

CONVOCAION.

THE Annual Convocation for the session of '85-'86 was held in Convocation Hall on the 27th ult. After the opening prayer by Rev. J. K. McMorine, chaplain of the day, Dr. Grant announced the appointment of Sandford Fleming, C.M.G., LL.D., to the position of Chancellor of Queen's University. The oath of office having been administered Dr Fleming was formally declared Chancellor of the University and was then arrayed in the magnificent robes of that office. These ceremonies being concluded the Chancellor delivered following address :

THE CHANCELLOR'S ADDRESS.

Mr. Vice-Chancellor, Members of Convocation, Ladies and Gentlemen :—

As there can be no duty more agreeable or more honorable than that which arises from association with this seat of learning, I was prepared, when I vacated the chair at last Convocation, to fulfil the obligations of a less prominent and dignified position than that of Chancellor. I would gladly have continued my connection with "Queen's" as a Trustee or as a more humble member of the Endowment Association recently formed. I have, however, again been called to this distinguished position, and, although no stranger within these walls, it is with diffidence that I again assume its duties. For I am ever sensible of my deficiencies and the absence of those high qualifications which others possess, and which I venerate so profoundly. Nevertheless, if I feel called upon to accept the responsibilities your desire imposes, I must express my grateful sense of the confidence which has been extended to me. I can only add my assurance that it will be my anxious desire to do all that in me lies to serve the University with what powers I can command, and to extend her career of usefulness to our common country.

I am sure that I can look with confidence for the same support and indulgence in the performance of my duties, with which I have hitherto been favoured; and I am impelled to make this acknowledgment, that if success has attended my incumbency during the past six years, it has been wholly owing to the wisdom of the Council with whom I have been associated, and to the friendly aid and co-operation of the distinguished Principal who watches over the interests of "Queen's" with such vigilance and zeal.

Custom has established that the inauguration of a Chancellor shall be met on his part by a declaration of his views and opinions, generally on some special subject of inquiry, or on topics, which at the time, appeal to public attention. I shall venture to trespass for a few moments only on your attention, and I must ask your indulgence while I submit to you some thoughts which have weight on my own mind and which may possibly meet with sympathy in other quarters.

The idea appears more or less to prevail that Universities and Colleges, in respect to the advantages obtainable from them, are limited to a comparatively narrow and contracted sphere of usefulness. *First*, there is the theory

that the years devoted to university life are simply means to a personal end, that their value is represented by the Degree obtained, that they are necessary, mainly, if not wholly, to prepare men for the learned professions so-called: Divinity, Law and Medicine. Again, it is affirmed that the chief end of a university education is the mental development of the student; that mere intellectual gymnastics is the object of a liberal education; that the student is to be considered the end in himself; and that the process of study is simply a means of invigorating and developing individual mental strength, and that the knowledge that springs incidentally from it is of secondary importance.

I am unable, wholly, to agree with these views. In my humble judgment they are alike based on error, and are deficient in breadth. Moreover, I hold they give rise to a tone of thought which is cramping to generous minds and provocative of selfishness.

Good education should always have in view noble and useful ends. In the age we live, it is not possible to ignore utilitarian necessities, and if we take for our postulate that all good is useful, and that the greatest good is most useful, we are prepared to consider the question: what is the true purpose of the years passed in a university? Our search for a reply soon leads us beyond the student himself, and we find that we must endeavour to understand the position of the teacher, and take a proper estimate of his most important functions. We must, at the same time, place in the first consideration of importance, the proficiency which, as a body, the students may attain. For it is they who, in their manhood, have to play an important part in leavening the masses for good and in elevating the community in which they are to move. The young men may enter the professions, they may become merchants, they may cultivate the soil; whatever line of life they may follow, we may be sure that the students of to-day will be the builders and leaders of society in their turn, and it is to them we must look for those influences which are best calculated to benefit the public generally.

The student, after years of study within the walls of any university, his mind disciplined and formed into an instrument for the exercise of the highest energy of which he is capable, surely he cannot rest content in complacently looking upon his scholarship as a possession which is all his own. He cannot retire within himself to live within the circle of his own hopes and feelings, indifferent to the claims which society has upon him. I have heard such a character compared to a chronometer without hands. The instrument may be skilfully constructed; it may be stamped with the name of the most eminent watchmaker; it may be perpetually wound up and kept in movement, but as a guide, to direct and control men in their daily duties, it is useless.

For what purpose were universities established by wise founders? For what object are buildings erected by liberal citizens? For what are universities endowed by