

spreads forth its branches to the winds, a vigorous young oak, and if left untouched by rude hands, may flourish a thousand years hence a memorial of our historic dawn; like the Conqueror's oak in the Royal chase, associated with the deeds of William of Normandy, or Herne's Oak, the memorial of the later age of England's Maiden Queen and Shakespeare's "Merry Wives of Windsor." But neither oak nor seat of learning can flourish if subjected to constant transplanting or endless unrest. Time is needed ere the healthy sapling realize the motto: "*Velut arbor ævo*," that voices our University's symbolic crest of the maple tree. We have, indeed, seen in the history of the Cornell and Johns Hopkins Universities what can be accomplished by such institutions when started on their career with an adequate endowment. Nor, with its narrower resources, has this University failed to make a name for itself,

or to train more than one generation to do it honour. But much has yet to be accomplished before even Harvard or Yale can claim equality with the venerable centres of Europe's academic life, with their alumni, the world's true nobility, by whom the thoughts of generations have been widened, and science mastered for the service of mankind. They were the strongholds of intellectual life in ages of darkness and ignorance. We recognize in them the source of Europe's re-awakening, and hail the promise of a still brighter renaissance for ourselves. Let it not be our shame that "knowledge grows, but wisdom lingers." The sources of all true progress are at our disposal. It rests with those to whom the equipment of this University is entrusted to determine whether we shall bear our part in the seed-time of future centuries; or with niggard parsimony, leave our sons to reap where they have not sown.

ENGLISH IN OUR SCHOOLS.

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MR. HAULTAIN in his admirable letter which appeared in *The Week* of the 8th of September, and which has been copied into *THE EDUCATIONAL MONTHLY*, has called public attention to a very important matter, which has not hitherto received the attention it deserves. There can be no doubt that the study of English is of special importance, for all other knowledge is valueless unless we are able to express our ideas in a clear and forcible manner. Yet in nothing have our schools failed so completely as in imparting a sound English education, and at the examinations for matriculation into our universities a larger number of candidates have failed in English than in

any other department of study. Of the candidates who in July last presented themselves for matriculation into Trinity, Victoria and Queen's Universities more than twenty per cent. were rejected, and the percentage of failures was still larger among those who presented themselves at the supplemental examinations at Queen's in the last week of September. The number of ungrammatical expressions and mistakes in spelling, quite apart from the absence of purity of diction, which the papers of candidates show, is simply amazing and positively painful to the examiner. It is hard to say where the blame lies, but it is partially due to the fact that English is virtually crowded out of