

### V. CULTIVATION OF THE MORAL AND INTELLECTUAL FACULTIES, THE TRUE SOURCE OF NATIONAL GREATNESS.

(Extract from the Speech of the Hon. W. H. Blake, Chancellor of the University of Toronto, at the convocation—December, 1854.)

We have a fertile soil and a salubrious climate, and we live by the favour of Providence under free institutions, which secure to us that most inestimable of all privileges, civil and religious liberty; and we enjoy all under the fostering care of that mighty empire, of which it must ever remain our greatest glory that we form a part. But what will any or all of these advantages avail us if our moral and intellectual faculties are suffered to lie dormant. True national greatness is not the necessary growth either of fertility of soil or salubrity of climate. Look around the globe and you will find everywhere fertile regions once the abode of civilization and art, now sunk to the lowest point of poverty and degradation, while the barren island and pestilent marsh have become the seats of empire and wealth. Look at Holland or at Scotland—consider what these countries have been, and what they now are; and then look at the past history and present condition of Spain, or of Italy, and you will find the contrast a melancholy proof of the truth of the statement. Melancholy in truth it is, but full of instruction and full of hope, for it demonstrates with unmistakable clearness that it is to the cultivation of his moral and intellectual faculties that man owes all his god-like pre-eminence. And when these faculties are suffered to lie dormant; when the human mind becomes stunted, the nations, like individuals, sink by the inevitable law of our nature to the level of the beasts that perish. If it be an object then to lay the foundation of true national greatness—if we desire to achieve for ourselves a position among the nations of the earth, like that of the glorious empire to which we belong—if we hope to stand out even as she now stands out, pre-eminent, not only in power, but in the grandeur of her intellectual being, we must imitate the example and walk in the footsteps of our forefathers. We must elevate the national mind by the careful cultivation of our moral and intellectual faculties. We must cherish the art by which habits are reformed and manners embellished. We must implant the love of truth, of beauty and renown in the hearts of our people. And having accomplished this, we can indulge the confident hope that we may one day point to our long line of heroes and statesmen, of philosophers and poets, only less glorious than that which adorns the annals of our native land.

### VI. THE DIFFUSION OF EDUCATION IN CANADA.

(Extract from the Speech of the Rev. Dr. M'Caul, President of University College, Toronto, at the opening of the Normal School, December, 1852.)

I have said that the diffusion of the blessings of education throughout the land is the ultimate end of the work which is to be pursued within these walls,—a work second in importance to none in the province, for it is destined to perpetuate its benign influences throughout successive generations. Yes, the stamp which education impresses, however faint at first, or difficult of recognition, remains permanent and enduring, and continues indelible from age to age,—so that whatever be the national characteristics of the population of Canada, the influence of that system of instruction now established will be perceptible in its distinctive features. What mind can justly estimate—what tongue can adequately express—the benefits which must flow from such a diffusion? What influence will it have in strengthening the intellect, elevating the taste, and curbing the passions? And oh! how many are there who if they had but had the avenues of enjoyment thrown open to them which education presents, would never have fallen into the grovelling habits which have ruined both themselves and their families. But in another