

for the payment of the salaries of Common School Teachers, and we may well say that, as Canadians, we have reason to refer with pride to the exertions of the Municipalities and Trustees to sustain our Public Schools.

With a spirit no less generous and enlightened has the Legislature of Canada seconded the efforts of the people in this great work. Thus far it has not permitted the subject of education to be mixed up with the exciting political questions of the day. It has been discussed apart; and in the true spirit of Christian patriotism. It has never yet degenerated into the symbol of a partizan warfare. And it is fervently hoped that it never will; that, although now and then peculiarly exciting phases of the question may be under discussion, the great and paramount importance of the subject itself, and its National sacredness, will never be lost sight of,—but that Legislature and people will still vie with each other in their efforts to render our educational system, in the memorable words of Lord Elgin, still more “the crown and glory of the institutions of the Province.”

**TEST OF THE VALUE OF THE EDUCATION IN THE OLD AND NEW ENGLISH UNIVERSITIES.**

(From the London Times.)

No measure has excited of late days a keener domestic interest or been regarded as fraught with more powerful influences on our social institutions than that of opening the great prizes of India—the civil appointments of the Company's service—to public competition. A scheme, it will be remembered, was carefully framed for the establishment of open examinations, and excellence in these examinations was to be rewarded with premiums, each of which, as was truly observed, represented no less an acquisition than an honourable social position and comfortable independence for life. The project was carried out. The first of these examinations has been held, and the results, as described by Mr. V. Smith in his Indian Finance statement, are of such remarkable interest that we introduce them prominently to the attention of the public. For the reader's comprehension, however, of what follows, we recapitulate certain of the leading regulations from the general scheme reported in our paper of the 27th of December last, and by which we presume the actual proceedings were governed. It was estimated that there would be on an average about 40 of these valuable prizes to be gained in each year, and that the competitors from various Universities and schools might number probably about 300 or 400. The examination was to include a variety of subjects, so arranged and balanced as to invite candidates from all seminaries, and secure fair encouragement to every description of intellectual excellence.

The proceedings were to be conducted by the system of “marks,”—that is to say by the allotment beforehand of a fixed number of marks to good performances on each subject, the aggregate of such marks obtained by each competitor being held to determine his relative place. The following is a list of the subjects, with the marks which they were respectively to carry, or, in other words, the consideration which they were to receive in cases where they were shown to have been thoroughly well mastered:

**FOR ENGLISH LANGUAGE AND LITERATURE.**

	No. of Marks to be given.		No. of Mark to be given.
Composition .....	500	Italian .....	375
History .....	500	Mathematics, pure and mixed.	1,000
General Literature.....	500	Natural Sciences .....	500
	1,500	Moral Sciences.....	500
Greek .....	750	Sanscrit.....	375
Latin .....	750	Arabic.....	375
French .....	375		6,875
German.....	375		

It was, of course, not supposed or expected that any candidate would be able to show a proficiency in all these subjects together. What was desired was to leave room for proficiency of all kinds, and to attract ability of every description. The following words of the report, indeed, present a sufficient view of the purposes entertained:—“It seems to us probable that of the 6,875 marks which are the maximum no candidate will ever obtain half. A candidate who is at once a distinguished classical scholar and a distinguished mathematician will be, as he ought to be, certain of success. A classical scholar who is no mathematician, or a mathematician who is no classical scholar, will

be certain of success if he is well read in the literature of his own country. A young man who has scarcely any knowledge of mathematics, little Latin and no Greek, may pass such an examination in English, French, Italian, German, geology and chymistry that he may stand at the head of the list.” Let us now turn to the results of the first actual experiment. The actual number of candidates offering themselves for examination was 113, the number of appointments awarded was 20, and, that the reader may be able to take in the particulars at a glance, we place them before him in a tabular form:

No. of Can.	Coming from	No. Successful.	No. of Can.	Coming from	No. Successful.
19	Oxford .....	8	2	Queen's College, Galway....	1
32	Cambridge .....	6	2	Other Irish Schools .....	0
6	London University.....	2	12	Scotch Universities and Col.	1*
2	King's College, London....	1	3	Other Scotch Schools.....	0
1	Harrow School.....	0	2	Abroad.....	0
13	Other Schools .....	0			
14	Trinity College, Dublin....	0	113		20
5	Queen's College, Cork.....	1			

We are further apprised that the highest number of marks gained by any candidate was 2,254, and that this candidate came from the University of London, whilst the lowest number of marks gained by any successful candidate was 1,120. It will also be recollected, perhaps, that the original scheme provided direct and peculiar encouragement for special excellence—i. e., for unquestionable proficiency in any one particular branch of knowledge. “Nothing,” said the Report, “can be further from our wish than to hold out premiums for knowledge of wide surface and small depth. We are of opinion that a candidate ought to be allowed no credit at all for taking up a subject in which he is a mere smatterer. Profound and accurate acquaintance with a single language ought to tell more than bad translations and themes in six languages. A single paper which shows that the writer thoroughly understands the principles of the differential calculus ought to tell more than twenty superficial and incorrect answers to questions about chymistry, botany, mythology, metaphysics, logic, and English history.” These having been the principles of selection recommended, we are now informed that the successful candidates included the three best English scholars, the seven best classical scholars, the two best foreign language scholars, the best natural science scholar, and the two best moral science scholars, but not the best nor the second best in mathematics. From these interesting facts a variety of deductions will, no doubt, be drawn by our readers. One or two points are such as to strike at first sight. Of the 113 candidates 73 were furnished by English seminaries, and of these 17 were successful; 23 were furnished by Ireland, with two examples of success; and 15 by Scotland, with one. Of the English candidates no fewer than 51 proceeded from the two great Universities; but here it is not a little remarkable that whereas Oxford with only 19 champions, secured 8 prizes, Cambridge, with 32, carried off but 6. It is obvious to suppose that the Oxford candidates might have been more select, but this, though it might explain the relative proportion, would not account for the absolute majority gained, nor show how it came to pass that Oxford could produce eight men of the class required while Cambridge could only produce six. The mere distinction between classics and mathematics, and their respective marks, would hardly explain the result, for Cambridge of late years has turned out as many classical scholars as Oxford, and of as good a stamp. The fact is the more remarkable inasmuch as from the known resemblance of Cambridge studies generally to the requirements of the new examination it was conceived that Cambridge would carry off a lion's share of the spoil, but whether it is that the Oxford system is better calculated to concentrate ability and promote those specialities of talent now in demand, or whether the result is fortuitous and likely to be altered on another occasion, we cannot pretend to say. Perhaps a single trial hardly affords room for judgment. One thing seems plain from the statements now published, and that is, that classical scholarship is taught and acquired more thoroughly than any other kind of scholarship, and we may further infer that the teaching is due to the old Universities. At the same time the success obtained by the younger institutions is very striking. London University sent up but six candidates, and yet shows two winners, one of them the best among the whole. King's College, with its two candidates, gained one prize; and the Queen's College, Cork, and Queen's College, Galway, produced each their conqueror. These results are quite enough to put the old Universities on their mettle, and high time it is, indeed, that the energies of their residents should be stimulated by the invigorating action of free constitutions. The examinations for these Indian appointments will henceforth represent something like a High Court of Appeal from all the seminaries of the kingdom, and, if experience approves the standards of excellence adopted, the results will give reader means of comparing one system of education with another than have ever yet been available.

\* From Edinburgh.