

to complain: That there is no care had in respect to train up scholars so that they might be able to express their minds purely and readily in our own tongue, and to increase in the practice of it as well as in the Latin or Greek; whereas our chief endeavour should be for it." It is a leap from early Stuart days to our own, and a far cry from Leicestershire to Canada. And yet not so very long ago—about ten years, to the best of our recollection—the newspapers gave a piece of information that caused a little stir for a time. An educational vacancy had to be filled in Ontario, and many of the candidates who applied for it were unable to spell correctly. Of course severe reflections on the method of teaching English in schools and colleges followed. The universities, it was said, instead of striving to remedy defects, were allowing men to take a degree without requiring from them that standard in orthography which schools, even of a low grade, ought to attain and to exact. In brief, the fault-findings and attacks converged in a demand for the teaching of more English Composition.

But the blame ought not to be attached to the wrong quarter. The teacher of English in the country school is often a victim, not an offender, for the system to which he is bound down does not give him a fair chance. No work tries patience or exhausts mental power more than the honest correction of English prose. To imagine that the female teacher in the Protestant country schools of the Province of Quebec, with her average annual salary of \$114 if she does not hold a diploma and of \$149 if she does, ought, after a hard day's work, to correct English papers, and that at frequent and regular intervals, betrays a lack of consciousness of the fitness of things. Self-sacrificing and ambitious teachers prepared to work overtime are to be found everywhere, but that is not a fact on which school systems are intended to rely. On the contrary, the just claims of the writing of English should be fully recognized, and the curriculum so modified that an approach might be made to generally satisfactory results. After all is said, the subject of elementary English composition belongs to the schools, and not, as at present, to the schools and the universities. And the universities are distinctly to blame for this condition of things. Instead of their thrusting aside a matriculant who is prepared to show thoroughness in English composition and grammar, they ought to accept him as a person qualified, so far as English is concerned, to begin his collegiate career in any Faculty. There is no objection to