

their papers in the order of the questions, will fold them once across and write on the outside sheet their names, and the class of certificate for which they are competing. After the papers are once handed in, the Examiner will not allow any alteration thereof, and he is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus Examination Papers, to the Inspector.

(10). *Punctuality in Proceedings.*—The presiding Examiner must be punctual to the moment in distributing the papers, and in directing the candidates to sign their papers at the close of the allotted time. No writing, other than the signature, should be permitted after the order to sign is given. The candidates are required to be in their allotted places in the room before the hour appointed for the commencement of the examination. If a candidate be not present till after the commencement of the examinations, he cannot be allowed any additional time on account of such absence.

(11). *Penalty for Copying—Evidence.*—In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room any books, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Inspector, who shall reject the candidate if he deems the evidence conclusive.

NOTE.—All second class certificates granted under these regulations shall be issued by the Chief Superintendent; third class certificates shall bear the signature of the Inspector having jurisdiction.

I. Education in Various Countries.

SCHOOL EXAMINATIONS IN ENGLAND.

The first annual report of the Oxford and Cambridge Schools Examination Board, which has just been issued in England, contains some particulars which are of interest in view of the attempt to establish similar examinations in connection with McGill University. The report states that the work which the Universities have set themselves is rapidly extending; numerous fresh applicants are coming in from the larger schools, while most of those who have already availed themselves of the system will continue to do so. The Board has two distinct functions, the one to superintend the inspection and examination of schools, and the other to grant certificates to boys examined under its authority. It is only with the latter that we are now concerned. Those who receive certificates become entitled to various privileges, such, for example, as exemption from the entrance examination of the Colleges, and from the first University examination. For the sake of uniformity, therefore, the same papers are set to all the candidates in most of the subjects, and their work is submitted to a central board of examiners. With respect to the attainments of candidates, the report marks great deficiency in the grammar of the Latin and Greek tongues, even when there was apparently considerable knowledge of the language. The same remark applies to the examination in French, the candidates showing a readiness in making out the sense, while almost universally ignorant of the grammar and idioms. It is not surprising to those acquainted with the usual curriculum of an English school to be told that the candidates showed no facility in English composition. Mathematical attainments were generally respectable, but in physical science there was frequently too much trust in mere book-work and learning by rote. The result of the competition for certificates showed that the failures to attain them were, in Latin, 75 out of 252; in Greek, 77 out of 241; French, 7 out of 13; in German, 3 out of 5; in elementary mathematics, 43 out of 254; in English, 6 out of 16, &c., the total number of candidates being 259, and the number of certificates awarded 156. In all, 104 candidates out of 259 failed. The statement of accounts gives the receipts at £2,327, made up by fees for school examinations, £1,793, and fees of candidates for certificates, £534. The principal payments were—To examiners, £1,430; for printing, £318; secretaries' salaries, £410, leaving a balance in hand of £24. The total number of boys being educated at all the schools under examination was 9,095, and of examiners employed 61.

MCGILL UNIVERSITY EXAMINATION.

The Toronto *Liberal* refers to the school examinations instituted by McGill University, and says the movement is deserving of the heartiest sympathy from all true friends of education. Our con-

temporary adds; "The thought at once suggests itself; why cannot our Toronto University authorities go and do likewise? Confessedly an immense amount of benefit has resulted from the movement in England, and it is quite manifest that improvements in the educational machinery of the country would follow in Ontario as certainly as in England. Those engaged in the practical work of education can easily recognize the general elevation of the standard since the introduction of the new system of examining and classifying teachers, and still more since the institution of written examinations for entrance into the High Schools. The lesson to be learned from this is the value of written examinations as a test of the character of educational work. So quickly has this lesson been learned, that many of the public school inspectors have combined written examinations with their inspection of their schools, and with the most satisfactory results wherever sufficient time has been allowed." * * * "This may be thought too insignificant a work for our university authorities to undertake, but surely if it is not below the dignity of Oxford and Cambridge, hoary with the frosts of many centuries, it cannot be below that of their Canadian antitypes which, compared with them, are but of yesterday. Nor will the university which first heartily engages in the work go unrequited. Her name will then become a household word in the mouths of thousands who would otherwise never have heard of her, and who would still remain in ignorance of all her contemporary rivals."

3. METHODIST EDUCATION SOCIETY.

ADDRESSES BY DRs. NELLES AND DOUGLAS.

The Rev. Dr. said that wherever he went throughout the country he found his former students prosperous and occupying good positions. The Educational Society was of recent origin, although the work of the Methodist Church in connection with University education was not new. He and Dr. Douglas were not there to plead the cause of one of their educational institutions in particular, but of them all. The United Conference, composed one half of ministers and the other of laymen, had organized the Society, the object of which was to lay annually before the people the claims of higher education. When the union was consummated the General Conference assumed the direction of the different Colleges in the several Provinces, and it was decided that a general education fund should be established, under the control of a special Educational Committee. He was happy to say that wherever he had gone, the enterprise had proved prosperous in a high degree. One of the principle objects of the Society was to provide the necessary means for the University training of candidates for the ministry. He was not there to say a word in disparagement of the old men, the pioneers of Methodism in the land, many of whom, although not in their early days in possession of the facilities for obtaining an education such as were general now, were nevertheless men of vast reading and remarkable culture. He always respected these men for the work they had done, and he was ever willing to pay them a tribute of respect. While he said this, he maintained that the present requirements of the times demanded that the rising ministry should be thoroughly educated men. Some people said that a minister should be a man of one book, and that such a man was Wesley; but if Wesley was a man of one book he was also a ripe and polished Oxford scholar. The Methodist Church wanted to educate her ministers on a broad and liberal basis, on which to build the richest theological lore possible to impart. There was a good deal of scepticism abroad now-a-days, and it was necessary that ministers should be men of culture, able to defend intelligently in the pulpit the great principles of Christianity, now assailed from various quarters. This question of education was a great national one. Canada had been born and baptized, and it could be recorded of her national birth that it was without a baptism of blood. While he spoke of a national birth he did not wish to be understood as referring to Canada being separate and distinct from the old land. They now enjoyed all the blessings of a free Government, and so long as were sent to our shores such representatives of Her Majesty as Lord Dufferin they never desired a change. If our country was to be great and prosperous, religion and education must prosper. Dr. Nelles then referred to the connection between the different systems of education, from the teaching of the elementary branches to the highest branches taught in the Universities. In our advancement in material wealth we must not forget the claims of higher education, which exerted so powerful an influence for good. Professional men should be thoroughly educated, and none should be educated to a higher degree than the minister of the Gospel. Dr. Nelles' speech was a forcible argument in favour of the claims of education, particularly in reference to the pulpit. The Rev. Dr. Douglas stated that the statement of facts made by