

EDITORIAL.

THIS month we publish the essential part of the arrangement, entered into by the Senate of the University of Toronto and the Education Department, bearing upon the conduct of examinations for Junior Matriculation and Teachers' Certificates. It is satisfactory to see that the Senate has not put all the examinations of the University into the hands of the Department. That day may come soon but not yet. For the near future, the Senate conducts examinations as in the past, and exercises proper care in this special direction over those seeking its attestation to their academic standing. Nevertheless, we are entering on a new departure. The Senate has agreed to accept *pro tanto* the results obtained by the machinery of the Education Office for Junior Matriculation. Our experience of the work done at the examinations promoted and controlled by the Minister of Education does not warrant us to hope for good or clean work. We deem it unnecessary to stay at present to cite witnesses to substantiate the foregoing statement.

We call attention to the fact, as we understand the state of the case now, that while the Senate has accepted certain results obtained by the Education Department we fail to find any corresponding courtesy on the side of the Department towards results certified to by the officials of the Senate. Why, for example, should not pass candidates at Junior Matriculation be regarded as having Third-Class Non-professional Certificates and honorem, of different standing, as having secured First or Second Class Non-professional Certificates? We ask the question on behalf of University-men and hope an answer will be vouchsafed by the Department.

STATE OF EDUCATION IN INDIA.

INDIA for ages has had a civilization of its own, a certain kind of knowledge prevailing there, especially in large towns; many villages also had schools, though the education given was merely a smattering of writing and counting.

In 1793, when the East India Company was seeking a renewal of its charter (which it had to do every twenty years), Grant and Wilberforce succeeded in securing certain religious advantages for the people, this being the first step in a system of instruction which is now being more fully developed.

Upon the renewal of the charter in 1813, Zachary Macaulay and others secured the insertion of a provision requiring the Company to devote £10,000 to the encouragement of education, which was to be given to the vernacular language of the country.

About this time the teaching of English was begun by missionaries, and gradually there followed a demand for English education in the various employments open to the natives, and, very soon after, an English merchant established a school for half-caste children, to which natives eagerly sought admission. This school ultimately developed into a college.

Dr. Duff's English school was opened at Calcutta in 1830, and it speedily became the most successful school in the Presidency. When the Company's charter was renewed in 1833 the grant for education was raised to £100,000, and closely following this in 1835 Macaulay's famous Minute secured that the English language should be the great subject of study in the Government schools of India.