

as to the rich—and this institution, the chief representative of the higher education appropriate to Grammar Schools, certainly appeared in a most favourable light. If it continued to be conducted with the same systematic care and attention which had characterized it during the past two years, it could not fail to be productive of lasting advantage to the country. (Applause.)

III. TORONTO GRAMMAR SCHOOL SCHOLARSHIPS.*

THE BOON OF A SUPERIOR GRAMMAR AND COMMON SCHOOL EDUCATION OPEN TO ALL CLASSES OF THE PEOPLE.

Adam Wilson, Esq., Q.C., Mayor of Toronto, in taking the Chair at a public meeting called for the purpose of publicly presenting on behalf of the city the Grammar School scholarships, prizes, and certificates of honor to the successful competitors of the several city schools at the combined examination recently held for that purpose, said that this was one of the most gratifying occasions upon which any public manifestation could take place. It brought together the ruling generation, with those who were to succeed—the busy, practical men of the world with those who were to receive an education fitting them for it; it called the old together to witness the success of our educational system, and the youthful to perceive and acknowledge the advantages derived from that system, and also to receive the reward which acted as an incitement to others to follow their good example. It would, of course, be remembered that education as now imparted was of comparatively modern date. The older persons whom he addressed would recollect that the blessing of education was in their young days chiefly conferred upon those favored classes who were able to purchase this valuable acquisition. As it was now, however, in this country, education was open to all, no matter of what rank those seeking it belonged, or what means they possessed. The former exclusive system which confined it to the rich and debarred it to the poor had been done away with, and it was now as free to all as the air they breathed. At one period in ancient history the wisdom of the schools, and the learning to be derived from teachings, were as carefully concealed from what was termed the vulgar mass as was a knowledge of some of their religious rites. All this was now happily done away with—a radical change had been effected. Many now present would recollect how different it was in their early days from what it was now in this country; and it reflected highly to the credit of those who had combated and surmounted all the difficulties that then lay in the way of acquiring knowledge—many of whom now occupied high and enviable positions in the world of letters. Reverting to the excellent system of education in Canada, he said the foundation of the whole massive and substantial structure was the Common School. All rested upon them—rising gradually from them to the Grammar School and College and then to the University, where the pupils finished with honors and degrees. He then addressed himself to those who were to obtain scholarships in the County Grammar School, and said that it would give him great pleasure in distributing them, together with the prizes, for they no doubt would prove an incentive to others to follow their course. To those particularly who, through the liberality of the City Council, would receive the scholarships, it must be considered a great privilege to carry them off from many competitors, and also to receive free education for two years in such an institution as the Grammar School. To the parents of these it must be gratifying to see the honors bestowed upon them; and it could not fail to be a source of pride to the teacher to know that that system of tuition which they had pursued produced such profitable and honorable results. (Loud applause.)

ADVANTAGES OF COMPETITIVE EXAMINATIONS AND SCHOLARSHIPS.

The Rev. Dr. McCaul, President of University College, Toronto, said it was always with great pleasure that he attended on such occasions as the present. Although he had had long experience in such proceedings, and each year brought round occasions like this, in which it was his duty to take part, yet it was ever with fresh pleasure that he witnessed the distribution of prizes and certificates of honour. And the reason of this pleasure was simply this: It was not merely the satisfaction of seeing so many young people happy, in seeing the joy-lit countenances of the successful candidates, that reflected pleasure on those who witnessed them. It was not merely the gratification he had in observing the honest pleasure of parents and friends—parents who may be indulged in day dreams parents knew so well how to cherish—or in noticing the honorable, manly and generous feeling displayed by the unsuccessful pupils towards those who had won prizes from them. These in themselves were sufficient to create the utmost gratification. But the satisfaction he felt arose from the knowledge that in every case in which the result of com-

petitive examinations was publicly shown, he found the practical manifestation of the principle, and one which was also exhibited on this occasion—that in all honorable competitions fair play and no favor were essential. On this principle all who competed for the same object might entertain kind and friendly feelings towards each other, in the same manner as those who conscientiously differed in matters of belief might yet be good neighbors and firm friends. But whilst he felt the greatest satisfaction in observing the distribution of prizes and certificates, these which had most particularly interested him were the scholarships, because that he believed that in a young country especially the most important prizes were those which combined honor with emolument. He knew there were some amongst the educational theorists of the day who had said that all such rewards were a violation of what was right—that the best reward of those who discharged properly their duty was the consciousness of having done so; but he believed from an experience of many years, both in the old country and in Canada, that those views were erroneous. He was satisfied that the history of the time-honored educational institutions of the mother country would prove this to be the case—institutions which had sent forth men throughout the world who had attained the highest stations in every department of science, industry and art. His interest in scholarships, and his desire to see them liberally conferred, had arisen mainly from what he knew by experience at home, of the benefit of such exhibitions, and also from the experience he had since had in this country. And in casting a retrospective glance upon what little he had done on behalf of the educational establishments of Canada, there was nothing he looked back upon with greater gratification than the fact that he was the first to introduce into the country scholarships conferring upon those who won them both honor and profit. He had been instrumental in establishing exhibitions in Upper Canada College, and every year since added fresh proof of the wisdom of the step. But he had said that his experience at home also led him to believe this kind of scholarships useful. Now, he would not venture to bring before the audience long memories of bygone days—though they were those that persons loved most to dwell upon—but when he looked back to the men of his own time who had obtained scholarships at the same time as himself, he could point to one who had since become Lord Chancellor, he could point to another a high dignitary of the Church, another who became head of the University, and two others Professors; and he could say of all these that if it had not been for the assistance of these scholarships none of them would have attained the positions they have won. And he could advert to some of his own pupils who had since occupied positions of honor—one a Governor of a Colony—who at college had materially benefitted by scholarships, conferred in the same manner as those distributed that evening, and given not by patronage or through any personal interest or favor, but as a reward of merit, and to show that if they exerted themselves they might, under the blessing of God, obtain distinction and honor, and thank no one but themselves. He then referred to the advantage the boys had of being pupils of the Toronto Grammar School. There pupils, he could honestly say, were prepared in a manner that reflected the highest credit upon those engaged as teachers in that school. He also alluded to the scholarships as filling up the chasm existing between the Common and Grammar Schools of the country, affording a stepping-stone, as it were, to the University, and opening up to all the opportunity of achieving for themselves a high position—such a position as may be obtained in this free country of ours by the possession of industry, integrity, and intelligence, united with sound and honorable principles. He would conclude by addressing a few remarks to the pupils of the schools now assembled. There was no doubt whatever, he observed, that with the distinctions and honors obtained by children on an occasion like this, they would naturally turn their attentions to the distinctions and honors to be obtained in after life. And there was no doubt that these rewards held out inducements to those who now competed to contend afterwards in the arena of life. But it must be remembered that it was few who could obtain the highest stations—that in the world it was not, as at schools, fair play and no favor; and that the race was not always to the swift, nor the battle to the strong. Nevertheless they should bear in mind that, whatever their position in life might be, there was always that which could give happiness. It was not wealth nor pleasure that gave happiness; nor was it confined to the prince's palace, for it was more frequently to be found by the cheerful fireside of the peasant. In whatever situation in life they might be, it was possible for every one of them so to conduct themselves as to make themselves respected by the conscientious and efficient discharge of their duties. And when they passed away, no nobler epitaph could be inscribed than the simple statement that they were honest men; that in their day and generation they feared God and honored the Queen; that they discharged faithfully the duties of the position in which they were placed, and that they possessed contentment—that priceless jewel,

* (See page 127.)