

five years of real secondary education, that is, he has studied languages both ancient and modern, mathematics, and other distinctly secondary school subjects for a number of years. It is true he will not have done quite so much arithmetic, reading and writing as the American boy, and not so much of subjects like English, drawing, nature study, and geography, which have a direct bearing upon the lives of the masses, but this loss is not seriously felt in his college course.

There are reasons for beginning secondary education not later than twelve years of age. In the first place the capacity for languages rapidly disappears as adolescence approaches. It is impossible to teach a deaf boy to speak after the age of ten has been reached, and now it is never attempted. The optimal time for language is between one and four. If the instinct for language is not hardened into the habit of language, then, like all instincts, it tends to fade away. Teachers of the deaf like to get their charges while young—not later than three if possible.

In the second place the beginnings of adolescence are felt by the girl as early as ten, and by the boy some two years later. This great change affects the whole of their lives—mental, physical and moral. The American scheme of schools transfers them to a new environment right in the middle of the tempest. The European plan allows them to settle in the new school environment at the beginning of adolescence and gives the school a reasonable period to grip their lives before the most trying period appears.

For these reasons many High Schools in the United States are changing over to a six-year plan. The new course begins at twelve and is divided into two equal parts. The first three years is known as the Junior, and the second as the Senior High School. This arrangement, wherever adopted, seems to have proved an unqualified success. Especially are languages favourably affected by it and already many educationalists claim that it soon will become the normal American High School.

Will Canada follow the lead of the United States a second time?

An Educational Congress.—THE SCHOOL gives its readers some extracts from a report, altogether too brief, by Professor Macpherson of Queen's University, upon the annual meetings of the Department of Superintendence, the Society of College Teachers of Education, and half-a-dozen other educational organizations held in Cincinnati in February last. The readers must supply the comments and comparisons.

"A definite attempt had apparently been made to arrange the programme so that important discussions of general interest would not conflict."