

Many of the teachers employed by our Protestant School Board at the time this method was introduced, had studied French by methods which, to say the least, did not lay special stress either on fluency or on correct pronunciation. A considerable number of our teachers voluntarily undertook special studies for the purpose of rendering their knowledge of the subject, already sufficient in extent, available for the practical work which they were called upon to undertake. I mention this circumstance merely for the purpose of saying that this difficulty no longer exists to any great extent. Owing to the great improvements that have been made in recent years in the French course of our Provincial Normal School, the graduates of that institution are now well qualified in this respect to undertake such practical work as I have described in this paper. Here, by the way, is a point which bears upon the question of the extension of the work of the Normal School in the direction of more general professional training. Let this be done by all means, but if it is proposed to sacrifice any part of the excellent literary work now done in the Normal School, let the changes be made gradually and with great caution. I do not hesitate to say that the successful establishment of a French course with oral work as a basis would not have been possible, had it not been for the good work of the Normal School in teaching French as well as in teaching methods. At any rate, if our high schools and academies aspire to undertake the literary work now done in the Normal School, let them speedily follow the example of the Normal School and adopt a method of teaching French better suited to the practical needs of the province.

But a sufficient knowledge of the language is not the only essential qualification of a teacher of French by the natural method. She must also understand the method itself. Now, the few principles involved can all be stated in a few words and will present no difficulty of comprehension. They have been before the profession for many years in the writings of Dr. Sauveur and others. An excellent statement of them with admirable directions for their application, was addressed to the teachers of a primary grade by Dr. Robins, when, as Superintendent of Schools under the Protestant Board of School Commissioners, he introduced the method into the classes of that grade. Those who succeeded Dr. Robins in this work