

and their adherence to the limited monarchy under which they live, not through any antiquated prejudices, nor yet through any traditional veneration, but because, though familiar with the operation 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—they prefer that which they have, entertaining the well grounded 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, and under it 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. But there is another most important element which he would briefly notice, with reference to religious education. The Chief Justice touched upon it slightly, with that caution which the importance of the subject required, and that skill which characterises everything that 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, on which such strong feeling exists, arise from the diversity of opinions which prevail throughout the Province, and the necessity of respecting such opinions, however opposed to each other. He said the necessity, for all are bound to respect the rights of conscience; nor is there any one more likely to treat with deference the conscientious scruples of his neighbour than the man who most strictly regards his own; nor, on the other hand, is there any one more likely to treat such scruples with indifference or contempt, than he who has never himself felt the force of such curbs, nor been checked by their restraint. How then, under such circumstances, is religious education to be provided for? Some persons believe that no system of education ought to exist, in which the persons who conduct it, do not at the same time communicate religious instruction. Others believe that secular instruction may be given by one party, and that religious instruction should be communicated by those whose especial province it is to give such instruction. But however that may be, whether the same or different persons are to train up our youth in the knowledge and fear of God; of this there can be no doubt, that there is no party in the Province, whose influence is worth considering, that does not believe that religious instruction is indispensable, that every system of education is imperfect, unless accompanied by training in the nurture and admonition of the Lord. When he considered the advances already made in Common School education in this Province, the number of competent teachers sent out from the Normal School, and the multitude of children receiving instruction, he could not but feel that there is a prospect of the realization of that hope which he had long cherished, that there would yet be attained in this Province what he regarded as perfection in a system of public education under public grants. He conceived that the public funds should provide means whereby the successful but indigent scholar might be enabled to pass through the successive stages of education, until he reached his profession, and there developed the abilities which God has given him. [Applause.] That he conceived to be the perfection of national education, which places the humblest man in, so far as the prospects of his children are concerned, in a position equal to that of the man of the amplest means. They all knew many, who have sprung from that class, who have done honor to England, and he doubted not, that ere his own career was closed, he would have the gratification of seeing some of the same class gracing the highest positions in the Province—who were originally educated at the Common Schools from the public funds—who from the Common School proceeded to the Grammar School, where they also received free education—and from that were admitted to the University, where, by means of the Scholarships provided by that Institution, they qualified themselves for a successful professional career, and by their own ability and industry, blessed by the favour of the Almighty, and fostered by the liberality of the Province, enrolled themselves as members of that aristocracy of talent and learning, which, though it derives no borrowed light from the splendour of ancestry or the dazzle of wealth, yet shines with a lustre, peculiarly its own, the radiance of those purer and brighter beams, which emanate from the self-reliance and independence that characterise the man who under God has been the maker of his own fortune. [Great applause.]

The Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada, rose amidst applause. He said it had not been 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,—allusions which laid him under deep obligations, and of which he felt himself entirely unworthy, but which could not otherwise than excite the most grateful feelings of the heart that his humble exertions were so highly approved by those whose good opinion was 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 desired to address the assemblage, unless they brought some expression of praise to the Council.—They had themselves asked certain gentlemen to address the assembly, leaving them to offer such remarks as might best agree with their own feelings and judgment. He thought this course had been found most proper, and although it had involved the Inspector General in a difficulty he did not anticipate, yet he thought they would all agree that whether prepared or not, or whatever the circumstances in which he comes before the public, the Hon. Inspector General comes as a man of business, ready for the work assigned to him. He was disappointed that one or two gentlemen whose names had been publicly announced, were absent. He had a promise that if health permitted, Sir Allan MacNab would be present to take part in the public proceedings, and as he had not arrived this afternoon, he (Dr. R.) was painfully apprehensive that indisposition has deprived us of his presence, and observations.—Although thus sustaining a loss, they had acquired a gain which they would all deeply appreciate, in the eloquent address of the President of the Toronto University, the Rev. Dr. McCaul. He would only further add in regard to matters of detail that they had found it impossible from the limited accommodation of the theatre to afford seats for all who desired to be present; but although they had not been able to accommodate all, they had done the best they could. (Applause.)

This institution stands forth in some respects the personification, or the main spring of that system of public instruction, which has extended its ramifications throughout every part of the Province, and he thought the results at which they had arrived would justify the delay which has occurred in the commencement of these buildings. Though he had given as much attention to this subject as ordinary persons, yet when this task was assigned him, he felt entirely unprepared to incur the responsibility of devising and introducing a system of public instruction, without further enquiries, and further investigation, and he was satisfied that but for these previous enquiries, it would never have arrived at its present position. The erection of this building alone is sufficient justification of the course which has been pursued. Had he not visited the various Normal Schools both in Europe and America, he could not have formed a proper conception of the adjustment of the various parts, and the proper arrangements in a structure of this description. He felt that the allusions which had been made to the taste and skill of Mr. Cumberland, the Architect of these buildings, were fully merited; and he would say further, that they never would have attained to this state, had it not been for the clear, comprehensive and quick conceptions which are characteristic of the intellect of the architect. He (Dr. R.) only found it necessary from time to time, in submitting the details, to tell him what he wanted, when his acute mind instantly seized it, and suggested some convenient mode of carrying it into effect. He therefore felt himself under the greatest obligations to the ability and cordial co-operation that he had received from the architect of the building—a building which will stand as a lasting monument of his taste and skill, as well as of the liberality of the Legislature which made the grant for its establishment. [Applause.] Allusion had been made by the chairman to the establishment of a system of public instruction. The first bill was introduced by the chairman himself. Another bill was introduced two years afterwards by the Inspector General, and subsequently another prepared in 1846 was