

other names be added to the committee, namely, Messrs. Hewton, Truell and McArthur.

A discussion then took place in regard to the *Educational Record*, which was opened by a paper read by Inspector McGregor. Mr. McGregor outlined a plan by means of which the *Record* might be made even more interesting than it is, to the elementary teachers especially. The discussion was continued by Miss Rix, Mr. Wardrope, Mr. Kneeland, the Rev. Mr. Rexford and Dr. Harper. According to the reporter of the *Gazette*, "When the discussion ended it was felt that the editor had done the best possible under the circumstances, and far from deserving any blame, earned the highest praise for his work in connection with the *Record*. If there was any imperfection, it did not rest with him, but with the teachers."

At the opening of the afternoon session of Thursday, the President of the Association was presented to the teachers, and assumed the duties of Chairman of the meetings. Under his instructions, committees on nomination and resolutions were named, and then the new constitution was read and adopted, after some discussion. Five hundred copies were ordered to be printed for distribution. Notice of motion was given to appoint a committee to frame an Act of Incorporation and obtain the necessary legal assistance.

After the usual routine, a model lesson in French was given by Mr. Leigh R. Gregor, of the Montreal High School, which illustrated in the most interesting manner, the natural method of teaching that subject. No teacher can hear Mr. Gregor without being struck with his enthusiasm. He has given the greatest attention to the above subject, and his manner of handling a class came in for a large share of praise from his fellow-teachers. Mr. Curtis, one of Mr. Gregor's colleagues in the Montreal High School, gave an excellent exposition of the principles of the natural method in teaching modern languages. He stated that the natural method did not promise a mastery of the French language in English schools. Its aim was to give such drill in the ordinary colloquial forms that pupils would be enabled, not only to read, write and translate, but also to speak and to understand when addressed orally within the limits of the subject matter taken up. With this view, teachers employed only French in giving instruction. To do this successfully, two things were essential: