

ply taking part in an exercise, but when English is being made use of as a means of communication, he is compelled to be constantly on the alert to understand what is said and to express his own ideas in the language. Again, skill in the use of a language comes only through varied and constant practice. As French is the language spoken almost exclusively in his home and among his companions, the school offers the pupil his only opportunity of gaining a mastery of English. A good beginning is made through formal language lessons in Form I, but the ordinary teacher has neither the time nor the skill to provide in such lessons a sufficiently wide range of practice in the upper grades. Doubtless teachers with exceptional training and with special gifts for teaching languages can, by an extended use of the direct method of teaching, when time is at their disposal, lead pupils through a course in English which will in the end give them a sufficiently comprehensive training in conversation, composition, and reading. This work is not being done in any of the English-French schools. Teachers with the requisite qualifications are not available, nor is it likely, considering all the conditions, that it will ever be possible to secure them for this service. But where English is used as a means of communication between pupil and teacher and used as the medium of instruction, opportunities are offered naturally for a very wide and varied use of the language. Pupils do acquire in this indirect way in many schools proficiency in English.

Experience shows that the pupil's progress in the ordinary subjects is not retarded as much as might appear by the necessity of learning and using a strange tongue. I found, both in graded and rural schools, Form III and Form IV classes that had been taught through English well up in the ordinary subjects of the public school course and able to answer readily in English when questioned on these subjects.

## 2. ORGANIZATION.

The organization which gives, on the whole, the most satisfactory results requires the pupil to remain three years in Form I and two years in Form II, during which time English is made gradually to replace French as the medium of instruction. At the end of this period the most backward pupil should have sufficient command of the language to follow with comparative ease lessons conducted in English.

This organization adds one year to the time commonly taken in English schools to complete the Public School Course. I am convinced that, considering the additional labour involved in learning a new language, the work cannot be done satisfactorily in a shorter time. In some good schools the extra year is taken in Form III, but, on the whole, pupils make more satisfactory progress when the additional time is spent in the earlier part of the course.

In schools attended by both English-speaking and French-speaking pupils the English-speaking pupils are best taught by themselves in Forms I and II. The French-speaking children naturally need, in the beginning, special attention in English not necessary to be given to the English-speaking children, and the separation of classes allows both the English-speaking and the French-speaking children to proceed with the least possible loss of time. In such schools the classes are combined with advantage in Form III.

The mixed school offers the French-speaking children the best opportunity of learning English. Not only does this form of organization give them an opportunity of acquiring English through association with the English-speaking pupils on the playground, but it permits of the teaching of English throughout the grades