

that if they hoped for the real advancement of their sons the best investment they could make for them was a University training; if they could not give that much, at any rate a High School education. They would take what they could get, but if possible let the sons go to a High School first, and to the University afterward. But it was not for the professions only that this institution was founded; it was not for the professions only that learning was wanted. A man would be a better financier, merchant, civil engineer, farmer, or anything else, for the knowledge, the training, the habits of industry, he would acquire in the course of his career as a University student. He was greedy enough to hope that—important and striking as was the progress which he had just stated—they would be able to exhibit for many years to come an equally striking advance. An increase in the numbers of those attending the University was a most important factor in improving the quality of University work. So far as the student was concerned it gave an increase of honourable and useful competition, which led to more enthusiastic study. It led to a larger and more generous *esprit du corps*, and—a consideration which he deemed to be of the highest consequence—they had a better opportunity for the formation of those half dozen friendships which were to last through life, and which were the sweetest pleasures of existence in after years. In that he believed was the mistake those parents made who sent their children to be educated in foreign Universities, thus allowing those friendships to be formed, friendships which must be broken, and the young man started in life without the encouragement of knowing that he was surrounded by his friends. Increase of numbers must lead to the development of special tastes and aptitude for particular subjects of study. All this reacted upon the teacher. There was a great source of encouragement to one who had a large class of pupils, among whom were many bright spirits, to prepare himself thoroughly in what he was to teach. A university was not able to do its full work unless it contained a very large number of students. They wanted first their increased numbers. The law provided that municipalities might endow scholarships and fellowships in the University "for competition among the pupils of the High Schools of the county as the Council deem expedient for the encouragement of learning among the youth thereof." He desired to call the attention of the rural municipalities to this wholesome regulation. He did not want to see it a dead letter any longer. He could not conceive any more useful expenditure, or one that should give a higher gratification to the members of the

Municipal Council than this, for it enabled a gifted son of the county to come to Toronto and maintain himself during the progress of his studies; it would enable the county to send down its brightest youth, and the University would undertake to send him back its brightest man. This means of conferring such a favour upon a young man did not humiliate him, but conferred credit upon him. It was with deep regret he observed that they had found it necessary to reduce their own scholarships, but he hoped there would be some effort made to make up for this in the way he had pointed out. They wanted more facilities. It was not enough that students should simply be able to get through. He did not care much about that, but wanted them to be able to master their subjects. Those who had aptitudes for special subjects ought to have all possible facilities for the prosecution of their studies, for that reason he desired to see the library and the museum extended and enlarged. Of late years some important additions had been made to the library, still a further expenditure was necessary. The museum required in these modern times further encouragement than they had been able to give it. So with reference to their teaching power. The fast-increasing numbers would have necessitated an increase in the staff of teachers, even though there had not been the great changes in the curriculum, to which reference had already been made. There ought to be new chairs established for lecturers in new subjects. He was not about to discuss the faculty of medicine or law from the professional point of view, but he claimed that no man could claim to be, in the true sense of the word, well educated unless he had some knowledge of medicine and of the general principles of justice and of jurisprudence. The young men of the country ought to be made acquainted with the principles of constitutional law in order to be able to take their place in working out our constitution, which was a complicated one, involving as it did a distinction between the powers of the several Legislatures. They wanted further facilities for developing special talent by a system of post-graduate classes. He hoped for fellowships here some day. They could not expect young men with talents adapted for special lines of study to remain in the country with their education uncompleted. The thirst for knowledge would draw them away, and if they once left the chances were against their ever returning. Nor could the establishment of these post-graduate classes be without a very important influence on the character of the whole teaching in the undergraduate class. It would result, on the part of the teachers, in a more complete mastery of the subject, and in