

In the first place it is *thorough*: it saves time; it affords a good test of the efficiency of each particular school, and properly excludes from the examination a number of pupils who are unfitted to take part in it, and who would reflect no credit on the school from which they might come. Besides, it serves a double purpose: it first excites public interest in each particular school, and then it introduces a system of healthy competition between all the schools in the township. Teachers, too, are stimulated to adopt the best methods of instruction, so that when put to a practical test, these methods will be found to be both economical and effective in their results.

We would also again insert the following regulations of holding Competitive Examinations, prepared by Henry L. Slack, Esq., Inspector of Public Schools in the County of Lanark:—

REGULATIONS FOR HOLDING COMPETITIVE EXAMINATIONS.

1. In each municipality where a grant of money has been made for the purpose, an Examination will be held in some central place, to which will be admitted delegates from all the Schools of said municipality.

2. All pupils of Union Sections shall attend the Examination in the municipality in which their school-house is situated—provided said municipality has made a grant: provided, nevertheless, that if one portion of said Union Section lies within a municipality which has not made a grant, the children of that portion will not be allowed to compete.

3. Every Teacher shall be limited to TWELVE pupils—*three only* to be taken out of each of the 2nd, 3rd, 4th and 5th classes; and said pupils must have been in attendance at school for at least Forty Days of the present year.

4. No pupil examined at any Competitive Examinations last year will be allowed to compete again in the same class.

5. Every Teacher will be required to furnish to the County Inspector, on the *First July*, a certified list of intending competitors, specifying their names, ages, attendance at school for the present year, and the classes in which they are respectively to compete.

6. There shall be THREE Examiners at each examination, one of whom shall be the County Inspector, and the other two persons, selected by him for the purpose.

7. The Examination will be conducted in accordance with the "Programme of Studies" authorized by the Council of Public Instruction, and now in use in the Public Schools in this Province.

8. The Examination, as far as practicable, shall be conducted in writing.

9. It shall be considered as contrary to the spirit of these regulations, and to just and fair competition, that any Teacher should devote *extra time in school* to the preparation of candidates for examination.

10. The examinations will be held in the early part of July, at such time as shall be decided upon by the Inspector.

11. Each Teacher shall contribute the sum of *Fifty Cents*, to be collected from the competitors, or otherwise, to pay expenses incurred; such sums to be forwarded to the Inspector on the *First of July*, together with the return of the pupils.

— COMPETITIVE SCHOOL PIC-NIC in connection with the schools of East Durham, was held at the Summit on Friday last. The day was all that could be desired, and by 11 o'clock the grounds began to assume a lively appearance. After a few hours had been spent in various amusements, the grounds were covered with snowy-white table-cloths in all directions, around which happy groups were soon discussing a bounteous supply of viands. This part of the exercise being over, G. B. Salter, Esq., Reeve of Hope, was called to the chair, and announced that the prizes won at the late competitive examinations for Hope and Cavan would then be distributed. He then called on the Inspector to address the meeting. Mr. Tilley expressed himself highly pleased with the success of the examinations, and was confident they had been the means of doing much good to the cause of education in East Durham. He also believed that this their first competitive examination would be followed by many others with equal or greater success, and hoped that Municipal Councils and private individuals would vie with each other in lending substantial aid to make these examinations increasingly beneficial. He then called upon Mr. D. J. Goggin, Head Master of the Port Hope Public Schools, who distributed among the successful candidates prizes to the amount of \$165. After the distribution, games were indulged in until the arrival of the trains, when all betook themselves to their respective homes, well pleased with a day that will long be remembered in connection with the schools of East Durham.

I. School and College Examinations.

TORONTO CITY PUBLIC SCHOOLS.—The distribution of prizes and scholarships to the pupils who had been successful at the annual combined examinations took place at the Music Hall, on the 30th ult. Mr. W. S. Lee, Chairman of the Board of School Trustees, occupied the chair. He, in his opening remarks said that the trustees, remembering

a suggestion that had been thrown out last year, had increased the number of prizes. Having called upon Mr. Sefton to lead the children in singing a piece of music, which was done. Mr. James Hughes, the Inspector of Public Schools then read the report of the examiners. Hon. Mr. Mowat being called upon, said he was present in order to manifest the interest he took in the work of education. Education is very important to children, and of great interest to parents, but to the state it is essential to its future and permanent well-being. Great attention has been given to the subject of education in this country, and it is a satisfaction to know that there is less objection offered to the voting of money for the purpose of education than for any other work. The people evince a willingness to tax themselves for the purpose of having a good educational system, and although they may grumble at taxation in some respects, there is very little grumbling for the taxation levied for school purposes. The public have great confidence in the present system of education, and the various important duties of the officials are fulfilled in a manner which gives general satisfaction. The result is, there is a marked contrast between the educational advantages which the boys and girls in this country receive as compared with the tuition received by their mothers and fathers thirty or forty years ago. He hoped that the educational system in this country was only in its infancy, and that the progress of the past was merely symbolical of the progress yet to come. In this metropolis of Ontario, this city of large wealth and prosperity, the public schools ought to be models for the schools of the Province. He then briefly referred to the working of the educational system of this Province, at the same time eulogizing the Chief Superintendent for the able manner in which he presides over it. He said that there was no doubt the time would not be far distant when they would have the best teachers in their schools the Province could provide. The school house ought to be the best in regard to architecture and convenience for the pupils that could be built, and they ought to be able to show that a better education was received by the pupils of the public schools than elsewhere. They had now some of the best school trustees in the Province, and the school-houses were most creditable to the city. Judging from the presence of those he saw before him, a more promising looking number of boys and girls he never saw anywhere. The Rev. Dr. Castle said that he hoped the public schools would give the best education that it is possible to give. He was sure that they were advancing, and that they possessed advantages with which private schools were not favoured. He would like it to be felt throughout the country that there was no school like the public school, and that the profession of a teacher was one of the noblest in our land. The position of teacher should be recognized as one of the most honourable professions. He was glad to be in a Province in which the people show so much interest in education, and was proud to say that the system of Ontario was appreciated everywhere; and that the actions of the Province in the matter were watched with unabated interest by educationists in the United States, as well as in other parts. The Rev. Mr. Robb expressed his pleasure, as one who had not been long in the city, that the educational institutions were under the supervision of the Government. It was the duty of a Government to look upon all its people as children, providing the education they undoubtedly require in forming a great nation. In his opinion Ontario was in advance of Ireland, in the matter of the State taking education into its hands entirely, and not, as in the case of the latter, providing the primary and university courses alone; but supplying intermediate schools, in which scholars from primary schools could be prepared for the universities. He urged upon the pupils that they should not rest satisfied with the prizes they had taken; but those who have talent should keep it applied, and if any find weakness in brain power, they should make it up by application and industry. He hoped that those who received an education at the country's expense, would use it for the country's good. The educational institutions say to the scholar words similar to those of the eminent Roman when in addressing his son, he said, "I begot you not for *Cataline*, but for my country." Professor Goldwin Smith said that the Attorney-General had spoken correctly when he stated what were the grounds of public education. To educate his children was the natural duty of a parent. He was as much bound to educate as to feed them, for it was necessary to the interests of the State that we should have an intelligent people to organize public institutions on a pure basis, and make the government one of natural reason not popular passion. To reconcile order with the present system of suffrage is very difficult to do, but it would be almost impossible if we had not an educated people. A previous speaker had referred to the vast improvements made in the mode of educating the people; and that fact was impressed upon him (the speaker) every time he entered a school-house, when he saw the excellent apparatus that was provided. He was brought up in a public school himself, in England. The general habits of the scholars were too luxurious, betokening the habits of wealthy people. But the school-room was dark and dingy. The seats were low benches, almost cut to pieces by successive generations of pocket knives, and many of the windows were broken. But not only in apparatus, but in general arrangements, education was improved. In some respects he was a conservative in the matter of education. He did not like people to be too ambitious in respect to popular education as they were in some countries. Popular education was too ambitious in more respects than one. In the first place it undertakes to teach subjects beyond the ages of the children, which cannot be thoroughly taught them, and therefore are comparatively useless to them. It cultivates an ambitious state of mind, teaching the children that they should rise to a state of life beyond their place instead of doing their duty in that state of life to which