

ten periods each, devoted respectively, at the rate of two periods a day, to mathematics, classics (with ancient history), and modern languages (including English and English history). The proportion observed between French and German, on the one hand, and English and history, on the other, was as six to four, while science was adequately provided for by allowing boys wishing to take the subject to spend in the laboratory their spare hours from trigonometry, Greek, French, or German, as the case might be.

It is not impossible that such a division of the day and week might work out well in a school with so few as three, or even two, masters, in which, happily, the attempt is not made to teach every pupil in every period. Whether the attempt so to do is ever desirable may well be questioned. We are greatly in danger of teaching too much and of leaving the pupil, to his own hurt, to depend too little upon himself. This evil of over-teaching is undoubtedly due in no small measure to the second of the limitations to be considered

II.—EXAMINATIONS.

"Pupils must be passed," so I am assured by those who are most affected by the evil, or the teacher "loses his place," as the phrase goes. As odious a phrase it is as those others which are seen in the papers every day during the summer vacation:—"State salary expected," "Wanted a Male Teacher"; "Wanted a Female Teacher." The last two savor somewhat of the old slave days, which are supposed to be gone forever. But with schoolmaster and school-mistresses of to-day it is, I fear, a supposition, and nothing more.

And they themselves have to bear at least part of the blame for the existing state of affairs.

Not only is the aim of the teacher lowered, perhaps insensibly, and independence stifled in the pupil, but a great deal of hasty (therefore bad) teaching and inaccuracy are the result. On the latter point I feel strongly, for I have just finished reading three sets of scholarship papers for the universities of Ontario, the examination being conducted by the Education Department. Hardly one of the candidates (about 120 in number) was able to give correctly common forms of verbs in general use occurring in the prescribed texts.

The imperative of the verb *s'asseoir*, conjugated either affirmatively or negatively, ought surely to be familiar to honour candidates for university scholarships, yet scarcely ten per cent. of them gave the verbal forms correctly. A larger percentage understood in a vague fashion that the order of the pronouns changed when the negative appeared, but they did not always manage to give their proper forms.

The nomenclature of the tenses is apparently, something not taught in the majority of schools; and, I fear, the same must be said of the functions of the tenses also. In vain have I asked in years gone by for the perfect or the past indefinite of the indicative, giving the two names together. Candidate after candidate has thought the past definite was meant, while some have written the imperfect. This year I sought to avoid the difficulty of nomenclature by asking for the perfect of the infinitive, and in many cases the