

Church. The mixture of ranks in schools, male and female, has important advantages, both social and political."

A distinguished baronet in England (Sir E. B. Lytton) at a recent school examination in Hertfordshire, thus refers to the influence of prizes in schools: "You, who have this day received prizes justly due to you, continue to cultivate the qualities which will equally ensure prizes in the world. You who have tried for prizes, and this time failed, be consoled when I tell you from my experience, that a failure in the first instance often ensures the greater triumph in the end, because it tests one's pluck, stirs up one's mettle, and makes it a point of honor to succeed at last. And if, which I can scarcely suppose, there be some of you who would not even try for prizes, well, let those boys look well into their own breasts, and if they see there no jealousy, no envy, of those who have received distinction, but, on the contrary, pleasure and pride in the credit reflected on the school they belong to; why, then, they are brave and generous fellows, and, some day or other, bravery and generosity of themselves will obtain a prize in the world. Still, there is a wide difference between envy and emulation. And though you do not grudge others the honors they have won—still, seeing now how those honors are regarded—turn it well in your own minds, if you will not, when school re-opens, try yourselves for honors, which no one will then grudge to you. Do not think, that when we give a prize to a boy who has distinguished himself, it is only his cleverness in some special branch of study that we reward. Perhaps he was not, in that branch of study, so peculiarly clever; perhaps many other boys might have beaten him if they had tried as hard. No! how many noble qualities may have spurred on that boy to try for the prize! Perhaps he had parents whom he loved—some indulgent father, some anxious mother—and he knew that the prize would make them so proud. Perhaps he had already conceived the manly wish for independence; he looked on the future, saw that he had his own way to make in life, that it must be made by merit, and that every credit he won at school would be a help to him in the world. Or, perhaps he was only animated by that desire of distinction which is after all, one of the most elevated sentiments in the human breast; it is that sentiment which inspires the poet and nerves the hero; it was that sentiment which made Nelson see not death but immortality in the terrors of the battle, and cry—"Victory or Westminster Abbey!" it was that sentiment which led the rank and file of the English soldiers up the heights of Alma. They did not hear the roar of the cannon, to whose very jaws they marched on with unflinching tread; they only heard the whisper at their hearts, "And if we do our duty this day, what will they say of us in England?" Ay, and when a boy sits down resolutely to his desk, puts aside all idle pleasures, faces every tedious obstacle—firmly bent upon honorable distinction, it is the same elevating sentiment which whispers to him—"If I succeed, what will they say of me at school?" or a dearer motive still—"What will they say of me at home?"

The late Sir W. Hamilton strongly argued in favor of academical honors, prizes, &c.

"The Gods," says Epicharmus, "sell us everything for toil." Milton says, "Fame is a spear that the clear spirit doth raise." "In learning," says the wisdom of Bacon, the flight will be low and slow without some feathers of ostentation." And Juvenal in his tenth satire, exclaims—

— "Quis enim virtutem amplectitur ipsam Premia si tollas?"

Adam Smith, in his celebrated "Wealth of Nations," thus refers to this subject: "The public can encourage the acquisition of those most essential parts of education by giving small premiums and badges of distinction to the children of the common people who excel in them.

The public can impose upon almost the whole body of the people the necessity of acquiring the most essential parts of education, by obliging every man to undergo an examination or probation in them before he can obtain the freedom in any corporation, or be allowed to set up any trade, either in village or town corporate.

It was in this manner, by facilitating the acquisition of their military and gymnastic exercises, by encouraging it, and even by imposing upon the whole body of the people the necessity of learning those exercises, that the Greek and Roman republics maintained the martial spirit of their respective citizens. They facilitated the acquisition of those exercises by appointing a certain place for learning and practising them, and by granting to certain masters the privilege of teaching in that place. Those masters do not appear to have had either salaries or exclusive privileges of any kind. The reward consisted altogether in what they got from their scholars; and a citizen who had learnt his exercise in the public gymnasia had no sort of legal advantage over one who had learnt them privately, provided the latter had learnt them equally well. Those republics encouraged the acquisition of those exercises by bestowing little premiums and badges of distinction upon those

who excelled in them. To have gained a prize in the Olympic, Isthmian, or Nemean games, gave illustration not only to the person who gained it, but to his whole family and kindred. The obligation which every citizen was under to serve a certain number of years, if called upon, in the armies of the republic, sufficiently imposed the necessity of learning those exercises, without which he could not be fit for that service."

After a careful reconsideration of the whole subject, I do not see any way by which the plan, in reference to the distribution of prizes, I had the honor to submit to the Board in December last, can be improved. Much less can the efficient, thorough and satisfactory manner of conducting the examination adopted by Messrs. Gibson and Sutherland be improved. I would recommend that my own report, the report of the examiners, and the statistics of at least the Grammar School and two or three other Divisions be published in the forthcoming Report.

The origin of prizes in our public schools may be briefly stated. At the Annual Examination, in December, 1862, our Mayor, Robert McElroy, Esq., had it publicly announced, by the Chairman of the Board of School Trustees, that he intended to give aid towards establishing prizes in our public schools. When your Principal called on him for his subscription, he gave \$25, and, what is still better, promised to repeat it as often as he should be called on for that purpose. Our city member, Isaac Buchanan, M.P.P., gave an equal amount; the Hon. S. Mills and Messrs. Kerr, Brown & Co., Adam Brown, W. P. McLaren, R. Juson, D. McInnes and C. J. Forster & Co., made up the sum to \$100. This secured \$200 worth of books at the Educational Depository, Toronto.

Thus, what Benjamin Franklin was to his native town, the founder of prizes in the public schools, Robert McElroy, Esq., Ex-Mayor of Hamilton, is to our city schools. And as in Boston the original \$400, besides paying a handsome annual dividend, has, in seventy years, increased to \$4,000: (Franklin prize \$1,000; City prize \$1,000; Lawrence prize \$2,000), so I doubt not it will be seventy years hence, when our city shall have paid its debt and forgotten it, when its boundaries shall be enlarged on every side, and its teeming population, benefitted by our public schools and blessed by the Giver of all good shall munificently endow and liberally maintain our fountains of knowledge, and handsomely reward mental vigor and moral worth.

All of which is respectfully submitted.

ARCHIBALD MACALLUM,
Principal.

Hamilton, March 3, 1864.

II. Distribution of Prizes,—Mechanics' Institutes.

1. TORONTO MECHANICS' INSTITUTE PRIZES.

On the 11th inst. there was an interesting meeting in the Music Hall on the occasion of the presentation of prizes to the successful competitors at the recent examination of the pupils attending the Mechanics' Institute classes. Dr. Connon, chairman of the class committee, opened the proceedings in a brief and appropriate speech.

The Rev. Dr. Ryerson, being requested to present the prizes, delivered an appropriate speech, adverting in the highest terms to the efforts made by the directors of the Institute, which he considered the best of its kind in the country, to instruct those who were engaged during the day in their ordinary avocations, in special and in every way valuable branches of education. He referred to the time when, a young man himself, he engaged in similar studies, the only difference in his case being that, instead of spending his evenings in a class under a master, he studied by himself, frequently from three to six o'clock in the morning. To the time thus spent between his sixteenth and twentieth years, and the mental training and discipline to which he consequently subjected himself, he attributed much of his success, and, in a very great measure, his destiny in life. The educational institutions of the country could not by any possibility reach the class of persons nor teach the special studies which the directors of this admirable institution sought to reach and to teach; and he thought the influence of such efforts was in the highest degree commendable. The speech of the Rev. Dr. was full of good points and thoughtful suggestions, and was frequently applauded.

Mr. Longman, the Secretary of the Institute, then called upon the platform the successful competitors, from among the pupils of the classes; in all there were fourteen prizes awarded. One interesting feature worthy of particular notice was that of three of the recipients of these honours being ladies. This is an example worthy of being followed by the young ladies of our city, and it is to be hoped in the absence of a superior public day school for ladies the advantages thus afforded by the Institute classes will not be lost sight of. One lady gained the first prize in the mathematical class,