



6. It is most important that, before the reading, the teacher should talk about the lesson, explaining with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences than those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give pupils a clear understanding of the meaning and the construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be given in French, it would be well to repeat it immediately afterwards in English so that pupils may grasp it in this language also.
7. Where the Bilingual series are used, the French lesson may be taken first, as presenting fewer difficulties.
8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with but few questions from the teacher. Pupils may be encouraged to suggest words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in different sentences till the pupil knows their use.
9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.
10. The teacher should write on the board, lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.
11. There should be English dictation every day, at first of such words as were written on the board and learned by the class. For the hard words the teacher should write them on the board, directing particular attention to the difficulties each presents (silent letters, etc.), and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.
12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept to review from.
13. Each day the class should learn by heart a portion of the reading lesson, or of certain selected lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils.
14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.
15. Sentences that the pupils have given in English describing actions, pictures, etc., should be written on the board and, with the help of the class, the translation of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.
16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be so rendered. In such exercises from the Bilingual series, either one side of the open book should be covered, or else the book be closed. The pupils' own expressions should be preferred to those of the book, if they convey the right meaning. Frequently the teacher should give for translation sentences changed somewhat from those in the lesson, though consisting for the most part of the same words, especially for the junior classes.
17. For the young pupils the translation should be as literal as possible so that they will have some definite meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idioms may be introduced *gradually*.