any proof; it is the low standard of scholarship in the University, and perhaps as compared with other Colleges, but with that estimate of good scholarship which is formed in early plain practical understanding. Our graduates in a large majority of cases carry with them from college the most slender or superficial knowledge of what has occupied them for years. In all our examinations it is difficult to find a problem in mathematics, a principle or physics or morals, or a passage in the Classics simple or easy enough not to present an insuperable obstacle to the candidate.

There are two causes for this modifying state of things, so influential in their nature, as to look at defiance the most industrious labours of our faculty— one is, the generally defective education of our academic and primary schools, and the consequent defective preparation of the young men who enter our college; the other is the utter inapplicability of University discipline to the regulation of boys, of persons of ordinary age to be sensible of, and hence not coercion. The first of these causes presents us with an annual deduction of materials, of which it is impossible, while under the influence of the second, to make good scholars. We may build but our labours are in vain while the foundation is unseen and we have no means of repairing the defects of elementary instruction, while we can only present moral persuasions to keep dwelling on all the consequences of perfect security from the God. Some chief reason of the members of the lower Classes are stimulated by the hope of distinction, but the multitude,