

have been enabled, through the enterprise of the Protestant Board of School Commissioners, to accomplish a more extensive application of the method than had ever been attempted in public schools. Out of this effort several problems arose which had not previously been solved. The question of the selection and arrangement of suitable material for such work will be treated in a subsequent paragraph. The best means of examining pupils taught by an oral method are still under consideration. The management of large classes of young children is necessarily a very different matter from individual teaching, or from the management of small classes of adults. The innumerable devices of the method for explaining the meaning of words without translating them, and for inducing pupils to practise their use might be left to the ingenuity of teachers of experience, but in the case of a large and constantly changing staff, some assistance in this matter has been found convenient for nearly all, and indispensable for many. The most important of all these problems is the training of the teacher.

At first, the School Board found it necessary to provide assistance for its teachers in acquiring the method, but here again the Normal School has come to our relief. Students in training at the Normal School see this work in progress in the Model Schools, where I have no doubt they acquire practice under skilful guidance. At all events I am in a position to testify that recent graduates of the Normal School do possess the necessary technical skill as well as the requisite knowledge of French to enable them to undertake this work in any part of the province. In this respect our position will presently be stronger still. The newly appointed lecturer in French at McGill University is an enthusiastic advocate of the natural method, and conducts his classes at the University entirely in French. So far as the qualification of the teachers is concerned, I see no reason why the method may not forthwith be introduced in the larger schools of the province. In many of these schools, one teacher has charge of the French work of all classes, in which respect they enjoy a decided advantage over the schools of Montreal, where it is not found practicable, except in the High and Senior Schools, to employ specialists in this subject.

In my opinion, the establishment of a definite and