

separation of boys into distinct classes, and at the same time begin to provide for the wants of the future scholar. I believe it would be well if all the pupils in our Public Schools should know something of French, the mother-tongue of a large number of our fellow-citizens; but, as I am not optimistic enough to believe that the public mind is prepared for so radical a change, I only insist that it should at least be an optional subject for boys who intend to take a High School course. We might surely, as the Hon. Mr. Laurier suggested, pay our French compatriots the compliment of teaching their language to our clever boys and girls.

Let us suppose that our future theological scholar has completed his Public School education at the age of 12, and is now prepared to enter the High School. Between the ages of 12 and 18, besides the English subjects, he has to acquire a competent knowledge of Latin, Greek, French, German, Mathematics and Science. Obviously no time must be wasted. The main object is to enable him to *read fluently* the languages he studies. I make this reservation, because at present the amount of time wasted in our High Schools in the attempt to teach the pupil to acquire a colloquial knowledge of French and German—an accomplishment he will never acquire without living with French or German families, or going to France or Germany—is scandalous. For our future scholar French and German are simply instruments, enabling him to read with ease what is written in those tongues. No doubt he cannot be taught, as he ought to be taught, to read with intelligence, and to translate into idiomatic English, the languages he studies—Latin, Greek, French and German—without learning to appreciate in some measure the spirit of these languages and of the literature contained in them; but the main object of the High School course should be to give facility in reading them. Familiarity with the pronunciation of French, and with the phrases of ordinary conversation, should be acquired in the Public School. These things presupposed, there is, as I believe, nothing to hinder a boy or girl of average intelligence from covering the whole ground I have indicated in six years.

But we must also provide for the education of boys who may leave the High School at the age of 14. I therefore make the following suggestion. Any boy who, besides the ordinary branches,