

find in the literature of the dead empires anything so sublime as in the literature of the rocks. In no mere human history, written by ephemeral man, will he find records to be compared with the sacred chronicles of the by-past eternity, which are engraven on plates of adamant by the Divine hand. In no study, ancient or modern, will he seem to approach nearer the great omnipotent author and learn "that the whole universe is set to music, and if there be a want of harmony the discord is only in man himself." But if any studies be placed in a position of more importance and receive more attention than others at this University and at every Canadian seat of learning, he could not help feeling that the place of honour should be given to the English language and literature, and to those studies that will give an insight into things social, political and moral, that will enable the student to grasp high and broad truths, and to deduce correct conclusions from given premises, that will train him to think and express his thoughts clearly and elegantly in his mother tongue. The English language embraces the literature of every age, the triumphs of science of every nation. No language or literature was ever so widely diffused. It is spoken more or less in Europe, in Asia, in Africa, in Australia, and in America. The English tongue is heard wherever the ocean spreads, in every meridian, and in every parallel of latitude. We are part of the English-speaking race whose mission seems to be to spread civilization over the globe, and to beat back barbarism in all climes and on all continents. The late Prof. DeMille claimed for our language "a power of absorbing foreign words which distinguishes it from all others, and makes it capable on this account alone of becoming the dominant speech of the world." Surely this language is sufficiently comprehensive to express all our thoughts which require utterance, whether in respect to knowledge or patriotism, or purity, or truth. The minds and characters of men are formed during their youthful years, and it is at institutions like this that they can be best moulded during the most impressive period of their existence. The condition of a country is to be deplored when it has no good colleges, and when its youth remain untrained. It is also an unfortunate condition when they are compelled to seek for education at foreign universities, where they may soon cease to regard their native land with patriotic affection, even if they are not led to spend their lives and energies under a foreign flag. We may, therefore, warmly congratulate Canada that she has Queen's and other institutions of learning where her youth may

obtain mental and moral nourishment of the highest and purest grade. The importance of a sound college training is very great. True, there are many instances of men prospering in life without the benefits which flow from it, but these men are heavily handicapped in the race. Occasional success proves nothing; besides, it cannot be doubted that if men with capacity and industry have made their way in the world against every obstacle without a college education, they would have accomplished more, and with much greater ease, had they been blessed with all the advantages which you will here receive. The education of men who have distinguished themselves in any way without university training has been laboriously obtained through private study; and as exercise invariably strengthens the faculties whether physical or mental, the very obstacles which they have overcome have been of service to them in obtaining any degree of cultivation that they may have reached. But, if you ask such men, they will tell you that their path to success would have been infinitely easier, and they would in all probability have occupied a much larger sphere of usefulness to mankind, if circumstances had favoured them as they are now favouring you. Here you come under the influence of a grateful intellectual atmosphere. Your training is committed to professors with broad views, sound faith, and moral power of the highest order. They will earnestly labour to make you wiser and better. They will inspire you with the love of truth, and imbue your minds with noble thoughts, loyal sentiments, and patriotic aspirations. You may well appreciate your high privileges and the prospects that are open to you. An institution like this is a point where the learning of the philosophers of all ages and of all countries is brought into a focus for the student to receive the golden rays of knowledge. The professors are here to guide and direct, so that the light may shine on each individual mind. They will do their utmost to promote inquiry, to prompt investigation, to train and expand the mental faculties; but much must be done by the student himself. His powers can only be developed by practice, and their growth depends to a very large extent on the exercise which he gives them. Self-exertion is the grand instrument by which culture can be effected, and there can be no progress made without it. To discipline and to train are the work of the professor; application and self-exertion are the work of the student, and these are absolutely essential if any benefit is to be derived from attendance at college. In conclusion the Chancellor said:—Let me advise you, students, not to throw away nor neglect your