

French is not taught. The fact is not questioned, and there is no doubt that it is desirable that both languages should be taught in all our schools; but, in order to a just appreciation of the present status of this subject in our English schools, it is necessary to know the past history of the subject of French as a school subject. In our Normal School this subject has received special attention from the commencement under a professor of French, and each teacher sent forth from the Normal School has been obliged to take a thorough course and pass an examination in French. During the past few years the time given to this subject in the Normal has been more than doubled, and the instructor in French has been raised to the rank of an ordinary professor, giving all her time to this subject. Under our Board of Examiners, French is required for all academy and model school diplomas and for first-class elementary diplomas; but it is optional for second and third-class elementary diplomas. In the last examination, out of 104 teachers who took second-class elementary diplomas, 47 passed in French, although it was optional with them.

In our superior schools the subject of French is compulsory, and forms one of the subjects of the annual written examination; and at the examination in June last, out of 1,259 pupils, 1,169 were presented for examination in French.

In the elementary schools of the cities, towns and villages the subject of French is also regularly taught; and during the past few years no subject has received so much attention at our educational gatherings as the subject of French, the best text-books to be used and the best methods of teaching it. Our text-books in French have been prepared by our own teachers, and a new one has just been added to the list from which good results are expected. The best teachers of French from a distance have been invited to give us the benefit of their experience in the best methods of teaching this subject; and some of our own teachers have taken advantage of the noted summer schools of languages in order to qualify themselves for the best work in this subject, and they have in turn given other teachers the advantages of their experience in our conventions and summer schools, and in special classes for teachers organized for this purpose. In fact, it may be said that no subject of the school course has been so persistently and enthusiastically discussed by our educational bodies during the past few years as this subject. It cannot be said, therefore, that we are indifferent in reference to the teaching of this subject, or that we have neglected to take the necessary steps