

please.) It had been said that the mind of a boy was something sacred ; but still more sacred was the character of a young nation. They there stood at the source of what they believed would be a mighty power and a mighty civilization, and they must take care that they did not pollute the spring. As had been remarked, the day on which Professor Young and he (Mr. Smith) were admitted to their *ad eundem* degree, happened to be an auspicious and a memorable one in the annals of the University ; for on the motion of, he believed, Mr. Crooks—a gentleman to whom he might refer without partizanship, and who was an illustration of the high tone a University could give to statesmanship—the measure of their liberty to take part in the management of the institution had just been increased. This was right and wise. In popular governments the people, if it understood its best interests, and sovereign though it were, would always respect two things—the independence of the judiciary and the independence of the universities. Universities, of course, like the judiciary, must be under the law, and in case of need the Legislature must intervene for their reform and their re-organization, but it would be well to leave them free to do their own work, entirely clear of party politics and impartially free to instruct the mind and mould the opinions of the nation. There were some who would wish to centralize everything, to whom the most perfect organization appeared to be one which had only one organ—the central Government—for all functions. He (Mr. Smith) remembered many years ago asking an eminent French public man what had been done for education under that high central system which prevailed in France under the Empire. The statesman's answer was, " It has killed youth ;" and were not his words fulfilled? Had not that system killed French youth? Was not France, at her direst need, left destitute of force of character, and obliged to resort to the old men of a past generation in this her hour of extremity? There was a subordinate reason, yet still a strong one, for not making the University completely a Government department. It was this—that if they made the University too completely a governmental department they would repel private munificence. In their library stood the statue of William of Wykeham, whose name he had often heard mentioned by the heirs of his bounty. That man was the type of the illustrious dynasty of public benefactors of Oxford, each of whom had brought his stone to what was now that noble edifice. But those men would not have contributed to a mere department of the Government. When he spoke of centralization and decentralization in matters of high education, he did not mean to say that he wished to see the resources of higher education, even now scanty enough, rendered still scantier by dispersion, nor grants given to all colleges that might ask for them. " One-horse " colleges, as they had not inaptly been called, were the bane of the United States. He frankly said that he was sorry they could not have a religious university ; he did not mean dogmatic, but one whose motives were the deepest to which they could appeal, whether to encourage industry or to stimulate effort of any kind, and those motives he took to be religious motives. But in the present state of things they could not have a religious university. They should therefore have a system of religious training within their own walls, and combine together to build up a really great institution, and at the same to produce that atmosphere of learning and science without which intellect could hardly grow. The greatest university would be the best university. A great university alone would be a good university, and those who seceded from the universities on religious grounds would be consigned to irreligion. But if it was well that the nation should leave them free to do their own proper work, unimpeded by any political or party interference, it was right also that they should study to meet the needs and religious requirements of the nation. They must remember that they lived in the nineteenth century, not in the middle ages ; that this was the age of science, and that this was the country of practical science. The human mind had opened up new fields of inquiry, and once more new-comers sought admission among the scientific studies. Let them welcome these heartily into the University. Let them not seat them at the gate and then put them off with a dole of inferior honours, but invite them into the hall and seat them at the hospitable board. But let them not, on the other hand, seek to eject the ancient denizens. The antagonism was merely transitory. Men would find out in time that one study was the study of physical nature, and the other the study of humanity, and they must not forget that while they studied physical nature the proper study of mankind was man. That degree of arts they had been taking that day was a good symbol of permanency and also of wise change. If they went back to England, where that system was first instituted, their thoughts would be taken back to an old Saxon town, over which towered the feudal stronghold

of some Front Bœuf, a town where they would see bands of students gathering round professors whose lecture rooms were the street corners, or any other place where a crowd could be assembled, and drinking in knowledge with a thirst scarcely paralleled in modern times. They should then see them summoned by a bell to receive the very honours that had been conferred on students there that day, and in very much the same form. Of those men they were the distant heirs, distant in time and living in a country of the existence of which they never dreamed. But while that degree had been the symbol of permanency, it had also been the symbol of wise change. In the middle ages, the studies for the Bachelor's degree were chiefly of mental philosophy of that arid kind which we couple with the name of the school-room. Then they found when they came to the *renaissance* all the struggle against the introduction of Greek and Latin, subsequently the staple of the scholastic course. At a later period the Arts degree admitted at Cambridge the science of Newton. Next, it opened to admit the humanities ; and so again at this age it must be opened to admit the natural sciences, the knowledge of which is power. After expressing his best wishes for the success of the University, and again returning thanks for the honour that had been conferred upon him, Mr. Smith took his seat amidst loud applause. Cheers were then given for the Queen, the Vice-Chancellor, the Examiners, the ladies, &c., and the assemblage dispersed.—*Globe*.

—MEETING OF CONVOCATION, TORONTO UNIVERSITY.—At a meeting of the Convocation of the University of Toronto, held yesterday in the Convocation Hall, under the provisions of the recent University Act, Mr. Thomas Moss, M.A., was elected Chairman, and Mr. William Fitzgerald, M.A., Clerk of Convocation. Professor Goldwin Smith and Professor Young were received as members of Convocation, after which the meeting adjourned till Wednesday, the first day of July next, at 3 p.m., in the Convocation Hall.

—QUEEN'S UNIVERSITY.—The Session 1872-3 of the Queen's University was brought to a close in the Convocation Hall. The professors and old graduates assembled in the Senate Chamber entered the Convocation Hall (which was beautifully and tastily decorated with evergreens and bunting) at 3 o'clock, and took seats upon the platform. Rev. Principal presided, and opened with prayer, after which the Registrar, Prof. Mowat, read the minutes of the last convocation, which were approved. Then came the announcement of class prizes, which were distributed by the several professors to the successful competitors, who were heartily applauded as they stepped forward. The Registrar read the names of the new graduates in Arts, Theology, and Medicine, to whom the *sponsio academica* was administered and laureated, and retired amid applause.

The Principal, in that lucid and impressive style which usually characterize his public utterances, addressed the graduates, congratulating them upon the high University honours which had been passed upon them, and the brilliant future that lay before them by the cultivation of moral habits and upright principles, which alone are the true foundation of this world's greatness. In the course of the chairman's speech he alluded to the worthy assistance to the College fund and encouragement to students which graduates and the public could afford by donations for special prizes, several of which were provided through the munificence of different liberal persons, and presented to their creditable winners. He urged upon his hearers increased generosity in this respect. He likewise adverted to the Endowment Fund, the receipts towards which amounted to over \$100,000, but the paid-up subscription to which fell about \$10,000 short. He trusted the deficiency would be forthcoming, so that above what was wanted for immediate purposes, the authorities would be in a position to make certain necessary improvements. He pronounced a handsome tribute to the superior status and efficiency of the Kingston Collegiate Institute, from which most of the leading students received their preparatory training : and remarked that with the establishment of a Normal School Kingston would be the centre of education in the Eastern section of the Province of Ontario.

DEGREES.

Bachelor of Arts.—1. William Arthur Lang, Almonte, with first-class honours in History ; 2. Robert Shaw, Kingston ; 3. Peter C. McNee,