

the avenues of enjoyment opened up to them which education presents, would not have so easily fallen into the debased and grovelling habits which have ruined themselves and their families. But in another respect too the diffusion of education must exercise a most important interest throughout the country. We live in times when the tendency is to a diffusion throughout the masses, of a greater amount of political privilege than has hitherto been usual. The times exist when the majority of the people must exercise political privileges, [Applause.] and if so, of what immense importance is it that the masses should be educated—that they should be placed in such a position that they should know their independence and understand their rights—that they should possess that power which education can alone give of protecting themselves against religious and political impostors. The learned Chief Justice has referred to the advantages which we enjoy under our form of government. Of what consequence that the people should be able to show that they maintain their allegiance to the British Crown, and their adherence to the limited monarchy under which we at present live, not through any antiquated prejudices, but because with the choice of another form of government on the opposite side—and I underrate not the advantages of that system, for there are many things we might safely imitate—but from the conviction that under a limited monarchy such as that of England, they can enjoy all real advantages and all real individual liberty for themselves and for their children, that under it they can have happiness here, and the means and opportunity of preparing themselves for happiness hereafter. (Great applause.) So far as he had spoken, (he said,) he had referred to the diffusion of intellectual and moral education. There is one important element which he would briefly notice, with reference to religious education. His Lordship the Chief Justice touched upon it slightly and delicately, and with that caution which the delicacy of the subject required, and that skill which characterizes everything which falls from that learned gentleman. (Applause.) In referring to the subject, he (Dr. McCaul) had no hesitation in expressing his opinion that one of the features connected with the Normal School which he most admired was, that provision is made for religious instruction. [Applause.] The difficulties of this question arise from the diversity of opinion in the Province on such subjects. He had ever found that the man who most conscientiously held his own opinions will yield the most readily to the conscientious scruples of his neighbour, and no man is more likely to offend his neighbour than the man who does not hold his opinions conscientiously. How, then, in such circumstances, is religious education to be conducted? Not by the omission of religious teaching. Some persons believe that no system of education ought to prevail in which the persons who carry it on do not communicate religious instruction. Others believe that secular education might be communicated by one party, and that religious instruction should be given by others whose province it is to communicate such instruction. One point is of consequence, and he thought it is often lost sight of—that is, in whatever way this is to be accomplished, whether the religious instruction is to be given by the same persons who teach the secular subjects or not, there is no party whatever, whose opinion is worth listening to, that does not believe that religious instruction is indispensable in some way. There may be some that press one view, some the other view, but we have not yet, thank God! reached the point of dispensing with religious instruction; and he thought it of the greatest importance that this scheme is based on the union of religious with secular education. When he considered

the advances already made in Common School education in this Province, and the number of competent teachers sent out from the Normal School, he could not but feel that there was a prospect of the realization of that hope he had long entertained, that there yet would be attained in this Province what he regarded as perfection in the system of public education under public grants. He conceived that means would be provided by the public funds to enable the successful but indigent scholar to pass through the successive stages of education, until he reached his profession, and there developed the abilities God has given him. (Great applause.) That he conceived to be the perfection of national education—that which places the humblest man, in so far as his children is concerned, in a position equal to that of the man of the greatest means. They all knew many who have sprung from that class, who have done honour to England, and he doubted not that ere his own career is closed, he would see many grace the highest stations in the Province who have been originally educated at the Common Schools by the public funds—who have proceeded from the Common School, where they received free education, to the Grammar School, and from that to the University, where, by means of the scholarships provided by that Institution, they might qualify themselves for a successful professional career, and by their own ability and their own industry, with the blessing of the Almighty, enrol themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from ancestral honour or hereditary wealth, yet shines with the purer and brighter beams which emanate from the self-reliance and independence, that characterise the man who is the maker of his own fortune.

Dr. RYENSON rose amidst applause. He said it was not his intention to make any observations on the present occasion. He felt that it was the duty of others to speak, and it was the province of the Council to present the result of their joint labours. But as allusions have been made to himself personally, which lay him under deep obligations, which embarrass him most deeply, in the attempt to make any observations, and, of which he felt himself entirely unworthy, and which cannot otherwise than afford the most grateful feelings of the heart that his humble exertions are so highly approved by those whose good opinion is worth his highest ambition to deserve, he felt called upon to make a few explanatory remarks. The Inspector General has observed that he understood that certain resolutions were to be proposed, and that all that he was expected to do was to move or to second one of these. That idea was suggested, but first thoughts are not always best, and when they endeavoured to reduce the idea to practice, they found it impossible to put the resolutions into the hands of those gentlemen whom they most desired to address the assemblage, unless they brought some expression of praise to the Council. They therefore endeavored to ask certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment, or to their own conception of the occasion. He thought this course had been found most appropriate, and although it has imposed upon the Inspector General a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, whether he has had time or opportunity to prepare himself for the present occasion, or whatever the circumstances in which he comes before the public he comes as a man of business, ready for the work assigned to him. The business character of the observations made by the Inspector General had given them a great value which any mere retirement or longer opportunity to prepare would not have enhanced. He felt a degree