

are of opinion that this would be the next best solution of the difficulty. It would at all events have many advantages. It would pave the way for Catholic High Schools. It would give the students of these institutions an official standing in the Educational system of our country. It would finally bring these institutions into competition with the High Schools of the country and supply us with a standard by which we could form a just estimate of the work done by them. It is safe to presume that when that day comes our Catholic Colleges here will be able to compete as successfully as they have done in other countries where there is a fair field and no favor. At least this is a conclusion forced on everyone who carefully examines the programme of studies pursued in most of our Colleges and compares it with that of similar non-Catholic institutions. In ancient and modern languages, in pure mathematics and in many of the fine arts, our graduates probably excel, and in most of our Colleges there is a course of mental philosophy which far surpasses the corresponding course given elsewhere. We must never forget that true scholarship consists principally of three things: a broad and strong grasp of unassailable principles, an erudition and power of applying principles to the sum total of material.

Just a word regarding an objection frequently raised against competition in Educational matters, that it begets superficiality and what is technically called cramming. Teachers and pupils who go down in the intellectual contest are too apt to indulge in invective against the successful crammers. Competition does not necessarily beget cram, whereas absence of competition invariably begets stagnation. The best schools are those that make competition and emulation between the classes of the school, and between individuals of the class, as sharp and exciting as possible. Why should competition be essentially evil when extended from individuals and classes to schools? The proper remedy to prevent cramming is to suppress altogether as being no evidence of real preparation the first twenty-five per cent. gained by a student of the total marks assigned to a subject. Thus if a student scored fifty-one marks in a subject to which two hundred marks are assigned, he should get credit for one mark only. Again every mark gained over seventy-five per cent. in a subject should count as two. The effect of this rule would be to encourage a thorough mastery of the subjects attached to composition and unseen translations that cannot be presented for examination. In the languages let importance be crammed.