

generous benefactors? For what are the most learned and capable teachers sought in every direction? I cannot but say that my own ideas are entirely wrong if the whole is not for the general public welfare. And, further, it seems to me that each individual student who receives a university education, whatever his future walk in life, carries with him obligations of no mean order.

As in a university, we have not merely the elements of one branch of learning, but the accumulated means of all scientific and literary research, all past experience, all acquired knowledge; as a university is established, not for the present age only, but for every age; so also its advantages are not merely for the benefit of the individual student, but for the general benefit of all within its influence. The man who is privileged to receive university training is placed in possession of a precious trust, which he is morally bound not to waste, or neglect, or misapply. His education will indeed have failed in every particular if the principle has not been indelibly impressed on his mind that his duty is to employ all his acquisitions of knowledge, his culture, his invigorated powers, for the benefit of his fellow-men, and for the advancement of the cause of true civilization and natural well-being.

It is not to be expected that universities convert ordinary men into intellectual giants, but they can elevate moderate powers to a higher standard. Education cannot create mind, but it unfolds and strengthens what mental vigour nature has conferred, and it can discipline and develop all the faculties. Any system of education is simply incomplete if it does not inculcate that the university student is under deep obligations to others less favoured, and to his country; and in accepting a Degree he takes, as it were, an oath of fealty and gives his pledge that the impressions which his mind and heart have received from his *Alma Mater* will influence his whole life whatever his future sphere of activity.

It is not then in the professions alone we should look for the unmistakable traces of university training. It should be found in every walk of life. In agriculture, in commerce, in manufactures, even in the subordinate positions arising from varied circumstances, and what position, however humble, is antagonistic to the doctrine that he who fills it should be sustained by the desire to advance the interests and elevate the tone of public and private morality.

I ask if we may not claim that we have here the main end of university training; to produce the highest order of men, prepared to take their place in the arena of life, capable of exerting an honourable influence in every sphere of effort, whether in the ordinary avocations of industry, the pulpit or the press. Men who have a proper sense of the high functions to which they are called, whose culture and character will unconsciously enter into the lives of others, disseminating and propagating good, present and future, thus the benefits of universities permeate through the whole fabric of society; and what in a greater degree can promote a nation's advancement and

elevate the character of a community? Peculiarly can the appeal be made in our own country where public opinion so largely rules. Do we not need it in a continually increasing degree, in order that the public will shall be founded on wisdom.

Occasionally we hear it stated that there are too many universities. On this point the Principal has remarked, and I sustain his opinion, "there cannot be too many well equipped universities, and there cannot be too few poorly provided."

As for "Queen's," we do not conceal the fact that there is need of a more enlarged endowment. In that respect, however, she is growing stronger year by year. Private munificence, that wonderful source of strength, has never been inactive, and we are gaining new friends in all quarters, even beyond the geographical limits of our own immediate Province.

I ask is it possible for a community to possess too many educated men? A year ago I pointed out from this chair that Scotland when she had a quarter of our population, I referred only to the Province of Ontario—when very much poorer than we in Canada, and distracted by civil strife, she was better provided with universities than we are to-day in the Dominion, enjoying the blessings of peace and plenty. Has it ever been an accusation against Scotland that she possessed too many universities? Has she now too many students? and yet she has three times as many per cent. of the population as we have in Ontario. Has it not been the influence of her universities, acting through visible and invisible means on rich and poor, on all classes of her people, from the peer to the peasant, which has made the name of Scotland known, and the power of her training felt in every quarter of the globe? It is sound educational training which has given Scotland her character; that rectitude of purpose; that stubborn will; that unflinching self-control; that patience under misfortune; that courage in action; that power of combination; that self-reliant honest industry; that devotion to duty, and that loyalty of character which as a people, they are known to possess.

Shall we in Canada be satisfied to occupy an inferior position to the people of any country, or shall we more and more promote a public sentiment among all classes in favour of scholarships? Shall we aspire to an intellectual standard, which will create a national pride at home and command respect for our country abroad? Ought not every educated Canadian, wherever his fortunes may take him, by his whole life and character, testify to the worth of the institutions from which he has sprung?

We have only to recall a single historical event which has occurred since the present session commenced, to note the wide scope opening up for the exercise of the most enthusiastic efforts of our educated men.

That event in our annals has brought us face to face with new nations in the west. It has opened the whole range of the western ocean and the islands of the Pacific to Canadian commerce and enterprise.