

nation is just what its men and women make it. If the best standard of individual intelligence and character be low, the standard and position of the nation will be low, for they are the nation. The march of a sound civilization must be even and sustained upon its two supports—knowledge and wealth—and not halt and limping upon one. While on the one hand it finds in Agriculture, in the Manufactory, the Warehouse and the Banking office its material profit, it must on the other look to Universities and Students, to Science, Literature and Arts, for that which constitutes its essential and nobler element, and holds Society back from the grossness which leads to barbarism.

If it be said that our young men can be trained more cheaply and as well in Universities abroad: I answer, no! emphatically, no. The denationalizing effects of a foreign education, breeding foreign habits and foreign modes of thought, its tendency to break up local attachments and home affections, and to enfeeble the sacred love of country, are too certain to need arguments. This all nations know and act upon. England has not produced her long line of sons—Sages and Poets, and Heroes—illustrious in all the arts of peace and war, by sending them from her shores to seek an education in a foreign land. Nor has any great country committed so fatal a mistake, and it is clear beyond controversy that we must not do so. Do we ever hope to have men—Canadians—who will make themselves and Canada felt as a power, and leave an impress on the world? If we do, then during all the impressionable years of youth, these men must breathe their native air and tread their native soil, and the pulse of all their sympathies must be taught to beat in harmony with the sentiments and habits of their own people in their own country; and this can be secured in no other way than by training them in the educational institutions of that country. Whoever lends a helping hand to this great means of building up a nationality, renders service which no other, of whatever nature, can surpass in value. I have purposely omitted all mention of science and technical education. The subject has lately been treated by my friend, the Vice-Chancellor, who, of all ^{men} is qualified to deal with it as a master should.

And I now ask your patience for a closing word. ^{about the ladies.} I have read to you Dr. Wilkes' resolution, which points to the necessity for providing the means of furnishing a higher education to women; a matter in which we are woefully behind the age. I shall not discuss this subject now—it is far too important for the few moments I could bestow upon it—but I may say, that I trust the time is not far distant when McGill College may become the privileged instrument of ministering to this urgent want. In this whole matter of Education

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