

which are brought into immediate connection with them. (Cheers.) The examinations adopted by the examiners from Cambridge and Oxford act, necessarily, as a great stimulus, and confer a great distinction upon the members of the middle, and even the lower classes. They act as a great stimulus to the boys, and I am not sure that they are not of almost equal importance in acting as a great stimulus to the masters of the various schools throughout the country. These examinations bring together the candidates for honours from all the various schools, and it is a matter of justifiable and laudable ambition in the master of a school that his boys should be able to distinguish themselves in competition with those from other schools in the same centre, and, indeed, in the country at large. The senior classes, you are aware, must not be above the age of 18 years, and the junior class at the two Universities must not exceed the ages of 15½. These are the restrictions, and it is provided that, before entering upon any examination at all, it is necessary for a preliminary examination to take place, in order to satisfy the examiners that in attending to the higher branches of knowledge the elementary instruction has not been overlooked or partially taken up. The preliminary examination comprises reading aloud, writing, parsing, English, arithmetic, some knowledge of geography, and the outlines of English history; the quality of the handwriting and the spelling are also taken into account. These are the preliminary examinations to qualify the junior candidates for entering upon the competitive examination. They are then to be instructed, and be examined in the rudiments of faith and religion; that is, not only a knowledge of the contents of the Bible, but also in the Catechism, the Morning and Evening Services, and the Litany. For these, distinguishing marks will be given, to count in estimating the whole scale of merit. There is some difference between the two Universities with regard to this religious question. They both of them adopt the same principle, in point of fact, which has been adopted in this school—namely, that boys whose parents object should not be examined in the distinctive doctrines of the Church of England, in the Church of England Catechism, and the Church of England Prayer Book, although they may obtain marks for proficiency in these if they choose to take them up to the University of Oxford; an arrangement differing from that of Cambridge, which refuses a certificate to boys by a set of examinations in what is called the rudiments of faith and religion, unless they should have gone up in both examinations. In 1861 there were 935 examined, of whom 571 were examined in the rudiments of faith and religion, and 338 satisfied the examiners. The next year the University determined to give marks for this examination, and next year the numbers examined increased from 939 to 1,021, the whole number examined. The numbers examined in faith and religion amounted to 939 out of the 1,021, including 217 not examined in the Catechism and the Church of England, and the numbers who satisfied the examiners were not, as in the previous year, 338, but no less than 538; in itself a convincing proof of the wisdom of the alteration, and that attention to faith and to religion was not disparaged or brought into contempt by being made a portion of the general examination, and placed, as it were, on a level with other studies. (Applause.)

1. RECENT EDUCATIONAL SPEECHES IN CANADA.

(Continued from page 9.)

IV. J. W. DAWSON, ESQ., LL.D., PRINCIPAL OF M'GILL COLLEGE.

THE NATIONAL EMBLEMS OF CANADA.*

Canada has two emblems which have often appeared to some to point out its position in these respects,—the *Beaver* and the *Maple*. The beaver in his sagacity, his industry, his ingenuity, and his perseverance, is a most respectable animal; a much better emblem for an infant country than the rapacious eagle or even the lordly lion; but he is also a type of unvarying and old-world traditions. He does not improve on his ancestors, and becomes extinct rather than change his ways. The maple, again, is the emblem of the vitality and energy of a new country, vigorous and stately in its growth, changing its hues as the seasons change, equally at home in the forest, in the cultivated field, and stretching its green boughs over the dusty streets. It may well be received as a type of the progressive and versatile spirit of a new and growing country.

UNEDUCATED MEN A DEAD WEIGHT.

I hold to be uneducated men, those whose opportunities of training have been limited to the mere imitation of their seniors,—those who, practically, cannot or do not read and write in their own mother-tongue. Such persons must, with few exceptions, drift

with the current. In their habits, their tastes, and their capacities, they will be what their predecessors have been; or, in the new, free states of society, in recently-settled districts, a little lower. Such men may, by their physical powers, be of service to society; but, in the present state of the world's progress, they are mentally and morally a dead weight upon it; and they are liable to strange delusions and wild excitements, which make them, under certain circumstances, an unstable and dangerous mob. To them, their country has no past and no future: their lives and thoughts cling to the present alone, and to this in its narrowest sphere. It is to be hoped that, in British America, few persons now grow up in this condition.

PRACTICALLY UNEDUCATED AND EDUCATED MEN CONTRASTED.

To these we may add as practically uneducated men, those whose education has fallen short of enabling or inducing them to acquire knowledge by reading, or to think for themselves; or, again, those who may have abandoned themselves to sensual and immoral habits, have lost all control over their appetites and passions; or, again, those who have thrown themselves into the vortex of dissipation and frivolity, and are whirled around without any steady perception of their true interests, or those of others. Such men may come out of our schools and institutes of higher learning, though the greater part of them are, even in this respect, uneducated. The educated men are, then, those who, having been trained to some useful profession, and pursuing this with diligence and skill, are at the same time familiar, to some extent, with science and literature, and are in a position to exercise a sound and honest judgment in their own affairs and those of their country. Such men may exist in various social positions. They may, or may not have been trained at colleges and higher schools; but, wherever educated, they are the true strength of a nation growing from infancy to maturity. It is not too much to say, that every college student and graduate should be such an educated man. He, if any man, should be learned, useful, energetic, and thoughtful; a leader of men to be relied on as an efficient member of our British American Commonwealth in this its critical stage of formation and growth. If he should not, he must be regarded as a wretched abortion, a failure in the circumstances most favorable to success, a piece of worthless material, proved unserviceable by the very means employed to render it useful. If he who has been selected to receive a culture not accessible to one in a thousand, should prove unworthy of that culture, a mere drag upon a progressive community, the contrast between his opportunities and his performances only aggravates his failure, and makes him the more despicable.

DUTIES OF EDUCATED MEN IN BRITISH AMERICA.

British America has no room in it for idlers. There is more than enough of work for all, and if we do not find it, it is because we perversely put ourselves in the wrong place. There is, perhaps, at the present time too great a tendency to seek one or two professions as the sole avenues to success in life, not remembering, that in any useful calling there may be ample scope for the energies of even the ablest and best educated men. One of the first duties of the educated young man is thus to find, if possible, his true place in our social system, the gap in the great army of progress which he can best fill, and in which he may best do battle for his country and himself. It is the duty of educated men to cultivate the highest standard of professional excellence. It is disgraceful to the educated man to sink below others in this respect, to be content merely with the name of exercising some useful calling, and to be incompetent to the proper discharge of its duties. Such cases as these are rare; but there are other failures in this matter scarcely less culpable. There are some men who are content with the mere routine performance of the duties of their profession, who aspire to nothing beyond mediocrity, and are in consequence, tempted to court success by mean arts and personal influence, rather than by an honest effort to attain to eminence. There is also a tendency to seek for the easiest and shortest courses of professional training, to think the end is secured if an examination is passed and a title gained; and this kind of entrance into professional life is generally followed by the dilatory and inefficient prosecution of it to which I have just referred. Again, we are too often content, even if we aspire above mediocrity, to limit our hopes to the level of those who have immediately preceded us. There may be circumstances in which this is allowable, but they rarely occur in our time and in this country. Our predecessors have generally had fewer advantages than we, or, if not, these have, to a certain extent, been neutralized by the difficulties of an early struggle in a new country and in untried circumstances. If we are simply to copy them, we shall surely fall below them; and the progress of the arts and sciences among us will be arrested or will give place to premature decay. A mere imitator can never attain to excellence. He who, in a country like this, sets before himself only the standard of a previous generation, will be a dwarf in the generation to come.

* These extracts are taken from Dr. Dawson's recent McGill College Annual University Lecture on the "Duties of Educated young men in British America."