

tegral parts of the great Dominion of Canada, and, above all, of the Empire of our beloved Queen, the jubilee year of whose reign commenced on Sunday last.

The President then read the reports of the Faculty for the past collegiate year, which served to give a clear and concise idea of the whole ground covered by the studies pursued in the College during the year. He began with his own report as Professor of Divinity, and made particular reference to valuable courses of lectures on Christian Apologetics, given in the Michaelmas and Lent terms, by the Rev. Dr. Partridge. Next came the report of the Professor of Mathematics and Engineering; next, that of the Professor of Chemistry, Geology and Mining; next, that of the Professor of English and French Literature; and, finally, that of the Professor of Classics and German.

The President then thanked those gentlemen who, at the request of the Board of Governors, had undertaken this year the office of Examiners for the B. A. degree, viz., Dr. Partridge, Professor Hind, M.A., Bliss Carman, Esq., M. A., and the Rev. H. A. Harley, B.A., and read extracts from their reports. The next report read was a brief but satisfactory one from the Rev. Dr. Willets, the Head Master of the Collegiate School, which showed that the average number of boys per term had been 50, of whom 41 were boarders. The last report read by the President was from Dr. Moody, the Chairman of the King's College Restoration Committee, which showed that up to date, June 22nd, there had been collected \$1,292.00 for this fund, while there had been expended so far \$1,611.00, and much remained to be done, especially the heavy item of introducing the water from the town service into the College, so that at least \$1,000 more will be needed to meet the necessary expenditure under this head before the opening of another collegiate year in October.

SERMON

Preached by the Venerable and Most Reverend, Dr. Medley, Lord Bishop of Fredericton and Metropolitan—at the Encenia Kings College, Nova Scotia, June 1st 1886.

Text: Proverbs i.e., 7, 8, 9.—Wisdom is the principal thing; therefore get wisdom; and with all thy getting get understanding. Exalt her and she shall promote thee; she shall bring thee to honour; where thou dost embrace her. She shall give to thine head an ornament of grace; a crown of glory she shall deliver to thee.

Among the books of Holy Scripture, divinely inspired, yet I fear too little studied, and of infinite value to every student, may be classed the book of Proverbs. If single proverbs may be called the "wisdom of many, and the wit of one," we may see in this book the large experience of human life, obtained by earnest efforts, and deepened by unhappy failures, and the practical application of important truths which God has graciously given us for our uses and benefit. In their misuse of the Bible too many seem to regard it as a mine of difficulties to be discussed, and of perplexities to be solved, rather than as a treasure, which it is our duty to buy at any cost. In his discourse of wisdom Solomon before he enters into details, lays down these great principles; that there is a perfect harmony between sound learning and true religion; that both are gifts from the Father of lights, though the methods by which we attain to the knowledge of them may differ; that extensive and accurate search into any and all of the works of God is to be encouraged by every means in our power: that practical wisdom can never be attained by those who lead an immoral or irreligious life; that a right understanding of what our intellect can grasp, and our position in life renders possible or desirable, is the work of everyone who wishes to apply his knowledge to advantage, and to become what every wise man would desire to be, an earnest seeker of the truth, a

practical worker in the sphere of duty within which God has called him to act, in short, a laborious, faithful, honest, humble student, and a devoutly religious man. These principles (as it seems to me) lie at the root of every rightly-conducted educational institution. The severances of religious from secular instruction is an attempt to build a superstructure without a solid foundation; and when only a smattering of knowledge is the result, our self conceit is largely increased, and our devotion proportionately diminished. These truths were thoroughly understood by the great founders of collegiate life. Their religious duties and their scientific acquirements went hand in hand, no hindrance was put in the way of unlimited research, and the unity and good feeling of their students was promoted by public daily prayer and constant communion. In the belief of general application of these principles, I flatter myself that we shall all agree, and it is our firm resolution as it undoubtedly was the founders of this College, that by such principles we must stand or fall. We are met together to-day to consider how we may strengthen and build up an institution which has its root in the doctrine and discipline of the Church of which we are members, whose prosperity it is our duty to promote to the utmost of our power. The very word College implies collective strength, communion of interests, daily progress in learning of various kinds, mutual sympathy, willing and cheerful obedience to wise and determinate rules, and a common desire on the part of teachers and students to work harmoniously together in building up a moral structure intended for the common good. Where every professor and every student acts as if the whole responsibility of the success of the college rested on himself, diligence will become the general rule, unity will be sought for by the sacrifices of self will, a healthy emulation in the pursuit of learning will take the place of mutual jealousies, and a good understanding among all persons concerned will render the work of the institution not only practicable, but easy. In such a happy condition it does not seem necessary or desirable that any fundamental change should be made in the branches of instruction prescribed by the founders of the college. These are not days when we can afford to narrow our course of instruction; we are rather called on to widen it. The exact sciences open larger fields for mental discipline and accuracy of proof; the acquirement of critical knowledge of ancient languages is pursued everywhere with more vigor and seems to be more necessary for clear and finished composition and even for the right understanding of our mother tongue, and the felicitous expression of our thoughts. Familiarity with the great example of history, and with the master-pieces of literature, has a refining and penetrating influence upon language and demeanor, which is recognized even by those who are incompetent to trace it to its source. The dignity and courtesy of an older generation of statesmen may be referred in a great degree to their training. They live in the memories of famous examples, and their learning was noble and chivalrous. Our intercourse with men who speak in other languages than our own renders knowledge of these tongues essential to the discharge of duty in many responsible posts; the knowledge of ancient and of modern history continually interests us by more extensive research: natural science offers a far wider field for continual progress; and the study of the English language whether in poetry or prose, is absolutely essential to our expressing ourselves with freedom, perspicuity and taste. The debased English of the whole crowd of the uneducated and the pompous nothingness of those who try to make up for the poverty of their conceptions by the long eloquence of their diction renders it more than ever necessary, if we would hand down to our successors such as the masters of our language delivered to us, that we should

be familiar with the great standards of English pure and underfiled, and the *are celare artem* will task our mightest powers and will reward our happiest efforts. A great task indeed lies before us, of which we can hope to accomplish only a portion during our residence at college, but which ought to be, in one department or another, the patient laborer of an earnest life.

(To be continued.)

NEWS FROM THE HOME FIELD.

Gathered specially for this Paper by Our Own Correspondents.

DIOCESE OF NOVA SCOTIA.

PETITE RIVIERE.—A new parish church is in course of erection. The plans have been drawn and presented by Rev. W. Groser, of New Ross. The contractor is Mr. Van Horn, of Bridgewater, N.S. We expect to have it completed by the end of September. Any contributions will be thankfully acknowledged by the incumbent, Rev. J. Spencer.

HALIFAX.—*Girton House*.—This excellent institution, which has deservedly attained the first place among the private educational establishments in the Maritime Provinces, was closed for the vacation on the 22nd June. On that day the splendid rooms, unequalled in Halifax for beauty, airiness and comfort, were crowded beyond their capacity by a fashionable and distinguished assemblage that overflowed into the spacious halls. The Lieut.-Governor presided, and after a well arranged programme of music, vocal and instrumental, and recitations, in English and in French, had been gone through with remarkable smoothness and success, Principal Sumichrast gave a short, pointed address, in which he touched on the chief reasons for the existence of private schools, indicating the superior education given, the greater attention paid to individual pupils, the forming of good manners, and mainly the religious training, which, indispensable though it be, is not to be obtained in public schools.

Lieut.-Governor Richey highly eulogized Principal Sumichrast and the work done by him. He was followed by the Lord Bishop of Nova Scotia, who drew especial attention to the thoroughness of the education given at Girton, to the admirable system on which it is worked, and to the value of such an institution, not to the Church alone but to all denominations. Hon. Judge Shannon also spoke to the same effect, and a very pleasant afternoon was brought to a close by the singing of the National Anthem.

Principal Sumichrast has given the Church in Nova Scotia just the institution required for the proper training of girls, and this without receiving any but moral support from the Church herself. We hope, however, that the work done by him will receive from the Diocese and Church the recognition it so thoroughly merits, and steps be taken to extend the advantages of Girton to all the clergy, so that the daughters of even the least paid of these may benefit by the excellent instruction, sound Church teaching and refined manners imparted at Girton. We are pleased to learn that Principal Sumichrast's labors in the Church are not confined to his important work as a teacher; as Diocesan Lay-reader he serves in his turn a mission chapel in the suburbs. He delivered during the past fall and winter a series of Sunday afternoon lectures on the Inspiration and Authenticity of the Bible, and on the History of the Church. As one of the Vice-Presidents of the Church of England Institute, he takes an active part in the working of this important agency for good, while his services as a popular lecturer have been freely given for the benefit of the Church in Halifax and other parts of the Province.