

more valuable than any riches. If they received such an epitaph, believe him that a nobler eulogy than that was never graven by human hand on any monumental brass, or any sepulchral marble. (Loud applause.)

PLEASING CHARACTERISTICS OF OUR SYSTEM OF PUBLIC INSTRUCTION,  
AS EXEMPLIFIED IN THE PRESENT PROCEEDINGS.

The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, congratulated the assembly upon the occasion which had brought them together, the importance of which had been equalled by the excellence of the address that opened the proceedings. He was happy to see in this distribution, and in the examination which preceded it, the application of principles whose development would make us a great, free, and happy people. The great principle of self-reliance was that which was giving to this country the character which it had attained. To bring home to the little girls and boys that principle, was a step which would secure their ultimate happiness and prosperity. Our system of education, he observed, was not a free-school system nor yet a rate-bill system; but that which the rate-payers, in their respective sections, chose to make it. He was glad to see the manner in which these boys had progressed; some of them might occupy the Mayor's place one day, and some might fill the position of representative of this city. He rejoiced to see the application of another principle, which had given the highest honour to the British Empire—he referred to the fact that several of the distinctions and prizes, and honours, had been conferred upon those who were not of our own colour. (Applause.) If we went a few miles to the south, we found that in the neighbouring free republic, colored children were not admitted within the walls of the Common Schools—they had to attend schools isolated from all the rest of the population. It was creditable to the city of Toronto, that in this respect we had been able to rise above the prejudice which was a reproach to a large portion of this American continent, and he prayed God this principle might be applied still more extensively, that we might see those of a different colour occupying an equal place, not only in our schools, but in all the departments of public life in this country. He then remarked that the last time he had been present at a meeting in that hall was at an indignation meeting against the Board of School Trustees, for proposing to levy a rate for the building of two school houses. And the result of that meeting was the erection of a number of school buildings, than which there were none superior on the continent. He thought it incumbent on all to do what they could to educate the laboring classes of the country, and not endorse the principle that every man should educate his children at his own cost. Dr. Ryerson then referred to the means of education in Canada in his early years, contrasting them with those which now existed, and recommended the perfecting of the Common School system in Toronto, by the establishment of an English High School, where those who had learned all that was taught in the Common Schools, could obtain a more thorough English and commercial education, qualifying them for the discharge of the most important duties connected with the State, and with the various commercial and manufacturing interests of the country. He concluded by congratulating the master of the Grammar School upon the accession of such intelligent and diligent pupils to his class. He prayed God to prosper the glorious labor of education, and to enable them to build up a system upon which our sons would look with pride, affection and gratification. (Loud cheers.)

CANADIAN SYSTEM OF EDUCATION AS COMPARED WITH THE  
PRUSSIAN.

The Rev. Alex. Topp, M.A., Minister of Knox Free Presbyterian Church, Toronto, said as this was the first opportunity he had had of addressing a public assemblage of the citizens of Toronto, with regard to their educational system, and particularly their Common Schools, he might be permitted to express his admiration of the system generally as one that seemed peculiarly adapted to the circumstances of the people, and calculated, if rightly taken advantage of, to confer important benefits upon the youth and the population generally of this rapidly rising and extensive Province. He held it to be necessary that in a mixed community the education of the country should be of a national character; that it was the duty of the State to prevent its youth growing up in ignorance; and feeling this, he was inclined to believe that there should be something compulsory in the system—that is, compulsory so far as to ensure that all should be made acquainted with at least the common branches of education. He thought a great deal was due to the Chief Superintendent of Education for the zeal and intelligence he had displayed in bringing our school system to its present efficiency. He had had a visit, two or three weeks ago, from a very intelligent and learned gentleman from Berlin, in Prussia. After he had taken him to the Normal Seminary, and shown him the Common Schools of the city, this gentleman expressed his astonishment at the ad-

mirable arrangements of our school system; and said that even in Prussia, which it was well known held a very high place in matters of education, there was nothing at all so complete as our Normal School in its various departments. He (the Rev. Mr. Topp) hoped that the school system would continue to be of a non-sectarian character. The same reason led him to hope that unsectarianism would always be the characteristic of all our national institutions, including the University, an institution which was a pride to the city and to Canada, and whose grey walls he hoped would long proudly rear above the surrounding foliage. (Loud applause.)

GRAMMAR SCHOOL SCHOLARSHIPS.—PHYSICAL EXERCISES IN SCHOOLS.

At the recent examination of the St. Catharines' County Grammar School, the Rev. Mr. Philipps, the Head Master, stated that since the establishment of six exhibition scholarships, he had received nine boys from the Common Schools, and three more had been chosen since. By this, two objects had been attained; first, a steady accession to the school of boys who were a credit to their former teachers, a credit to the Grammar School, and he felt confident they would yet be a credit to the country. The other was, the stimulus given to all about them, the advantage of which they were beginning to feel. He said every boy was obliged to study every subject taught in the school, and although it was often said he gave too much prominence to the dead language; he would add that so excellent were the Common Schools now, that if a boy wished to obtain more than a Common School education, he must study Latin and Greek. He had found that those boys who had come up to him from these schools were so well grounded in the branches they had there been taught, that they had never any difficulty in maintaining their position while studying the higher branches. He said, for instance, if you see half a dozen boys writing Latin verse, it is a fair presumption that the boy who succeeds in that would be able to keep his head above water through life, and succeeds in anything he might be called upon to study. Another matter he would allude to, which two years since he would not attempt to touch—that was cricket playing. His youth as a teacher was then one objection to him, and one that was strongly urged; but he was glad to be able to state that they had now in connection with the school an excellent playground. Some persons expected a teacher to keep boys at work while at school, and then go home with each of them and see that they learned their lessons; but he believed that the moral and physical education of a boy was as necessary as the mental, in proof of which he cited English opinions and practice, and quoted from the *U. C. Educational Journal* several articles strongly recommending physical exercise, and as a valuable means suggesting cricket playing. In conjunction with one of his assistants, he had given a great deal of attention to the promotion of the game of cricket among his pupils, and should continue to do so while he had anything to do with a Grammar School.

#### IV. Papers on Practical Education.

##### 1. COMPETITIVE EXAMINATIONS.—AN EXAMPLE FOR CITY AND TOWN SCHOOLS.

On nothing has competition had greater and more decided influence than on EDUCATION, in the conventional sense of the term. We say in the conventional sense of the term, because we attribute every advance in civilization primarily to education.

Educationists in all ages have recognized the advantages of competition, and the more they have evoked it, the more successful have been their efforts. But never, perhaps, has competition been more vigorously encouraged as an auxiliary to education, than at the present time. It is a primary element in all our educational institutions. Its practical utility is demonstrated in our Universities, and in our Ragged-schools. Its influence on the education of the masses has been incalculable.

Every lover of learning, and of "fair play," must rejoice at the success of the movement which has thrown open to public competition, the English University fellowships and Scholarships.

The University examinations of middle-class schools in England, have proved eminently successful in furthering the object for which they were designed.

The Civil-service examinations, although they have not yet neutralized ministerial nomination in the way desired by the public, have nevertheless, paved the way for a system of open competition. In a word, competitive examinations have, in whatever form adopted, proved eminently successful in promoting educational progress.

To facilitate the education of the masses, it was absolutely necessary to raise considerably the standard of middle class education, and