

the world and of the proper course of education than the inhabitants of the present British Colonies. They first established an University, and then educated downwards to the Common Schools as auxiliary seminaries, which were thus supplied with competent teachers; while duly qualified professional men and legislators were simultaneously provided for the State. In Canada, there is an unfriendly feeling toward these institutions, which people who play upon popular prejudice or ignorance, endeavor to foster, by representing them as engrossed by the sons of the rich, who are able to pay the expense of their own instruction, without assistance from the public treasury; and that all that is thus bestowed is so much withdrawn from the more deserving but untrained children of the poor."

Help us then in bringing the standard of education up; do not try and force us to let ours down.

And here it will not be out of place for me to say a few words on a matter, on which legislation is not unlikely to take place soon. I allude to the idea of forming one University Board of Examiners for the whole Province. For my own part, I cannot but regret that in such a movement, what is called the "loaves and fish argument" should come in at all—much more that such a movement should have arisen out of a desire to parcel out the revenues of University College, Toronto, among rival Institutions. But as far as the idea of a Board of Examiners for the Province is concerned from which all titles to University distinction should emanate, that has, and has had, for some years, the approval of my own judgment, and I believe that the other Professors of this College look upon it with approbation also. Only the thing must be done fairly and impartially, and it will require the utmost care so to accomplish it.

In the first place here are a number of Institutions, all claiming, having, and exercising the right to examine and confer degrees. It is not an easy thing to force an institution, by an Act of Provincial Parliament, to surrender a Royal Charter. If the Government could follow the example of the worthy Mayor of Sherbrooke, in recommending the observance of the Queen's birthday as a general holiday, and follow it with like success; if the Government could, with the good will of the Universities of Canada, establish one Board of Examiners for all, it would be an excellent step indeed. The Institutions themselves, might and would retain their power of conferring their own degrees, and if they liked, might insist upon other terms, over and above those imposed by the Board—as *e. g.*—in denominational Institutions—that the character and religious knowledge of its Alumni should be enquired into and certified, prior to being allowed to go before the Board of Examiners.

Then the constitution of the Board must be carefully attended to. The Examiners must be compe-

tent men, chosen in such a way that all existing interests will be maintained with a fair balance of power. They should meet at two places annually one in Canada West and one in Canada East, or else the examination should be conducted altogether by writing—papers of questions being prepared by the Board and sent down to the various Colleges, where the Board should have a representative, sworn to preserve the inviolability and secrecy, both of the questions and the answers made to them, and to send away the latter under seal to the Board—the answers being given with mottoes instead of signatures of names, so that the examiner should have no idea whose papers he is looking over, or even from what College they came, and to ensure thorough fairness not the names of the persons who had passed their examination, or gained honors, should be published, but the mottoes under which the papers were sent up to the Board.

From the adoption of some such system, I should hope for the best results. The present state of things is objectionable upon two special grounds. First: If there be a number of Universities each examining its own pupils itself, and by itself, there is a great and real danger of their out-bidding each other in facility of conferring distinctions; and this sort of rivalry, where it exists, is a worm gnawing the very pith of the plant of learning. And secondly: In small institutions, there is a necessity that the teachers should be in great measure the examiners also—a most lamentable state of things. Pupils soon come to know and understand the line of examination they are likely to fall into, and do not half prepare themselves as they might; and the teacher, if he be not very strictly conscientious, prepares his pupils so as to enable them to figure in the eyes of the public. And I appeal to your own experience, are you not aware that this is a very common state of things? Or if the teacher is conscientious, he is tempted, nay he is more or less constrained, to forego advantages which are open to him, of working up his classes and giving them additional polish. I have found myself oftentimes much disheartened by this state of thing existing necessarily here. I cannot set my examination questions until the teaching is all over—for if I know what is to be set for examination I must either pass it over entirely in revising my work with my class which may be unfair to them, or else work them up in it, which is still worse, and so our examination work becomes all crowded and hurried.

I say then—give us one Canadian Board of Examiners, fairly constituted. I am an Englishman, and glory in an Englishman's motto: "a fair field and no favor." We want to produce scholars of first-rate attainments. Let us provide diligently the best means for developing them. Let us hold out to them from the beginning, that their real merits, their abilities and attainments, will be thoroughly and search-