

way, and at the same time fits itself for acquiring other languages and other branches of knowledge, with which that language has no connection. In selecting Greek for this purpose great wisdom is shown. No instrument has ever been invented so well adapted as this language for conveying human thought. To refuse to study it, therefore, is to refuse to study this most perfect instrument. With regard to Latin the case is not so strong; but the subject matter of the treatise to be found in that language were at least as important. If you have in Greek the poetry, wisdom, and beautifully compact historical narrative of Homer, and Thucydides, and Xenophon, you have in Latin the bases of all modern civil science, and the root of that law which is still administered on the bench in your courts of justice, and throughout half of civilized Europe. It is besides the foundation of the language of all Southern Europe, which without Latin can only be enigmas to learners. Natural science equally merits attention!—without that a man's eyes are shut to the book which is every day opened to him in every field where he walks; without that he abandons one of the chief of those pleasures which are spread out around him; and one of the chief errors in the mother country has been an exclusive preference for classical and mathematical education, instead of combining with them physical science and natural philosophy. With regard to the modes of teaching, the learned Principal has already said that the combination of the two modes, professorial and tutorial are essential. I am of that opinion. The exclusive teaching of a class by a Professor delivering lectures, unless some means are taken to see how far the lessons took root, is in itself sufficient. Nothing but combination can supply what is necessary. Another motive which ought to influence your Canadians to support superior education in this: you have a well merited sense of your own importance. You look forward to a great future, and you wish that, while advancing to that future, your lawyers, your judges, men of science, and statesmen of every grade, should be able to hold up their heads and contend with those of any other people. They cannot do that, unless you give them the means of acquiring the higher branches of education, so as to make them as competent as those of the people who surround you, and with whom you come into contact. When I say that I do not talk merely of America. You are in contact with all the world, since your steamships, crossing the ocean, bring you into contact with the people of every country. I think there is one point of great importance to which I ought to allude; it is that if you aim at a high standard in Canadian education, you must seek for fitting instructors wherever you can find them. If you have a good man in Canada, get him. If a Yorkshire or Mid-Lothian farmer comes here you are glad to see him, and believe he will do the country good. So if a man comes from another colony or from a foreign country, if you can turn his abilities to good account, do so and thank God you have got him. I am not depreciating what belongs to Canada; but a certain sense of humility, and a conviction that if you would be great you must learn many things of your neighbors is the only mode by which you can hope to advance. The Governors of McGill College properly adopted that rule when they selected Professor Dawson, whom Canada I think will have reason to be proud of adopting. In conclusion, I believe that Montreal may justly boast of McGill College; an institution which I have no doubt will in the future do credit to the gentlemen whom I have had the honor of meeting to day.

#### EVENING SCHOOLS.

We are glad to observe that the School Board of Toronto were not deterred by what some of the members were inclined to think the failure of last season, but intend opening at once the Evening School. In regard to these Schools the *New York Times* says:—

"A capital invention is the 'evening school.' It supplies a want that was greatly felt, and that nothing else provides for. It is just the thing for apprentices, clerks, young men and young women who are busy by daylight, but who have their evenings to themselves, for the schools are provided with the very best teachers that the city affords, the course of instruction is just the one that is most needed by the greatest number likely to be in attendance. Don't neglect them, young folks, who can possibly avail yourselves of their advantages. Employers would do great service to their employees, and to themselves also, we suspect, by directing attention to them, and by granting facilities for attendance. They are entirely free. The text books cost nothing either. Any body, white or black, (the blacks have a special school devoted to their use,) old or young, well up or ignorant, is at liberty to become a scholar. Last winter there were some who were crooked with age, with gray heads and wrinkled faces, who entered as scholars and made fine progress in the elementary branches. Germans, Swiss, Swedes, all sorts of people who were born to speak another tongue, went into them to learn the English language, besides hundreds of Yankee youth. Strangers and citizens generally, will furnish themselves a pleasure, perhaps do some good to others, by visiting these schools. They are to be reckoned decidedly among our institutions. We are not otherwise than proud of them, and yet they are far more our glory than our pride."—*Toronto Globe*.

#### SOIREE TO JESSE KETCHUM, ESQ.

On Wednesday evening, the 8th inst., a complimentary Soiree was given by the Municipality and School Trustees of Yorkville, to Jesse Ketchum, Esq., formerly of this city, but now a resident of Buffalo, in acknowledgment of a munificent gift of two acres of land, almost in the heart of the village, which he lately gave, on condition that it be made a site for a Public School, and be planted with trees, and laid out as a Park for school children and the inhabitants of Yorkville. This magnificent donation is estimated to be worth at this moment upwards of £2,000 and is only one of many similar acts of public beneficence that have distinguished the long and eminently useful life of the noble-hearted donor.

The people of Yorkville entertained Mr. Ketchum in a very handsome manner. The Soiree was held in the Temperance Hall, which was tastefully ornamented with ever-greens, and illuminated for the occasion. The tables were well supplied and every seat occupied, many who wished to do honour to their generous benefactor being unable to get admittance. A brass band was in attendance. The guest was introduced to the assembly by G. Bostwick, Esq., Reeve of Yorkville, and his brother Councillors and the School Trustees. He took his seat on a raised platform, or dais, at the end of the Hall. After full justice had been done to the viands, a suitable address was presented to Mr. Ketchum by the Municipal officers and Trustees of Yorkville, thanking him for his munificent gift.

Mr. Ketchum in rising to reply, was received with hearty applause, he thanked the committee for the kind sentiments in their address, most of which was, he said, too laudatory for the occasion. He dwelt at some length on the advantages of social intercourse, of general education. He passed a high eulogy on Scotland, the New England States, and other countries in which the education of the common people was provided for, and asked which system was the best. He then adduced arguments and illustrations from Scripture; the praise awarded to Timothy for his studious habits, the estimation in which the Bereans were held because they searched the Scriptures, and admonished his listeners to hold on to the Bible. He then urged upon the people the duty, in a free country like this, of selecting trustworthy men to make their laws. Every nation has its own difficulties, and the best we can do is to endeavour to lessen its weight, to do our duty, and trust to Providence for results. Mr. Ketchum was frequently cheered during his speech.

Professor Wilson, of the University College, paid a deserved tribute to the noble generosity of Mr. Ketchum, and expressed his grateful thanks for the valuable gift to the people of Yorkville, of which future generations would enjoy the benefits. After passing a eulogy upon the greatness of Canada in its magnificent lakes, its fertile soil, its mineral wealth, its healthful climate, its guarantees for civil and religious freedom under the glorious banner of Britain, he said there was another greatness to be brought forth. We must strive to secure not only its physical growth but its intellectual growth. He could not charge the people of Canada with neglect even on that point. Their noble system of Common Schools was worthy of all praise, providing an unsectarian education for all the youth of the country—educating them together and teaching them from the cradle to look upon one another as the common inheritors of liberty. But there was room for still further advancement. They should not consider the valuable gift for the promotion of education in the present case as a means of saving so much taxation. They should take a higher view. They should not look upon the Common Schools as a final system. The Grammar Schools should be rendered more perfect than they now are. He regretted to find the College too often regarded as a mere preparatory school for the learned professions. This was not its only mission. The Professor then referred to Scotland and other European countries where the common people were as anxious to give their sons a collegiate education as the aristocracy. That was something yet to be learned in Canada. He did not mean by education the making of lawyers, doctors, &c., but the making of men. (Cheers.) In this free country it was our solemn duty to educate the people up to the standard of free institutions. The son of the humblest citizen may rise to the highest station—to be even an adviser of the Crown. Can we look for wise counsels or beneficent laws if our legislators are uneducated? He trusted that in accepting this noble gift they would not do it with a money-saving view, but would erect a beautiful edifice in which the standard of education would be elevated—an institution that will constitute a link between the common and the highest schools, and prove worthy of the munificence that has placed the attainment of it within our reach, so that the name of our guest may, like those of other great benefactors, prove an honour to our race. (Cheers.)

Professor Cherriman, also of University College, was the next speaker. He thought when the future historian saw that we had laid deep and wide the foundations of a system of Common Schools, not sectarian and hurtful, not centralized, as on the Continent, but resting on a broad and popular basis; when he sees the noble contributions we have given to distress—our readiness to render assistance in the Cri-