

dreds of pupils begin the preparation of the various subjects for matriculation who never enter a university," there must be something very far wrong with admission requirements. But is it regrettable? Surely no school curriculum, worthy of the name, could be formulated which does not take some account of matriculation subjects—English, Arithmetic, History, Languages, Mathematics and Elementary Science. When it is gravely argued that the "plan of allowing though not compelling certain (matriculation) subjects to be taken up in the lower forms of High Schools does much harm," it would seem as though the Education Department might be led to take action in the way of perpetuating and even intensifying the very evils of which President Loudon has complained. The main ground of offence in the schools seems to be language teaching, and the authority of Prof. Sweet is invoked to prove that "pupils should not begin Latin until they reach sixteen years of age." Now language study, (apart from English, and elementary grammar,) ought to be universally recognized as "one of the most admirable forms of mental discipline, giving increase of grasp and intellectual power, calling for and developing, as few other studies do, the faculty of rapid review and ready application of knowledge already possessed". No one has a greater respect for English than I have, but I can only regard it as a regrettable and even discreditable circumstance that pupils should sometimes present themselves for matriculation at McGill who have never studied any language except English, and who ask for special consideration because they were actually debarred by the conditions of the school they attended—otherwise excellently well equipped—from taking up any language save their mother tongue. To one-sided advocates of the study of English, one might almost say by way of parody: "What should they know of *English*, who only *English* know?" And it may be noted incidentally that it is often those who cry up most loudly the exclusive study of English who contrive themselves to write English just about as badly as it can be written!

In regard to the improvement of schools in the Province of Quebec, it must be said that while there is in existing conditions a good deal of reason for discouragement, there