

of the world. (Cheers.) He thought this was a result to be looked to in the future, and he would ask any gentleman present or any gentleman in Canada, whether he would wish an inhabitant of the country to which he belonged to hold a second place when compared with the statesmen, the orators, the barristers or the literary men of any other country? (Applause.) If he would not, what must be done? You must educate your people on the principles which will enable them to hold their places when they come in contact with men of the same position engaged in the same pursuits of life as themselves. (Applause.) How is this to be done? There is a prejudice especially in new countries against education, as if it were of little practical value. But this prejudice must be subdued if you wish to stand on an equal footing with other people in life. (Applause.) This prejudice can only be got rid of by showing the advantages of the best means of education. The formation of mind is not simply a question of what is taught but how that is taught. In this point of view classic literature always held its place in a liberal education. (Applause.) Amongst all the instruments for training the mind, perhaps none was more effectual than the study of these languages, which were the great model of modern composition. There was another instrument of the same kind, and that was the study of mathematics. (Applause.) As applied to science, it would, without mathematics, be a mere aggregate of facts. Mathematics cleared up doubts, brightened up ideas, and gave us a glance into illimitable space. (Applause.) And again in classical literature one could not understand a number of the *Spectator* without knowing classics. No man could be a pure English scholar—no man could appreciate the allusions of an English book, unless he had something beyond a mere English education. (Applause.) But, he was quite ready to admit that English education had been in the old country, too much neglected, and considered subordinate to those studies which were supposed to be the foundation of a complete system. On this point he was glad to see the University of Toronto had taken a proper position. (Applause.) There were other studies connected with university education, which he was far from saying should not form part of its curriculum. He was confident instruction had been given with advantage in both the branches of law and medicine. (Applause.) But in legal instruction as connected with a University education, great care should be had not to make the University portion of the education similar to that which should be acquired in an office. Make the University education the foundation of the study. Teach there the general principles of law which go to determine the boundaries of jurisprudence and the general character of law as a science. Details should be learned elsewhere. (Applause.) As regarded the University institution itself he had no doubt that its standard of education would go on growing from day to day, and as the standard rose, so would the interest of the country in it rise, prejudices would be uprooted, and matriculants would increase. (Applause.) The people would look with more and more pride to the University of Toronto and the results of its education, and would not grudge all the support that might be given it. (Applause.) It would be an institution calculated to increase the interests of the—he would not say the Upper Province because he would not separate them—but of the whole Province at large. (Great cheering, amidst which His Excellency resumed his seat.)

The toast, "Our Commemoration day," was responded to by the Rev. Dr. McCaul, who on rising was received with hearty cheers. The following historical passages occur in his speech:—In 1793, the U. E. Loyalists memorialised George III. for a grant of lands for educational purposes. The result of this application was the appropriation of a tract of 500,000 acres, a portion of which forms the endowment of the present University and College. In 1819, the late lamented Mr. Justice Jones introduced a clause into a Bill for increasing the representation, to the effect,—That so soon as a University should be established, the land on which the University should be erected should be proclaimed a township, and should be entitled to send a member to Parliament. (Applause.) And the qualification of those who should have the liberty to vote for such member, should be the privilege of having a seat in Convocation. That Bill became law, but its provisions have not yet been carried out. He (Dr. McCaul) expressed the hope, however, without trespassing on politics, that they would ere long see the day when such would be the case in Canada. (Applause.) In 1827 George IV. granted the Royal Charter, for which they were mainly indebted to the foresight and perseverance of the present Lord Bishop of Toronto. Passing on through the several succeeding years, the eloquent doctor proceeded to compliment the Governor General for the great interest which he had taken in the University, as also the Chief Justice of Common Pleas, Mr. Chancellor Blake, and the present Chancellor Burns. He might say of the present Governor General in reference to the University as had been said of Augustus Cæsar by Suetonius in reference to Rome, that he found it of brick and left it of marble. (Applause.) He concluded with the expression of his confidence, that the University would be a

blessing and an honor to the country, and take its place in the same rank with the time honoured institutions of their fatherland. (Applause.)

The CHAIRMAN (Hon. James Patton, LL.D.) then, in suitable terms proposed "The Chancellor and Vice-Chancellor of the University."

The CHANCELLOR in responding said he never made a speech in his life; he attempted once, but failed and broke down. (Laughter.) He would always be found ready and willing to do everything in his power to advance the interests of the institution. With these remarks he would leave the speechifying to the Vice-Chancellor. (Applause.)

The VICE-CHANCELLOR (J. Langton, Esq.) was warmly greeted on rising. Rank, he said, had its duties as well as its privileges, and it was not therefore right of the Chancellor to lay upon him the *onus* of a speech. (Laughter.) The learned Vice-Chancellor then referred briefly to the "dark days" of the University, and said that now as he was about to leave them to go to another part of the Province, he was happy to say that the Institution, was in, at least, no worse a position than when he joined it. (Applause.) He thanked them for the honor which had been done him in drinking his health.

The VICE-CHAIRMAN, (Mr. Draper) then gave "The Universities of Great Britain and Ireland." To these institutions we were indebted for the Professors of our own institutions, who came out here to transmit their knowledge and the results of their researches to future generations.

The VICE-CHANCELLOR responded on behalf of the English Universities,

Dr. McCaul responded on behalf of the Irish institutions, saying he looked back with pride and affection to his *Alma Mater*, Trinity College, Dublin. With pride, as the parent of such men as Burke, Sheridan, Goldsmith, and Moore; with affection, as the mother from whose bosom he had derived the nutriment which qualified him for his present position. (Applause.)

Prof. WILSON was warmly applauded on rising. He made some very eloquent remarks. As regarded the Scottish universities he must say they were very poor Institutions indeed. Trinity College, Dublin, the wealthiest college in Britain, had just been described by one of its most distinguished *alumni*. Compared with it, Edinburgh University was a very poor establishment. The endowments of one of the pettiest colleges of Cambridge and Oxford exceeded all the endowments of Edinburgh University. But without endowment, without prizes, without inducements to learning, beyond the attractions which learning itself presented, Edinburgh University had brought out, in three centuries, a hive of noble men that would bear comparison with the *alumni* of any other collegiate institution in the world. (Applause.)

The VICE-CHAIRMAN (Mr. Draper) then rose and gave "The Public Schools of Canada."

W. WEDD, M. A. and G. R. R. Cockburn, M. A., responded. The latter gentleman said that whatever University they might endow, if they had not good grammar schools, they wanted the means of laying a good foundation of education. And he would say, from what he had seen of the grammar schools of Canada that they were more efficient than one who had recently come from the old country would be inclined to expect. (Applause.)—*Abridged from the Leader Report.*

[For proceedings at the Convocation, see below.]

## X. Educational Intelligence.

### CANADA.

— UNIVERSITY OF TORONTO.—ANNUAL CONVOCATION.—The annual convocation of this Institution for the conferring of degrees and presentation of prizes to the successful students in the several departments, was held June 8th in the new Convocation Hall. There appeared to be a great interest taken in the proceedings. Not less than 1,000 persons could have been present. The Chancellor of the University, the Hon. Robt. E. Burns, presided. His Excellency the Governor General occupied a chair on a *dais* at the western end of the platform. Near him sat Lady Head and other ladies. At half-past two o'clock the proceedings commenced by the admission of the following gentlemen to degrees:—

M.D.—N. O. Walker, M.B.; L. S. Oille, M.A., M.B.; T. Miller, M.B.; J. Thorburn, M.D., and H. Turner, M.D., *ad eundem*.

M.A.—N. M. Trew, B.A.; R. Hume, B.A.; T. Hodgins, B.A., LL.B.; J. Turpin, B.A.; N. O. Walker, B.A., M.B.; T. Moss, B.A.; C. D. Paul, B.A.; F. B. Tisdell, B.A.; Rev. G. Hill, B.A.; J. L. Litton, M.A., *ad eundem*.