they resort to very ingenious devices and indirect means, using very often incorrect sentences and vague gestures which only serve to discourage even the most intelligent pupils, and all that without accomplishing their purpose.

We ask of those who study a foreign language, is it not as natural for the pupil to translate as it is for water to follow the course of the river? At first his mind is unable to understand the meaning of a foreign word without the help of the corresponding word in his own language; it is only after long practice that he can do so.

Then it is more simple and natural to give at once the meaning of each word through translation, until the teacher can attempt to give definitions and explanations in using the vocabulary possessed by the pupil.

Translation affords another advantage: it enables the pupil to prepare his lessons, which gives him the means of progressing rapidly, and renders the task of teaching much lighter and more effective to both pupil and teacher.

Translation, we repeat, is only for the eyes and the mind, and intended mostly to be used in preparing a lesson. Once in the class, French alone must be used, as the object is to practise this idiom, and all the terms employed are understood by the pupil. A dialogue is thus started, and it goes without saying that the teacher may enliven it by suitable gestures, which, in this case, far from being obscure, add forcibly to expressions already clear to the pupil.

Although following quite a practical method, we do not neglect teaching grammar; we fully admit its great usefulness. Moreover, grammar is a subject of conversation very favorable to a beginner studying a foreign tongue as it is familiar to him, and many of its terms are identical or similar in French and English. So, you will see by glancing over our exercises that grammar is taught even with the first lesson. But in this instance, we will again relinquish the old methods which *tire* the pupils' memory without obtaining the success in view. It is mostly their intellect which we wish them to *make use of*. From reading the rules given by us, and listening attentively to the teacher's explanations, the pupil acquires grammar so much