

1. A careful gradation of the subject matter, and skill in its presentation. The principle upon which the subject matter was arranged was this: Beginning with names of familiar objects and simplest constructions, new matter is introduced as it is required for conversation. 2. In presenting new subject matter the first lessons should be oral. The purpose on hand is twofold: To get the pupil to understand and to speak. There were three ways of interpreting language spoken in an unknown tongue. By an appeal to objects or to pictures, whose names are at the same time given; by means of gesture, modulation of voice and expression of countenance, and after the first stages, by means of the vocabulary already acquired. There were two ways in which pupils get practice in speaking, by repeating in concert and by replying to questions. The art of questioning was important, and this principle should be observed: Never ask a question till the answer, or at least the material of the answer, has been given as a statement and understood. The subject matter must be graded; the first step is an object lesson; then new material is introduced, as required for conversation, to weave into a progressive course. A course has been announced for the province of Quebec, and has the sanction of the department. In Montreal, the teachers are engaging the new course upon the old. In general, thought is connected with language; this makes it attractive and scientific, and a more valuable training for the mind than the old method.

Following the consideration of the subject of French and the method of conducting classes in it, came the question of the Tonic Sol Fa system. A clear and concise statement of the merits of this system was laid down by Mr. W. H. Smith, in a paper read before the Convention. As this paper will appear in a future issue of the *Record*, we need not report his argument in full here. To elucidate, several young ladies volunteered as pupils, and Mr. Smith proceeded to explain the principles of teaching. He recommended to teach the thing before the sign, never to sing with the pupils; to get the answers from the dull or inattentive pupils and to plan the lessons before going to class, so as to have some new point, however small, of a fresh presentation of an old fact at each lesson. He divided his suggestions under the four heads—tune, time, voice training and ear training.