

C.—INSTRUCTIONS OF THE EDUCATION DEPARTMENT WITH RESPECT TO TEACHING ENGLISH TO JUNIOR FRENCH CLASSES.

I. ORAL WORK.

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach through objects, choosing at first those most familiar to the child. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements, to vary the form of phrases or sentences, to ask questions, etc., encouraging all such attempts however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated and if necessary drilled upon. The teacher should take especial care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving thorough drill on the difficulties commonly met with, *e.g.*, *three*, *old man*, etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows:

1. Holding an object in plain view of the class, the teacher gives its name clearly and slowly; then the pupils pronounce its name (a) after the teacher, (b) without the teacher's help, (c) individually. Other objects are similarly treated, the number depending upon the ability of the class.
2. The teacher pronounces the name and the pupils shew or hold up the object.
3. The teacher shews the object and the name is given by the pupils (a) together, (b) separately.
4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the objects to be first taken up are (i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.*: apple, watch, stone, leaf, etc. Later, pictures may be used to teach common animals, vegetables, etc., etc.
5. When the pupil has a fair stock of names, teach simple descriptive words, still by means of objects, *e.g.*: a *short* pencil, a *long* stick, a *small* book, a *large* slate, a *red* dress, a *black* hat, etc. Related or contrasted terms are more easily taught together.
6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements; *e.g.*, the teacher, doing the act as he describes it, says: I open the book, I raise the window, I tear the paper, I sit down, etc. Then the class is told to open the book, to raise the window, to tear the paper, to sit down, etc., to shew their understanding of the English sentence. A further step is to have them tell in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as: open the door; open the window; open the desk; etc.; raise the slate; raise the chair; etc., the pupil describing in English what he is doing.
7. The use of the simple pronouns, *he*, *we*, *hers*, *they*, etc., should be taught through simple language lessons, *e.g.*, *his* slate; *my* book; *he* cleans the board; *you* hold the box; *they* close the door, etc.
8. In a somewhat similar way the simple prepositions may be taught, *e.g.*, the book is *on* the chair; *under* the desk; *beside* the slate, etc.
9. When some little advance has been made, the question and negative forms should be used; also the plural and possessive forms, the simple past tense and the common