

to glean much useful and interesting information concerning the early and past history, the progress, aims and statistics of the University of Bishop's College. To you, as the more immediate agents in carrying into execution the enlightened and benevolent objects of its projectors, I consider that all praise is due for the courage, perseverance and truly patriotic spirit which has been displayed in the discharge of your duties—obstructed, as you must have been, not only by the material obstacles and trials to which I have already alluded, but also by that absence of appreciation of the advantages of university education with which you have had to contend, and in consequence of which there has been the further discouragement of a comparative paucity of number of students coming forward to avail themselves of your instruction. Your religious character, your reputation as a body of learned men, and the proofs already afforded of the quality of your work, as evidenced by the men who have gone forth from the institution to occupy various positions of honor and usefulness in our community, are sufficient guarantees to the public that the youth entrusted to your care are sure to receive here intellectual and moral training of the highest order. I think also, that no discouragements of the kind to which I have alluded should have the effect of lessening your future efforts, since the history of all, or nearly all, of the now leading institutions on this continent, many of which have encountered similar or greater obstacles, does not differ much from your own. Permit me, as a sincere friend of your cause, that of university education, properly so called, to express to you my congratulations upon what I know of the value of your unostentatious exertions in that behalf, and at the same time, my hope that the generous action of your co-religionists, and of all who desire that university education should flourish amongst us, may soon furnish you with the means necessary to reconstruct your edifice, lately destroyed by fire, on a scale commensurate with your high aims and objects. In a community like ours, the acquisition of a knowledge of the French language and literature should, I think, be encouraged or facilitated by special provision, not only in the lower grades of educational institutions, but also in the highest. I perceive, indeed, that mention is made of the French language in one of your printed prospectuses, but this is, I presume, in connection only with your Junior Department. It seems to me that such educational displays as were witnessed in the international exposition held at Philadelphia have a most useful tendency to promote the cause of education. I think that every Provincial institution, high and low, should preserve among its archives specimens of the work of its pupils—whether exercises, theses, answers to examination questions, drawings, or other kinds of work. Should such expositions be hereafter set in operation here on a Provincial scale, it is my hope, in that case, that even our Universities will not disdain to co-operate. I am far from desiring to witness between our local universities that sort of competition for students which is implied when the standard of instruction, and that upon which degrees in arts are conferred, are lowered, so as to admit pupils unqualified by previous preparation to be enrolled on the College lists, or graduates to be multiplied by granting degrees to young men possessing attainments in literature and science, but little higher than can be gained by attendance for a few years at an ordinary school or academy. Even if we are to have amongst us but comparatively few graduates of our universities, let us at least have those who have really earned the distinction, so that the academic degree may imply what it is intended to signify.

I am aware that the faculty of Bishop's College maintain standards in respect both of matriculation and of graduation, which must tend to enhance, in the estimation of the public, the character and qualification of those who as students take their collegiate course here with greater or less distinction, and then devote themselves to a professional career. If sufficiently high standards be not adhered to, even at the risk of having comparatively few students to participate in the regular courses of instruction given, then the proper objects of University education are, in a measure, trifled with, the degrees granted carry with them no weight in the public eye, and injury is done to the professions proportional in amount to the number of those graduates who enter them. Permit me, in conclusion, to touch upon one other point. Ours is a mixed community, composed of parts which differ in respect of origin, race, descent and creed. Our population comprises persons of every shade of religious and political sentiment. We possess an extensive territory, while our climate and other external circumstances are such as to impose necessity for the constant exercise of industry and labor, directed by intelligence and skill, in order that we and our posterity may prosper as a people, and turn to good account the vast natural resources which the Almighty has so bountifully bestowed. At the same time, on our own representations of our requirements and wants, we have conferred on us a political constitution, framed and granted by the combined wisdom and benevolence of the Sovereign and Parliament of Great Britain, ever the true friends of the inhabitants of Canada, which guarantees to all the inestimable advantages of religious and civil liberty. But to arrive at the full enjoyment of the natural, political and social advantages thus placed within our reach, it is plain that the sentiments of concord and harmony must exist in the minds and dispositions of all our people. Our past history proves that, in our community, there is special occasion for the cultivation of those sentiments. Considering the impressible nature of the minds of youth and the permanent character of the influence exercised upon them by the training and instruction which they receive at school and college, it becomes the patriotic duty of the managers of all our public institutions, whether universities, colleges, academies, model or elementary schools, to never lose sight of the point to which I now advert. Our young people, the pupils of the day, are soon to go forth to occupy their various positions in life in a mixed community. I think it fitting, that throughout their course of instruction and training, their instructors should judiciously bring to bear upon them such an influence as shall make them thoroughly comprehend that whatever their national descent or creed may be, they will be called upon to live together as fellow-citizens, to labor side by side on this soil of Canada which has, in the past, been moistened by the blood of so many generous defenders and devoted men. I think that special care and forethought should be constantly exercised in habituating them to the practice of repelling from their minds all thoughts of jealousy, hatred and envy, in view of the social and political duties which may hereafter devolve upon them in such a community as ours. They will thus become disposed to treat with respect, the views, sentiments and institutions of all sections of the population amidst which they are to pass their lives, to cherish the love of whatever is dear to all as a nation—and to realize, in the interest of the common weal, that concord and harmony, founded on mutual sentiments of liberality and forbearance, must characterise their social intercourse. To the youth of this institution I would say: while your prize the