

bravery and their endurance have been equally heroic. (Cheers.) I give you, gentlemen, "The Army and Navy." (Loud and protracted cheers.)

The Band—The British Grenadiers and Rule Britannia.

Col. IRVINE though he did not belong to the regular army, begged to return thanks on their behalf, and he knew they would be always ready to do their duty when required. (Applause.)

Professor CROFT, who on rising was warmly cheered, gave, as the next toast,—"The prosperity of Upper Canada College." He said that, independently of the interest which every Canadian must feel in the educational establishments of the Province, the University of Toronto was particularly interested in Upper Canada College, inasmuch as a very large proportion of its students were derived or had been derived from Upper Canada College; and at present, as regarded the members sent to the University, Upper Canada College disputed the prize with the Grammar Schools—and within the last few months no fewer than four of the masters of Upper Canada College were graduates of this University. (Cheers.) Being one of the oldest members of the College, and having seen the course of those gentlemen from the time they entered, he could explain the reason of this in a few words, by saying that of all the students who had entered University College since its commencement 16 years ago, none had been more greedy for honors than Stennett, Wedd, Brown, Evans, and Moss. (Cheers.)

The Rev. Mr. STENNETT, Principal of Upper Canada College, responded. He said the boys from the institution over which he presided, had taken the first places of honour in the University—and he considered that every fresh acquisition of University distinction by a boy of Upper Canada College was a new cord to bind together the higher educational institutions of the country. It was to the awards of the University that they looked for a recognition of the soundness of their educational system, while at the same time they had the higher and better aim of sending forth to the world youths in whom they had endeavoured to infuse principles which should make them honest men and useful members of society. It was a misfortune that too often lads of great promise left them before they arrived at that point which fitted them for entrance at the University, but with the advance of the country in intelligence and prosperity, this evil, which was felt not only by Upper Canada College but by all the Grammar Schools in the Province, would be greatly diminished. On behalf of his colleagues and the boys, he heartily tendered thanks for the compliment which had been paid them. (Cheers.)

Professor CHERRIMAN (after the hearty cheers with which he was greeted had subsided) said, the toast which had been entrusted to him, was—"The Schools of Upper Canada"—one which seemed peculiarly fitting on an occasion like the present, for when they had assembled to lay the cope-stone of their chief national educational institution, they should at the same time gratefully commemorate those institutions which lay at the base of the whole system. The more widely and solidly that foundation was laid, the higher would the superstructure rise, and with it our welfare as a people. It was needless for him to dilate on the importance of education, whether the diffusion of knowledge among all classes of the people, or that higher culture which belongs to those who by force of intellect or station stand out as leaders from the mass, but he might remark the necessary connection there was between them. A high standard of education among the masses of the people necessitated a proportionately higher standard among those who aspired to be their chiefs and teachers. [Applause.] It is our boast in Canada that we possess a school system, whose machinery and organization are unsurpassed, if not unequalled, in any other country, and that its practical working should be as yet below its theoretical perfection may well be excused. Rome was not built in a day, neither could the education of a whole people be achieved in one generation. (Applause.) He would connect with the toast the justly venerated name of Dr. Ryerson, the founder of our system of public Schools. [Loud Cheers.]

The Rev. Dr. RYERSON, Chief Superintendent of Education for Upper Canada, responded. He said the manner in which the toast had been received was one of those encouraging indications of the intellectual advancement of this country, that must warm and cheer the heart of those who were most intimately connected with its educational institutions. Years ago, when making his official visits to the various counties, the greatest obstacle which he had to encounter was the disposition of the people to undervalue their own institutions and advantages, but as soon as they began to respect themselves their institutions began to flourish. (Cheers.) The people of Upper Canada, more than those of any other country, had now learned to cherish their institutions, and more particularly to entertain feelings of the deepest interest for their Common Schools. (Applause.) During the past twelve years, not a single year had elapsed, without an advance of at least 20 per cent. in the amount imposed by the people on themselves for educational purposes, and of nearly 20 per cent. in the number of pupils, and he thought he could say, without

the slightest exaggeration, that there had been a corresponding improvement in the character and quality of the education given in the schools. During the past year, a year of unusual depression, the increase of pupils in the schools had been about 20,000, and the increase in the amount of money raised for the salaries of teachers and other appliances connected with the work, was upwards of £23,000. For the support of Grammar Schools, the amount raised by the municipalities during the past year exceeded by £4,000, the amount raised in any previous year. Looking at these facts, nothing could be more encouraging than the proof they afforded of the intellectual progress of the country. With regard to the Common Schools, though no perfection was assumed for the system, yet it was a note-worthy fact that throughout the length and breadth of the land not a single complaint had been preferred against the system by any municipality in the Province, and only two municipalities in all Upper Canada had desired a different adjustment from that which now prevailed with regard to the power of Trustees. The only theory he had ever heard propounded for the improvement of our School system in Upper Canada, was to introduce the Irish National system—a system in which mixed schools were the exception and Separate Schools were the general rule. He thought the subversion of our system for the introduction of a system of that kind would scarcely be an improvement. (Applause.) Of these schools 1600 are mixed, 3000 separate Roman Catholic schools; 800 Presbyterian, 80 Church of England, and 100 of other persuasions. And he would ask, would the introduction of that system into Canada be an improvement? (Great cheering.) The Common School system of this country was the property of the Municipalities, and was closely and indissolubly connected with the rights, privileges and duties of those Municipalities and inseparably interwoven with those principles which are destined to be the life-spring of future generations.—(Great cheering.) He hoped the Common School system of this country would be conserved inviolate—but, whatever might be the future fate of the system of public instruction in this country, he should have the satisfaction at least of feeling that up to the present time it had advanced without the slightest abatement. He thanked the assembly with all his heart for the manner in which the toast had been received, and sat down amidst great applause.

Professor WILSON (who was warmly cheered) proposed the next toast. He said—This day we accomplish one important stage in the history of this magnificent building—destined, we trust, through long centuries to be the nursery of the young intellect of this Province—and it would ill become us on such an occasion to be forgetful of those architects whose intellect has been especially occupied in rearing so noble an edifice, worthy of so noble an employment. It is therefore with peculiar pleasure that I beg you to join with me in toasting the architects of this building. (Applause.) Your Excellency has already nearly superseded what I might have desired to say in reference to this toast, in the commendations you passed on this intellectual work of one of the architects of the Province. Nor is it an unimportant thing that, in an institution where intellect is to be cultivated, the æsthetic faculty of the young minds of Canada should be specially nurtured by gazing through every stage of such development, on works of gorgeous sculpture and beautiful architecture, showing the adaptation of intellect wrought in stone, for such purposes as this building is to be devoted to. (Cheers.) All great nations in past times have sought to establish an imperishable memorial of their intellectual power in the architectural structures that they handed down to other generations. These still survive to us in the grand old monolithic memorials of the early Britons, the evidence of that struggle with rude power which showed itself in later times in the fierce conflict with aggressive Rome. There still are reared for us, in the old Nile valley, the time-baffling monuments of Egypt, which perpetuate the results attained in their cradle of the world's civilization. And still more, the chaste purity and intellectual power of the marbles of Greece commemorate to us in another form that truth which has fed the mind of the world in all later centuries. Nor is there wanting in the sensuous magnificence of the gorgeous palaces of old Rome something of the intellectual power of that nation, which wrought with its plow-share to prepare the soil of Europe and the world for the introduction of Christianity. (Cheers.) In the choice of this day for this celebration,—the inauguration of our new building, the Building Committee were guided by the fact that upon the same day two years ago we laid the foundation of this structure. We did not then invite your Excellency to join us and aid us in that work—we rather proceeded in it, something like the returned captive Jews of old, who wrought with swords in their hands, dreading the enemy. (Laughter.) Secretly, as if we were engaged almost in a deed of shame, we laid that stone, full of hope, but full also of fear—and perhaps it was well and wisely that it was so done. I trust, moreover, it is an emblem and an evidence of what is to be the character of this institution and of its alumni in future times—that they are not to boast as they who lay hold of the sword, but are to wait for the hour of triumph when the work is accomplished—that they are not to rejoice as those who