

found that the questions he knew had been answered by the boys above him. Since he had been appointed as Principal of the college and Rector of the school he had endeavored, so far as was possible to him, to regard them as one whole. The idea in both was to imitate the English style of public school education. The University has been to-night well represented by the Bishop and Chancellor. The Principal of the college may therefore regard himself chiefly to-night as the Rector of the school. The college has done excellent work and is doing it. The college represents an idea which ought to be maintained and developed in this country, a college for resident students under definite religious influences, where the quality of the teaching in every subject undertaken shall be good and thorough, and the standard of passing for degrees shall be high. The school is in one sense a handmaid to the college. The natural development would be for a boy to go on to the college after a course at the school. That is one reason for broadening as well as deepening the College curriculum, that there may be a field for varied ability and varied tastes. The school may however, be looked upon on its merits, as embodying an idea of its own. Not original to this country, but original in this country. I think Bishop's College School was the pioneer in Canada of the idea of what is known as English public school education. I say there must be boys who will not be able to go to college, but who will go straight into the world. For these as for the others, it is an inestimable advantage to have a school system which has produced such noble results especially from the time of Arnold onwards. This system has flourished in the mother country and there is no reason why it should not flourish, with a few modifications probably, in the colonies. We do not forget the needs of life here. But while I would insist on an education in which the elements are made prominent and in which they are never allowed to be ignored, even in the highest classes, it is not to be forgotten that a boy should be trained in such a way as not only to know how to perform the details of business accurately, but also to be so provided with culture of a rational and elevating type, that he may know how to use his leisure hours profitably to his mental and moral being; so that he should not regard his life as a mixture of drudgery and excitement. The English public school system tends to this. It is a plan for developing boys rather than for forcing them into a mould. The classical studies, which a utilitarian age is apt to under value, are really an admirable mental training. There is nothing in a classical training to prevent a man from business habits. The career of Mr. Goschen, who took the most brilliant degree of his year, and who is now called in as Chancellor of the Exchequer of

Great Britain, is a case in point. Mathematics and science must be also studied. Much might be said on the subjects taught; advocacy of modern languages, drawing, singing, physical training will not be wanting. But it is in moral training that the system we advocate is so superior to its rivals. In Lennoxville the boys were put as much as possible upon their honor and allowed a certain amount of freedom. Where they are kept under a system of espionage, it is only natural that when they get out into the freedom of the world they will adopt about as erratic a course as a cork out of a sodawater bottle. The Lennoxville system teaches the doctrine of personal responsibility more distinctly than any other system. It teaches that the best way to prepare for the freedom of a man in the world is to give the boy at school some little freedom, and to hold him responsible for his use of that freedom; it helps to train his self-reliance, self-control and sense of honour; to help him on all sides but to cramp him in on none; it teaches him that willing obedience is better than grudging submission; that heightened truthfulness is essential to the character of a gentleman. That courage, moral and physical, is essential to true manliness: that discipline is better than disaster. Under the banner of religion, it teaches that religion is manly and true manliness is of the nature of religion, that humble faith is more becoming than incredulous scorn, reverence nobler than indifference.

The school is holding its own and even gaining ground. The Kingston list of 1886 shows this in which a Quebec-Lennoxville boy came out first. Three boys passed the A. A., one boy passed first in the Quebec examination for surveyors. Some of its lighter studies which have employed leisure hours you in Quebec have lately seen the results of and you were pleased. He referred also to the appointment during the past year of an old Lennoxville master, Mr. Young, to the Rectorship of the Quebec High School, and to his nomination of Mr. Petry, an old boy, as senior resident master of Bishop's College School. (Loud applause.)

The progress of the fund for building the Bishop Williams wing is satisfactory but not finally so. We have a good start but we want much more. The addition of a large hall, of a chemical laboratory, workshop and good play room would be a great benefit to the boys. We want Canadian boys to have the same advantages as the English boys have, and to have them without crossing the Atlantic, and towards this we are working and are determined to work. (Loud applause.)

REV. CANON ROBINSON,

of Abbotsford, also replied for the school, as one of the oldest boys,—having been a scholar in 1843. He mentioned a number of interesting reminiscences of the school in days long gone by.