

exceptional construction or of doubtful authenticity. In a word the paper he sets will show the lines upon which the work should have been studied; it will elicit a knowledge or ignorance of the mind of the writer and of the text, not of the slipshod commentaries of annotators. Tell me this: What chance will the crammed student, who has been well named a mental cripple, have when confronted with such a paper? But I may be told all this is very well in the abstract and it would be very well in practice if we had ideal examiners. But are our examiners what they ought to be? Instead of setting papers which test the knowledge of the students in the essentials of the text book do they not frequently pick out what is unimportant or absurd? There is too much truth in the objection, and there is a great deal of room for improvement in examinations. But if in this point and many others half the talents and energy that are now expended in advocating dangerous experiments in education, were employed in preventing the existing system from being abused, there would be no need of revolutionary changes in the matter of examinations. Written examinations too should also be supplemented by oral tests.

If the tone of our remarks should appear somewhat dogmatic, we can say with all candour, that we have no disposition to dogmatize in a matter on which we are conscious there are so many others who have a far better right than we can claim to speak with authority. Whatever may be the solution of the difficulty, the importance of the question cannot be too strongly urged. Higher Education is the plateau on which the war of good and evil, light and darkness, will ever be decided. It is here that the strong and skilled forces which are the mainstay of truth are at the same time trained and brought into action. The results will influence the masses of young recruits on the plains below, as well as the select posts of observation on the mountain peaks above. It is from the plateau of Higher Education that the proper stimulus can be given to the masses in the primary schools. It is from hence, too, must be derived the select forces of the University.

We have given our views with considerable freedom and have aimed at being intensely practical rather than emotional or brilliant. If the instinct of organization were banished from every other breast, it ought to find a loyal welcome in the heart of the teacher. He is the official exponent of system, method and order. The Church is not an abstraction—it is a concrete reality. You and we are the Church. Let us each in our respective spheres do our best towards promoting one of the most important questions of the hour,—The Higher Education of the Catholic Youth.