

school, are far better worth striving to inspire in a pupil than a low desire for any amount of mere examination success. I have a theory, which I am glad to say others besides myself have often worked out in practice, that anyone who is filled with a love for French and German, and who is constantly increasing his own acquaintance with them, will be rewarded by seeing this love and determination I have spoken of growing up in his pupils, if he teaches the subject without reference to examinations at all. And he will not have to fear the day of publication of results either.

IV LENGTH OF THE H.S. COURSE.

Whether it is customary now, as it used to be, for pupils to come without any previous knowledge of the subject, and request to be prepared for the junior or the senior leaving examination in French or German in periods ranging from three to ten months, I cannot say. I sincerely hope it is not. There should be only one answer for such a pupil, and that is, it is impossible, unless you are a linguistic genius. None but a genius could in one school year (much less in a shorter time) begin to have any conception of what is meant by language study and by the laws of a language, to which he must conform who wishes to really learn anything of it.

If, instead of two leaving examinations, there were only one, which should be such in reality, and not in name merely, for the vast majority of our High School pupils, we should be the better able to work out our ideals without distraction. The majority of the the pupils it cannot be

too often said, are neither prospective teachers nor prospective university students.

Again, if none but those who had taken the whole High School course were permitted to present themselves for this simplified leaving examination, the position of affairs would be further improved. This would be the case especially, if the entrance examination were abolished and those who might wish to study the languages were thus placed in a position that would enable them to begin them early, within any fear of spending at least four, if not six years, or more, upon them.

After a somewhat long experience, four years seem to me the fewest possible in which to do for a pupil leaving school for good that which will enable him to go on by himself with the study of modern languages, or, indeed, any of the other subjects of study. Once more let it be said, that ought to be the objective of our High School course; and it can hardly be maintained with due regard to truth-telling, that it is so to-day.

V.—CHARACTER OF THE COURSE.

In Germany it is found possible to give the pupils of the Realschulen, in which modern languages (French and English) are compulsory, in the Gymnasien, in which Toegerschulen, a good grammatical training, a considerable amount of practice in conversation, the usual exercises in translating into and out of the vernacular, together with two things which we do not attempt at all,—some general ideas concerning the history of literature and information about the history, institutions, social customs, legends, etc., of the nations speaking the