

can introduce honour examinations and scholarship tests as we wish them to be. We can, in so far as we succeed, force back upon the schools methods of teaching in accordance with our requirements. For example, we can re-introduce the priceless subject of English reading out loud, - abandoned in ignorance of its profound reaction upon the work of the school and on the appreciation of literature. We can escape from the barren and noxious method of translating English into modern languages, a method which forever forbids the real use of such a language by setting up an irremovable connection between the English form and the foreign..... All along the line with our own matriculation, we can teach as we want, demand what we want, and illuminate with the light of higher learning the gloomy field of elementary education. For all of this enthusiasm is wanted, the working of the spirit, not the mere framing of rules.....

Those who understand this last subject technically will say at once that we must accept Ontario and other provincial certificates and that therefore we cannot refuse a Quebec certificate and therefore our matriculation could not stand. This is not so. If our own matriculation governs all scholarships and all honours and shews the path of preferment, prospective students will take it. Common sense and the advice of their schoolmasters will urge them to do it. We must of course accept the Quebec certificate as also the Ontario one as a pro tanto method of entry to the pass school. But we would do the same for a certificate from Timbuctoo or for the students from the Mosque of El Ashar at Cairo.

I desire also to call attention to one last consideration, in its true meaning first in importance. It is a matter again of the spirit, and not of the rule, of the inner light and not of the organization of a