

career, and during its dark days continued to retain the interest then taken. When it was likely to go down in 1869 the citizens came to its aid. At the meeting held then the key-note had been struck, and by the efforts of two men, who would long be revered, the College had been saved. When they had welcomed him he was afraid their welcome was too good to be true, but they had rebuked his fears. When he had asked for the \$40,000 he had obtained it, and had no doubt when he appealed again he would get twelve thousand or more. The Mayor had said so, and he ought to know. He thought Kingston was marvellously blessed in having a public-spirited community. Forty thousand dollars would be a small sum to a millionaire. But there was a great difference between the liberality of one man and that of a community. Millionaires in every age had been found ready to make large donations, but to get a community to do so was a different matter. It was good to see one man doing something to raise and better his fellowmen, but it was a more blessed thing to see a community rise so high above all pettiness and assist in a good work. The official representatives had done well, but the real representatives of the community, the ladies, had done better. They had been friends of the College in its sad and glad days. As an instance he might say that scarcely had the tears dried on their cheeks after the death of Prof. Mackerras than the ladies came forward and offered to the College his portrait as a memento. The ladies had decorated the grounds at the laying of the corner stone winning the commendation of the Princess Louise. The Principal next referred to Mayors McIntyre, Gildersleeve and Carson, who had given medals to the College, and said he left it with the present Mayor to complete the raising of the money for the building. He disclaimed all credit to himself for what had been done, and said he would rather have the names of those who had given a life-long service to the University mentioned as deserving credit. He amid loud applause passed a warm eulogium on Professor Williamson, who had given well nigh forty years to the College, and who was known as the "student's friend." He would not speak further of the living, but might speak of the dead, for before the halls were consecrated the spirits of the dead entered into them and consecrated them. There was one to whom the College was a monument, if it was to be associated with anyone in particular. With what joy he could have clasped his hand to-night. But it was, perhaps, well that he had gone, for the joy would have been too great for him. The Principal praised the architect and the contractors, and spoke of the late Richard Tossel, the builder, as one whom he held in high esteem. He closed by thanking the citizens from his heart for the noble gift. When they and their children were dead the College would remain, distributing blessing as from a well of pure water, unfiled, for the benefit of their beloved Canada. He trusted that within its walls men's minds might be directed to a higher, nobler and more Christlike life. The Principal then sat down amid loud cheers.

After the singing of the 317th Hymn,

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arose to give his "Forty years' Reminiscences" of Queen's. The veteran professor was received with rounds of cheers: He stated that, on the occasion of the entry of the College into its new buildings, he had been asked to say something concerning its commencement and the changes through which it had passed. Queen's College commenced its work in 1842, in a frame building on the north side of Colborne street. In the same year it was found necessary to erect a small rough cast building as a preparatory school. Why? it may be asked, was it necessary that such an institution should be started—and in such a way? The Scotch settlers in Canada and others of Scotch

descent felt a true and hereditary interest in the matter of education. After the revolution in 1678, the General Assembly of the Church of Scotland, in accordance with the fundamental principles of Scotch educational institutions, never relaxed their efforts till they had established a school in every parish, a high school in every town and a university in every centre of population. This brought Scotland to the foremost position in educational matters in all its branches and the long roll of her sons who have risen to eminence in every region of the globe is the result of this zeal. In Canada, in 1797 there were 500,000 acres of land set apart for the use of the grammar schools in every district. The time had arrived for the promotion of religious and moral learning, and why were volunteers left to found a University when there was such splendid endowment lying unused? Forty-five years had gone by, the population of the country was rapidly increasing and nothing had been done for the higher training of the youth. In 1828 a Royal Charter was obtained for King's College, Toronto, but the provisions of that charter created such dissatisfaction that its authors hesitated for nearly fourteen years to act upon it. For many years, therefore, things remained the same. Nothing had been done for University instruction in the Province till at last, the Presbyterians and Methodists resolved that the educational concerns of Upper Canada should no longer be neglected and determined to establish universities of their own, at the same time recording their dissatisfaction at the misappropriations of the Government grant, and not relinquishing their claims to share in its benefits. In 1839, a meeting was held in Kingston, at which a resolution, regretting that no means were yet provided for a liberal education of the youth in the province, was moved by Major Logie and seconded by Mr. John A. Macdonald, now Sir John. Mr. Macdonald also moved the resolution appointing a committee to collect subscriptions. In 1840, Queen's and Victoria Universities were incorporated by provincial charters, Queen's being then called the University of Kingston. In 1841, the promoters of Queen's College petitioned Her Majesty that she should grant them a royal charter, in connection with her own name, which request was complied with. Such were the circumstances which led to the foundation of Queen's College. It was constrained to hold its first session in a frame building and to establish a preparatory school. This was necessary because there was not a properly equipped Grammar School in Kingston, although 250,000 acres of land had been given by royal grant for Grammar School purposes throughout the Province. In 1829 a Grammar School was instituted as an appendage to King's College, and 66,000 acres of the most valuable land handed over to it without the consent of parliament; ten masters were appointed and a costly building erected, to be paid from the Grammar School fund. This was Upper Canada College, and for twenty years after its inception nothing was done for the support of the Grammar Schools. While the Rev. Dr. Ryerson was laying the foundation of primary education, secondary education was at the lowest ebb. At this time, three Grammar Schools in the Province, those of Niagara, Kingston and Cornwall, each received £250 from a special royal grant and even this £750 was taken away to swell the receipts of Upper Canada College. This diversion of the royal grant fairly prostrated these schools. In 1829-32-33 the trustees earnestly implored assistance, and at one time, had not Archdeacon Stuart granted the pupils the use of his parlor, the school would have been discontinued. When, therefore, Queen's College was established the Kingston Grammar School was more a name than a reality, and between King street and the shipyard, within a fence rapidly falling to pieces, one might see the melancholy spectacle of a tottering and almost deserted one storey