

answers contained the past participle alone, while a few candidates gave forms such as *ayant tenu*.

The same kind of mistake was found also, and more frequently, in the answers to the German paper. But here the additional vice manifested itself, I should say in fully twenty-five per cent. of the papers, of writing *haben gesetzt* for *gesetzt haben*, while I became quite accustomed to the monstrosity *haben gewesen*.

It is not my intention to raise any discussion concerning the merits of the natural, as opposed to the grammatical, method, or the reverse. To him who can use it, either of them is good; and every teacher must, after all, evolve his own method. But I do think that accuracy is a thing which we have a right to expect from our pupils, and which they in turn have a right to expect from us.

Whatever methods of teaching may be adopted, the verbs in the texts read, or in the grammar, ought to be thoroughly drilled into the pupils, for it is wonderful what an extensive vocabulary anyone will have who has once mastered his verbs in either French or German. If the admirable hints for drill in the verbs which are thrown out in the new authorized grammars are utilized, this drill will not be irksome to either teacher or pupil, but by means of the sentences used, it can be made to subserve admirably the purposes of conversation as well as those of training both ear and tongue, all of which are to be desired.

Another sort of inaccuracy which has tried my patience recently is that arising out of im-

perfect assimilation of the vocabulary contained in the texts prescribed for examination. With wearisome iteration I heard, when I was discussing my papers with the associate examiners, the phrase "But the candidate has the idea," even though he had, in my opinion, exhausted most, if not all, of the marks by mistakes due to crass ignorance and culpable approximation. This was in connection, it must be remembered, with passages that were to be prepared no less than those that were to be taken at sight. I may be wrong, but it does seem to me that no one, to use the phrase again, "has the idea," in the true meaning of the words, unless he can reproduce it in good, idiomatic English, with proper regard for literalness of translation. When next I examine for the Department, I hope that it will not be necessary for me to argue this point again. I cannot but think the phrase an attempt to apologize for inaccuracy, which is, after all, carelessness and laziness. Both of these we, as teachers, ought to correct in our pupils wherever we see them, for where they are there can be at best only absence of character.

III.— EXAMINATION SUCCESS.

Character and love of knowledge we cannot expect to see growing up in our pupils if we teach for examinations alone, and if, in so doing, we lead them to believe that success (save the mark!) is the only thing worth having, no matter how it is attained. Love of the subject and a determination to pursue it patiently, and in accordance with its own laws, after he leaves