

desideratum, one, but not more than one, text ought to be prescribed in any one year of the course. From personal experience and from observation, I should say that it is impossible for the average pupil to assimilate more than one book and at the same time, to pay proper attention to oral exercises and grammatical drill.

So long as we have the present unsatisfactory arrangement of the leaving examinations, which I look upon as only temporary and as preparatory to something better, it cannot do much harm to have two books for the senior leaving examination, for it is supposed to represent at least two years of work. When the better day dawns, not only the course, but the character of the examinations, will have to be changed in order to take account, as opportunity offers, of such things as I have here set down as desirable.

VI.—MODERN LANGUAGES IN BUSINESS.

My subject confines me to High Schools and the average pupil in them—the chief care, and yet, in a manner, the curse of our whole educational system in Ontario. We are trying, as it were with one and the same set of machinery, to manufacture articles intended for uses as far apart from one another as kitchen crockery is from webs of finest silk. If I were speaking of commercial courses and of business colleges, to which the former ought to be transferred, I should speak of commercial and journalistic French and German. With increasing interprovincial and international trade, there can be little doubt that an ever-increas-

ing demand will be made for clerks with a thorough knowledge of these languages, and perhaps of Spanish and Italian also.

If we had anything corresponding to the Realschulen of Germany, or even a respectable number of technical schools, I might speak of the relation of modern languages of manufactures. We have only the High Schools (and Collegiate Institutes), and they are for culture purposes alone—a fact which should never be lost sight of. We must stand firm upon the ground that the educational system is not intended to prepare boys and girls to earn a living, but, through their studies and their intercourse with men and women of character and education, in the fullest sense of the term, to train their intelligence and develop their character to such an extent as shall enable them to profit speedily by the further processes of training that are to fit them for earning a livelihood, and shall enable them likewise to adapt themselves readily to the ever-changing conditions of life in such a way as to perform honestly and honorably the various duties devolving upon them.

VII.—CHARACTER.

What the old Bishop was as a man, Jean Valjean was inspired to become by his brief contact with him. The story of his "becoming" is, I suppose, Victor Hugo's main theme in *Les Misérables*, while in *Quatre-Vingt-Treize* he makes special application of this idea of spiritual fatherhood to the relation of master and pupil in the characters of Gauvain and Cimourdain. If there is any truth in this idea, and few will deny the fact, it behooves us to know well