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The University Sermon.

DELIVERED IN BISHOP'S COLLEGE CHAPEL,
LENNOXVILLE, BY THE RIGHT REV. THE
LORD BISHOP OF NOVA SCOTIA, JUNE
27TH, 1895

*Other men laboured, and ye are entered in-
to their labours.*—S. John IV, 38.

It does not need that I should tell you of this sermon of the circumstances which surrounded those who originated Bishop's College, nor of the difficulties which had to be faced by them; nor of the contrast presented by the outward and visible appearance of things in 1845 and that of a later date, for all these matters were recorded in an address by the first principal, Dr. Nicolls, in 1860, which was printed in full in the April number of the *Mitre*, and are therefore fresh in your memories.

But the present occasion furnishes us with an opportunity for recalling the past, and endeavouring to estimate its significance, to recognize its principles, to ascertain whether or no we have been, and are still, true to them, what changes of method in applying them have been necessitated, and whether any, and what, further changes are required, or will be in the near future.

I. We note, in the first place, the significance of the object which the originators of Bishop's College set clearly before themselves. That object was to furnish those who should come under their influence with the best and highest education possible, and therefore to exercise their powers upon the best material available. For we must never forget that education, as its name imparts, is the drawing forth and maturing of the powers of the individual. Experience teaches us two things in this

matter: first, that individuals are variously gifted as regards their intellectual endowment; and second, that the intellectual endowment of the individual brings forth a harvest accordant to the quality and variety of the material furnished for its exercise.

Keeping this, then, clearly before our minds, I think we may feel sure that the Founders of Bishop's College were profoundly convinced that long experience had established as the best method of procedure the early teaching of Latin and Greek, together with Mathematics, for the purpose of strengthening, by exercise, the powers of the mind, and giving the mind itself the tone and temper derived from those two so-called dead languages, in which are enshrined, in almost perfect forms of prose and poetry, some of the noblest, most exalted, and vivifying thoughts which have stirred and enriched the minds of men.

And this, I take it, was in order that the young mind, thus trained, should be the better able to enter upon the study of literature, logic, law, mental and moral philosophy, and all that comes under the designation of Letters.

But our wonder and admiration for these men are evoked, when we remember that this highest ambition as regards education was deliberately adopted, as worthy to be aimed at, and as possible of attainment, in a comparatively new country, and by a people whose attention was concentrated upon levelling the forest, cultivating the soil, and engaging in trade, for the purpose of gaining a livelihood—in which pursuit the boys of the family were generally expected to take an active part at as early an age as possible. We do not won-