

CALENDAR  
OF  
THE UNIVERSITY OF  
MCGILL COLLEGE,  
MONTREAL.



Founded by Bequest of the Hon. James McGill, in 1811; Erected into a University by  
Royal Charter in 1821; and Re-organised by an Amended Charter in 1852.

297  
SESSION OF 1861-62.

MONTREAL:  
PRINTED BY J. C. BECKET, 38 GREAT SAINT JAMES STREET.  
1861.

ACADEMICAL YEAR.—1861-62.

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1861.

- September 2—Autumn Term of *High School* commences.  
" "—Session of *Normal* and *Model Schools* commences.  
" 6—Session of *Faculty of Arts* commences.  
" "—Matriculation Examinations in Faculty of Arts.  
" "—Supplemental Examinations in Faculty of Arts.  
" 24—School Examinations of the University.  
October 7—Session of *Faculty of Law* commences.  
" 23—Quarterly Meeting of Corporation.  
November 4—Session of *Faculty of Medicine* commences.  
" 16—Winter Term of High School commences.  
December 20—Normal and Model Schools close for Christmas vacation.  
" 22—College Classes close for Christmas vacation.

1862.

- January 4—Classes re-commence after Christmas vacation.  
" "—Class Examinations in Arts.  
" 22—Quarterly Meeting of Corporation.  
February 1—Spring Term of High School commences.  
April 10—Sessional and B. A. Examinations in Arts commence.  
" 16—Summer Term of High School commences.  
" 23—Quarterly Meeting of Corporation.  
May 1—Classes in Arts, Medicine and Law close for *Summer vacation*.  
" 2—Annual Meeting of Convocation.  
July 1—Summer Term of High School ends, and classes close for *Summer vacation*.  
" 1—Normal and Model Schools close for *Summer vacation*.  
" 23—Quarterly Meeting of Corporation.



# UNIVERSITY OF MCGILL COLLEGE.

## VISITOR :

His Excellency The Right Hon. SIR EDMUND WALKER HEAD, Bart., M.A.,  
Governor General of British North America, &c.

## CORPORATION.

### GOVERNORS :

The Hon. CHARLES DEWEY DAY, LL. D., President.

The Hon. JAMES FERRIER, M. L. C.

THOMAS BROWN ANDERSON, Esq.

DAVID DAVIDSON, Esq.

BENJAMIN HOLMES, Esq.

ANDREW ROBERTSON, M. A.

CHRISTOPHER DUNKIN, M. A., M. P. P.

WILLIAM MOLSON, Esq.

ALEXANDER MORRIS, M. A.

### PRINCIPAL :

JOHN WILLIAM DAWSON, LL. D., F. G. S.

### FELLOWS :

REV. CANON LEACH, D. C. L., LL. D., Vice-Principal and Dean of the Faculty  
of Arts.

HENRY ASPINWALL HOWE, M. A. Rector of the High School.

J. J. C. ABBOTT, B. C. L., Dean of the Faculty of Law.

BROWN CHAMBERLIN, M. A., B. C. L.

WALTER JONES, M. D.

W. B. LAMBE, B. C. L.

SIR WILLIAM E. LOGAN, LL. D., F. R. S., F. G. S.

GEORGE W. CAMPELL, M. A., M. D. Dean of the Faculty of Medicine.

JOHN THORBURN, M. A., Principal of St. Francis College.

The Governors of the College are the members of the "Royal Institution for the advancement of Learning," and are nominated by His Excellency the Governor General, under the Act 41st Geo. 3, chapter 17.

## SECRETARY, REGISTRAR, AND BURSAR,

WILLIAM CRAIG BAYNES, B.A. Office, Burnside Hall. Office Hours, 10 to 2.  
Residence, Centre Building M'Gill College.

## OFFICERS OF INSTRUCTION.

ARRANGED IN THE ORDER OF STATUTORY PRECEDENCE.

	<i>Residence.</i>
JOHN WILLIAM DAWSON, LL. D., F. G. S.—Principal, and Professor of Natural History.	East Wing, M'Gill College.
REV. CANON LEACH, D.C.L., LL. D.—Vice-Principal, Dean of the Faculty of Arts, Professor of Logic and Moral Philosophy, and Molson Professor of English Literature.	7, University Avenue.
HENRY ASPINWALL HOWE, M. A.—Rector of the High School and Emeritus Professor of Mathematics and Natural Philosophy.	1 Prince of Wales Terrace
J. J. C. ABBOTT, B. C. L.—Dean of the Faculty of Law and Professor of Commercial Law.	505, St. Catherine Street.
GEORGE W. CAMPBELL, M. A., M. D.—Dean of the Faculty of Medicine and Professor of Surgery.	63, Great St. James Street.
ARCHIBALD HALL, M. D.—Professor of Midwifery and Diseases of Women and Children.	18, Radegonde Street.
WILLIAM FRASER, M. D.—Professor of the Institutes of Medicine.	12, Little St. James Street.
WILLIAM SUERLAND, M. D.—Professor of Chemistry.	31, Great St. James Street.
WILLIAM E. SCOTT, M. D.—Professor of Anatomy.	—9, Bonaventure St.
WILLIAM WRIGHT, M. D.—Professor of Materia Medica and Pharmacy.	1, Great St. James Street.
ROBERT P. HOWARD, M. D.—Professor of the Theory and Practice of Medicine.	11, Bonaventure St.
REV. A. DeSOLA, LL.D.—Professor of Hebrew and Oriental Literature.	1, Pres de Ville Place.
HON. WILLIAM BADGLEY, D.C.L.—Professor of Public and Criminal Law.	McGill College Avenue.
FREDERICK W. TORRANCE, M. A., B. C. L.—Professor of Civil Law.	59, Little St. James Street.
P. R. LAFREYNE, B. C. L.—Professor of Jurisprudence and Legal Bibliography.	Upper St. Urbain Street.
R. G. LAFLAMME, B. C. L.—Professor of Customary Law and Law of Real Estate.	1, Cornwall Terrace.
CHARLES SMALLWOOD, M. D., LL. D.—Professor of Meteorology.	St. Martin's, Isle Jesus.
CHARLES F. A. MARKGRAF.—Professor of German Language and Literature.	Mitchison Cottage Near St. Lawrence Toll Gate.
D. C. McCALLUM, M. D.—Professor of Clinical Medicine and Medical Jurisprudence.	152, Craig Street.
MARK J. HAMILTON, C. E.—Professor of Road and Railway Engineering.	148, Craig Street.
ALEXANDER JOHNSON, M. A.—Professor of Mathematics and Natural Philosophy.	Centre Building, M'Gill College,
REV. GEORGE CORNISH, B. A.—Professor of Classical Literature.	East Wing, McGill College.



JONATHAN BARBER, M. R.C.S.L.—Professor of Oratory.	} 39, Little St. James Street.
PIERRE J. DAREY, M. A.—Professor of French Language and Literature.	} 25, Belmont Street.
ROBERT CRAIK, M. D.—Professor of Clinical Surgery.	—123, Craig Street.
T. A. GIBSON, M. A.—Classical and Senior English Master of High School.	} 172, Sherbrooke Street.
DAVID RODGER, M. A.—Mathematical Master of High School.	} 407, St. Catherine Street.
HORACE NELSON, M. D.—Demonstrator of Anatomy and Curator of Medical Museum.	} 27, Little Saint James St.
JAMES DUNCAN.—Drawing Master of High School.	— 74, St. Lewis St.
JAMES KEMP.—Junior English Master of High School.	— 18, Monique St.
JOHN ANDREW.—Elocution Master of High School.	} 225, St. Catherine Street.
JOHN MARTLAND, B. A.—Classical and Senior English Master of High School.	
JOHN M. REID.—Junior English Master of High School,	— St. Antoine St.

#### UNIVERSITY BUILDINGS.

- 1.—*Original College Buildings*, North side of Sherbrooke Street, at the head of McGill College Avenue, contain the Class-Rooms, Library and Museum of the Faculty of Arts, and the residences of the Principal, the resident Professors and Students, and the Secretary.
- 2.—*Burnside Hall*, corner of Dorchester and University Streets; contains the Class-Rooms of the Faculty of Law, the Class-Rooms of the High School Department, and the Office of the Secretary.
- 3.—*Building of the Medical Faculty*, Côté-Street; contains the Class-Rooms, Library and Museum of the Faculty of Medicine.
- 4.—*Normal School Building*, Belmont Street; contains the Class-Rooms of the McGill Normal and Model Schools, under the joint control of the Superintendent of Education and the University.





## GENERAL ANNOUNCEMENT.

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The ninth Session of this University, under its amended charter, will commence in the Autumn of 1861. The Classes in the Faculty of Arts will open on the 6th of September, those in the Law Faculty, on the 7th of October, those in the Medical Faculty, on the 4th of November, those in the High School Department, on the 1st of September, and those in the McGill Normal School on the 1st of September.

The courses of study in the University and the distinctions which it offers, may be summed up as follows :—

1. *The Faculty of Law.*—The lectures in this faculty comprise a complete course of legal study, with special reference to the Law of Lower Canada, and lead to the degrees of B.C.L. and D.C.L.

2. *The Faculty of Medicine* embraces in its lectures and demonstrations all the necessary and important branches of a Medical education, leading to the degree of M.D.

3. *The Faculty of Arts.*—The undergraduate course in Arts offers a thorough Classical and Mathematical training, with adequate provision for the study of Logic, Mental and Moral Science, Natural Science and Modern Literature, leading to the degrees of B.A. and M.A. Ample provision has also been made for honour studies, and many facilities are offered to enable students in Law and Medicine to take the degree of B.A. Partial courses of study are provided for students not desirous of taking the whole course.

4. *The Special Course of Engineering*, connected with the Faculty of Arts, offers to students of that profession the necessary scientific training, and the diploma of Graduate in Civil Engineering and Surveying.

5. In the *High School Department*, the course embraces a good English education in all its branches, with the French and German languages, and the Classical and Mathematical instruction necessary to enter the University.



6. *The McGill Normal School*, affiliated to the University, provides the training requisite for Teachers of Elementary and Model Schools. Teachers trained in this school are entitled to Provincial diplomas.

7. *St. Francis College*, Richmond, is an affiliated College of the University; and its matriculated students may prosecute any part of their course of study under the Faculty of Arts, and may be admitted to examination for the degree of B.A.

8. *School Examinations of the University*.—Under regulations of which copies may be obtained on application to the Secretary, the University has appointed examinations for pupils of any school or academy; on passing which, such pupils will be entitled to Junior or Senior School Certificates of the University. It is hoped that these examinations may exercise an important influence in encouraging good schools, in elevating the standard of education, and in inducing young men about to enter into business, to pursue a longer and more thorough course of preparatory study.

Details of the terms and course of study, in the several Faculties, in the High School Department, and in the Normal School, will be found under the proper heads.

The regulations of the University have been framed on the most liberal principles, with the view of affording to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training. In its general character the University is Protestant, but not denominational; and while all possible attention will be given to the character and conduct of students, no interference with their peculiar religious views will be sanctioned.

Arrangements have been made for receiving a number of Students in Arts as boarders in the College buildings, and for placing such resident students under the immediate superintendence of the Rev. Professor Cornish, to whom application may be made. Board may be obtained in the city at from \$12 to \$16 per month. The Principal, the Deans of the several Faculties, and the Rector of the High School, will do all in their power to aid students and pupils in procuring suitable lodgings, and generally to promote their comfort and welfare while connected with the University.



## FACULTY OF ARTS.

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The Principal (ex-officio.)

Professors—LEACH.

HOWE.

DE SOLA.

DAWSON.

MARKGRAF.

SMALLWOOD.

Professors—HAMILTON.

JOHNSON.

CORNISH.

BARBER.

DAREY.

Dean of the Faculty—REV. CANON LEACH, D.C.L., LL.D.

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The session of this Faculty extends from Sept. 6th to May 1st.—The classes of Students recognised under the following regulations are:—(1.) *Undergraduates*, matriculated for the whole course of study for the degree of B.A., extending over four years, except in the cases specified in Section 1st. (2.) *Students in Special Courses*, matriculated and studying for the diploma in such special courses. (3.) *Partial Students*, matriculated and taking two or more courses of lectures. (4.) *Occasional Students*, not matriculated, and taking one course of lectures.

Fee for each Session, for Undergraduates and Special Students, \$20. Engineering, \$10 extra. Fee for Partial and Occasional Students, \$5 for each course of lectures. Matriculation \$4, required only in the year of entrance.

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### § 1. MATRICULATION AND ADMISSION.

Candidates for Matriculation as undergraduates, are required to present themselves to the Dean of the Faculty, on or before the 6th of September, for examination; they may however enter after the commencement of the Session, if, on examination, found qualified to join the classes.

The subjects of examination for entrance into the first year, are as follows:—Latin Grammar; Greek Grammar; Cæsar's Commentaries; Sallust; Virgil, *Æneid* 1st book; Xenophon's *Anabasis*, 1st book; Arithmetic; Algebra, to Quadratic Equations; Euclid's *Elements*, 3 books; Writing English from dictation. In Classics the amount of knowledge rather than the particular authors studied, will be regarded.

Candidates may be admitted to the standing of students of the second year, provided that they be found qualified on examination. Students of other Universities desirous of continuing their studies in this Faculty, will be admitted, on the production of certificates, to a like standing in this University, after examination by the Faculty.



Candidates for Matriculation as students in any Special Course or for partial Courses of Study, will be examined in the subjects necessary thereto as may from time to time be determined by the Faculty. For special Courses of Engineering, Agriculture and Commerce, see Section 7, Page 21.

Persons desirous of entering as partial or occasional students, will apply to the Dean for entry in his Register, and will procure from the Secretary tickets for the lectures they may desire to attend.

## § 2. SCHOLARSHIPS AND BURSARIES.

Sixteen Scholarships have been placed by the Governors at the disposal of His Excellency the Governor General. These entitle the holders to exemption from tuition fees. Application must be addressed to His Excellency, through the Provincial Secretary. Previously to being matriculated, those presented to the said Scholarships will be examined as to their fitness to enter upon the Course of Study. By command of His Excellency, three of these Scholarships will be offered for competition in the Matriculation examination of the ensuing session.

Eight other Scholarships will be granted by the Governors from time to time to the most successful Students who may present themselves as candidates.

One or more Normal School Bursaries in the Faculty of Arts will be offered for competition to students of the third or fourth years. They entitle the holder to an annual sum of \$100, for a term not exceeding two years, under condition of practising the art of teaching in the High School Department, and of teaching for three years in some public School or Academy in Lower Canada, after taking the degree of B.A. and a diploma as a teacher of an Academy.

## § 3. COURSES OF STUDY.

### FOR THE DEGREE OF B. A.

Under-graduates are arranged, according to their standing, as Students of the First, Second, Third and Fourth Years; and as such will attend all the courses of lectures appointed for their year, and those only, except by special permission of the Faculty.

*First Year*—Classics, French or German, English Literature, Mathematics, History, Elementary Chemistry.

*Second Year*—Classics, French or German, Logic, Mathematics, Botany, History, Elocution.

*Third Year*—Classics, French or German, Intellectual and Moral Philosophy, Mathematical and Experimental Physics and Astronomy, Zoology or Chemistry.

*Fourth Year*—Classics, French or German, English Literature, Natural Philosophy and Astronomy, Mineralogy and Geology.



Students intending to join any Theological school, may take Hebrew instead of French or German.

Students of the third or fourth years, entering with consent of their Professors as candidates for honours, or matriculating in the Faculties of Law or Medicine of this University, and presenting certificates of attendance therein, will be entitled to certain exemptions specified in the programme of Lectures.

#### FOR THE DIPLOMA OF GRADUATE IN CIVIL ENGINEERING.

*First Year*—Drawing, Mensuration, Surveying, Mathematics of the second year and Experimental Physics with the ordinary Mathematics and Physics of the third year, English Literature, French or German, Chemistry.

*Second Year*—Drawing, Engineering, Higher Mathematics and Physics, Geology and Mineralogy, French or German.

For details of the above courses of study see Section 6th.

#### § 4. EXAMINATIONS, PRIZES, AND HONOURS.

A preliminary examination of each class will be held at the close of the Christmas vacation, with classification as at the Sessional examination. Students who do not pass this examination will be required at the close of the session to submit to an extra examination on the subjects of the preliminary one, previous to the Sessional Examination.

At the Sessional examinations the Faculty will award the following distinctions :—

1. Prizes and Certificates of Merit to those Matriculated Students who may have distinguished themselves in the studies of a particular class, and who have attended all the other classes proper to their year.

2. General Honours of first or second rank to those Matriculated Students who show a high degree of proficiency in all the studies proper to their year.

3. Special Honours of first or second rank, to those Matriculated Students who have successfully passed the honour examinations in any class in which studies for honours have been provided, and have also passed creditably the ordinary examinations in all the subjects proper to their year.

4. The Chapman Gold Medal to the Student who, being among those who have taken honours of the first rank in the subjects appointed for the year, shall, in the ordinary examination for the degree of B.A., show the greatest proficiency in the greatest number of subjects.

5. The Prince of Wales Gold Medal to the student who shall have passed creditably the examinations for the degree of B.A., and taken the highest honours of the first rank in a subject to be from year to year determined by the Faculty.

Students who pass the sessional or degree examination, will be arranged at the close of the session according to their answering, as 1st class, 2nd class, or 3rd class: and in this as well as the examinations for honours, those who are equal will be bracketed together.



The names of those who have graduated or taken honours or prizes, will be published in the order of their merit; and with mention, in the case of students of the first and second years, of the schools in which their preliminary education has been received.

Failure in two or more subjects at the sessional examinations will involve the loss of the session, but the Faculty may permit the student to recover his standing by passing a special examination at the beginning of the ensuing session. For the purposes of this regulation, Classics, Mathematics, and Physics, will each be regarded as two subjects.

### § 5. DEGREES.

The subjects appointed for the B. A. examinations of the Session of 1861-62 are—Classics, Moral Philosophy, English Literature, Mathematical Physics and Astronomy, Geology, French or German. But the Student must have passed the sessional examinations in the other subjects of the course.

Bachelors of Arts of at least three years standing, are entitled to the degree of Master of Arts, after such examination and exercises as may be prescribed by the corporation. The exercise at present appointed is the preparation of a Thesis on any literary, scientific, or professional subject, to be selected by the candidate, and approved by the Faculty.

Candidates for the degree of Graduate in Civil Engineering will be examined in the subjects proper to the course of Civil Engineering, in the same manner as the candidates for the degree of B. A.

### § 6. COURSES OF LECTURES.

#### ENGLISH LITERATURE.

#### MOLSON PROFESSORSHIP.

Professor, Rev. Canon Leach, D.C.L., L.L.D.

4th Year's Students, Tuesday and Thursday, 10 to 11.

2nd Year's Students, Monday, Wednesday, Friday, 10 to 11. First term of the Session.

1st Year's Students, Monday and Friday, 11 to 12, Wednesday 12 to 1.

*First Year.*—Affinity of Languages—History of the Origin and Successive Improvements of the English Language—Its Constituent Elements—Text-book, Latham's Handbook. Klipstein's Anglo-Saxon Grammar.

Grammar of the English Language—Text-books, Crombie and Latham.

*Second Year.*—History of English Literature and Criticism of Literary Works—Early English Literature before the time of Queen Elizabeth—English Literature in the age of Spenser, Shakespeare, Milton, &c.,—in the age of the Restoration and Revolution,—in the Eighteenth and Nineteenth Centuries—Text-book, Spalding's History of English Literature.

The Lectures on the above subjects will be constantly accompanied with exercises in the practice of composition.

*Fourth Year.*—Exercises in the English Language, written and Oral—Eloquence, its History, Uses, Kinds—Processes of Rhetorical Argumentation and



Persuasion—Classification and Exposition of Rhetorical Figures—Style and its Laws.—Different species of composition and the rules applicable. Text-book, Whately's Rhetoric.

#### LOGIC, INTELLECTUAL AND MORAL PHILOSOPHY.

Professor, Rev. Canon Leach, D.C.L., LL.D.

3rd Year's Students, Tuesday, Wednesday and Thursday, 11 to 12.

2nd " Monday, Wednesday and Friday, 10 to 11.

*Logic*, (2nd Year's Students—Second term of the Session.) History of Logic: its sphere and its advantages as a Practical Science—Origin and Functions of Language—Import and Classification of Names and Propositions—Mental Operations involved in the process of Reasoning,—Doctrine of Syllogism—Systems of Notation, &c. Application of Logic, in dealing with Fallacies, in Division and Definition, in Induction, &c. Text-book, Mahan's Science of Logic.

*Intellectual Philosophy*, (3rd Year's Students)—Mental Phenomena—Different Classifications of Mental Phenomena—Unity of the Human Mind—Volition—Consciousness—Sense and Sensation—Perception—Memory and Imagination—Understanding—Reason. Text-book, Mahan's Intellectual Philosophy.

*Moral Philosophy*.—Philosophy—History of Philosophy, Oriental, Greek, Modern—Moral Philosophy and Moral Science—Moral Systems, Systematic Morality, with Polity and International Law. Text-book, Whewell's Elements of Morality.

#### *Honour Course.*

Hours to be arranged on the formation of the class.

*Logic*.—(Second Year) Mill's Logic, Books I. and III. The last ten Lectures of Sir W. Hamilton on Logic.

*Intellectual and Moral Philosophy*.—(Third Year) Sir W. Hamilton's, Lectures on Metaphysics, from the XXth to the XLVIth, both inclusive—Tennemann's History of Philosophy.

#### *B. A. Honour Course.*

*Moral Philosophy, and English Literature*.—Stewart's Philosophy of the Active and Moral powers of Man—Translations into English of any passages that may be prescribed from the Poetic of Aristotle, and from any of the books of Cicero de Oratore.

#### ORATORY AND ELOCUTION.

Professor, J. Barber, M. R. C. S. L.

2nd Year's Students, Wednesday, 11 to 12.

General Elements of Speech; Constituents of Speech, compared with those of Song and Recitative. Radical and Vanishing Concrete of Dr. Rush—Thorough understanding of this necessary to a correction of the faults of Speech—Relation of Alphabetic Elements to this movement. *Expressive* Elements of Speech. Pitch and its modifications, with oral examples. Time of the Voice. Rhythm of Speech. Force and its modifications—Abruptness—Quality of Voice. Emphasis, its varied and numerous forms, with oral examples, &c. Extempore Speaking—the means of acquiring it.

#### HISTORY.

The Lectures will be delivered in the ensuing Session by the Professor of Classical Literature.

1st and 2nd year's Students, 11 to 12 on Tuesday.

This course will include a series of Lectures on Ancient and Modern History and Chronology, with the aid of a text-book and exercises.

## CLASSICAL LITERATURE.

Professor, Rev. G. Cornish, B. A.

4th year's Students,	Monday and Friday,	11 to 12.
3rd "	Tues., Wed. & Thurs.,	10 to 11.
2nd "	daily, except Saturday,	12 to 1.
1st "	"	" 9 to 10.

## GREEK.

*First Year.*—XENOPHON.—ANABASIS, LIB. I.

HOMER—LIB. III. &amp; IV.

*Greek Prose Composition.**Second Year.*—HERODOTUS.—LIB. I.

EURIPIDES.—HECUBA.

*Greek Prose Composition.**Third Year.*—DEMOSTHENES.—DE CORONA.

SOPHOCLES.—ANTIGONE.

*Greek Prose Composition.**Fourth Year.*—THUCYDIDES.—LIB. II.

ÆSCHYLUS.—PROMETHEUS VINCTUS.

## LATIN.

*First Year.*—CICERO.—ORATT. IV. IN CATILINAM.

VIRGIL.—ÆNEID, LIB. VI., OR BUCOLICA.

*Latin Prose Composition.**Second Year.*—HORACE.—EPISTOLÆ & ARS POETICA.

TACITUS.—GERMANIA &amp; AGRICOLA.

*Latin Prose Composition.**Third Year.*—JUVENAL.—SAT. I., III., VIII. & X.

TACITUS.—HISTORIÆ, LIB. I. OR

HORACE.—SATIRÆ, LIB. I.

*Longer Exercises in Latin Prose Composition.**Fourth Year.*—PERSIUS.—SAT. II., V. & VI.

TERENCE.—HEAUTONTIMOROUENOS.

*Honour Course.**Third Year, (Monday and Friday, 10 to 11.*

. GREEK.—SOPHOCLES.—PHILOCTETES.

EURIPIDES.—ALCESTIS.

PLATO.—CRITO.

ÆSCHINES.—ORAT. CONTRA CTESIPHONTEM.

II. LATIN.—LIVY.—LIB. XXI.

CICERO.—PRO MURENA.

CICERO.—DE SENECTUTE.

TERENCE.—ANDRIA.

III.—Composition in Greek and Latin Prose.



*B. A. Honours in Classics, being the Honour Course for Students of the Fourth Year, (Monday and Wednesday, 2 P. M.)*

Candidates for B. A. Honours in Classics will be examined in the following subjects :—

I. GREEK.—ÆSCHYLUS.—SEPTEM CONTRA THEBAS.

ARISTOPHANES.—RANÆ.

ARISTOTLE.—DE RHETORICA, LIB. I.

THUCYDIDES.—LIB. VII.

PINDAR.—OLYMPIA.

II. LATIN.—PLAUTUS.—TRINUMMUS.

TERENCE.—ADELPHI.

CICERO.—EPP. AD ATTICUM, LIB. I.

TACITUS.—HISTORIAE, LIB. I.

LUCRETIUS.—LIB. V. & VI.

III. Retranslation into Greek, and Original Composition in Latin Prose.

IV. Questions in Grammar, History and Geography.

In the work of the Class the attention of the Student will be directed to the Collateral subjects of History, Antiquities and Geography, also to the Grammatical structure and affinities of the Greek and Latin Languages; and to Prosody and Accentuation.

Candidates for Honours in Classics will be examined in all the subjects of each year respectively.

The examination for Honours of the Third Year, and the examination for B. A. Honours, in Classics, will each extend over two days, in the morning from 9 to 1, and in the afternoon, from 3 to 6.

Classical subjects for B. A. examination, 1862.

I. GREEK.—DEMOSTHENES.—DE CORONA.

ÆSCHYLUS.—PROMETHEUS VINCTUS.

II. LATIN.—PERSIUS.—SAT. II. V. & VI.

TERENCE.—HEAUTONTIMOROUMENOS.

III.—Composition in Greek and Latin Prose.

FRENCH LANGUAGE AND LITERATURE.

Professor, Pierre J. Darey, M. A.

1st Year's Students, Monday, Tuesday, Thursday, and Friday 12 to 1.

2nd " Monday, and Friday, 11 to 12.

Engineering Students, Tues., Wed., Thursday, at 11; Wednesday at 12.

The French Language being of especial importance in Lower Canada, a larger amount of attention is bestowed upon it than is usual in English Colleges; and every effort is made to train the Students to speak and write it with accuracy and taste.

In the first year the course will embrace the Grammar of the Language, translation of Ollendorf's Exercises, reading, oral and written translation. Text books—in addition to Ollendorf, which will be confined to the earlier portion of the Session, Poitevin Cours theorique et pratique de Langue Française—Grammaire complète, and Chapsal Littérature Française.

In the second year the Syntax and analysis of the language will be given, and more difficult exercises in composition. Text book—Theatre Classique. Poitevin Cours theorique et pratique.

The varieties of style will be illustrated by lectures and readings in the best authors, and the conversation in the class will be in the French Language exclusively.



## GERMAN LANGUAGE AND LITERATURE.

Professor, C. F. A. Markgraf.

3d year's Students, Monday, Wednesday and Friday, 9 to 10  
 4th " " " " 10 to 11

*Third Year.*—Text-books, Ollendorf's Grammar by Adler, and Adler's Progressive German Reader. The Exercises of this Class, both oral and written, are calculated to familiarize the Student with the peculiarities of the German Language in grammatical forms and construction, and to impart to him readiness and accuracy of speech, so desirable in modern languages.

A general insight into the History and Nature of the different Germanic Idioms will be given in this course, and the affinity of the polite High-German dialect with the English will receive special attention.

*Fourth Year.*—Adler's Handbook of German Literature and Woodbury's Eclectic Reader will be the text-books, and to the usual Exercises of the previous year will be added translations from English writers and Composition in the various styles of writing. A short Series of Lectures on German Literature will be delivered, and the German Language will be used in the conversation in the Class.

## HEBREW AND ORIENTAL LITERATURE.

Professor, Rev. A. DeSola, LL.D.

Monday, Tuesday, Wednesday, and Thursday, 2 to 3.

The course will comprise lectures on the History of the Hebrew Language and Literature in particular, with a general notice of the other Oriental Languages, their genius and peculiarities. Comparative Philology, affinity of roots, &c., will also receive due attention, while the portions selected for translation will be illustrated and explained by reference to Oriental manners, customs, history, &c.

*Junior Class.*—Grammar. The Text-book employed will be Gesenius' Hebrew Grammar, with exercises in Orthography and Etymology.

Reading.—Translation and Grammatical Analysis of Historical portions of the Scriptures—Syntax—Mishlé Shualim—Fables, &c.

*Senior Class.*—Introduction to the Study of Hebrew Poetry—its spirit and characteristics. Lowth and Sarchi as Text-books. Translations from the Psalms, Lamentations, and Isaiah. Ancient compared with modern Hebrew Poetry; the productions of Halevi Gabirol, &c. Grammar, Exercises, &c., continued.—The Chaldee Language, Grammar, Mebo Halashon Aramith of J. Jeitteles. The Chaldee portions of Scripture. Targum of Onkelos and T. Yerushalmi.

## SPANISH LANGUAGE AND LITERATURE.

Rev. Professor DeSola.

Extra Fee for this Class \$5.

The study of the Spanish Language on this Continent, being generally pursued with special reference to commercial purposes, it will be sought to impart in this Course a practical knowledge of the Castillian, the richest and most harmonious of the Peninsular Languages—as well as an acquaintance with its Literature.

Ollendorf's Spanish Grammar by Valazquez and Simonné, and the Reader of M. Valazquez, are the text-books employed in the Junior Class, who will also be exercised in composition by both written and oral exercises. In the Senior Class Fernandes' Exercises, continuation of Grammar and Composition, Cervantes' Don Quixote, Quintana Vida del Cid, and Marianas Historia will be the subjects of study. Besides a special comparison with the Portuguese Language, a general notice, literary and historical, of the Bascuense and other Dialects will be given.



# MATHEMATICS AND NATURAL PHILOSOPHY.

Professor, Alexander Johnson, M.A.

3rd and 4th year's Students,	Tuesday and Thursday,	12 to 1.
" years Students	Mon., Wed., and Friday,	12 to 1.
2nd "	Tuesday and Thursday,	9 to 10.
1st "	Every Day except Saturday;	10 to 11.

**MATHEMATICS.** (*First year*)—Arithmetic.—Euclid, Books 1, 2, 3, 4, 6, with Definitions of Book 5, (omitting propositions 27, 28, 29 of Book 6), Galbraith and Haughton's Edition.—Colenso's Algebra, Part 1 to end of Quadratic Equations.—Galbraith and Haughton's Plane Trigonometry to end of Solution of Plane Triangles—Nature and use of Logarithms.

**MATHEMATICS.** (*Second year*)—Arithmetic, Euclid, Algebra and Trigonometry as before.—Remainder of Galbraith and Haughton's Plane Trigonometry.—Chief properties of Conic Sections treated Geometrically, (Drew)—Solid Geometry, (elementary propositions.)

**MATHEMATICAL PHYSICS AND ASTRONOMY.**—(*Third year.*)—Galbraith and Haughton's Mechanics, Hydrostatics, Optics, and Astronomy.

**EXPERIMENTAL PHYSICS.**—(*Third and Fourth year.*)—1. *Light.*—Theories.—Reflection.—Refraction.—Dispersion.—Interference and Diffraction.—Double Refraction.—Polarization.—Optical Instruments. 2. *Heat.*—Dilatation of Solids, Liquids, and Gases.—Specific and Latent Heat.—Radiation and Conduction of heat. 3. *Electricity.*—Frictional and Voltaic. 4. *Magnetism.*—Text-book—Lardner's Hand-books.

In connection with the above, Lectures, illustrated by Apparatus, will be delivered on the following subjects :—

*Statics and Dynamics.*—Properties of Matter.—Composition and Resolution of Forces.—Centre of Gravity.—Mechanical Powers.—Friction.—Strength of Materials.—The Arch.—Laws of Motion.—Instantaneous Forces.—Accelerating and Retarding Forces.—Falling Bodies.—Motion on Inclined Planes and Curves.—Centrifugal Force.—Pendulum.—Rotation.—Collision.—Projectiles.—Molecular Forces.

*Hydrostatics and Hydrodynamics.*—General properties of Fluids.—Equilibrium and pressure of liquids and gases.—Pressure of the Atmosphere.—Equilibrium of floating bodies.—Specific Gravity.—Capillary Attraction.—Laws of Motion of Liquids.—Instruments and Machines.

*Acoustics.*—Theory of Undulations.—Production and Propagation of Sound.—Vibration of Rods and Plates.—Vibration of Fluids.—Musical Sounds.

*Astronomy,* (For Engineering Students especially.)—Historical Sketch—General account of phenomena of Universe.—Astronomical Instruments.—Methods of finding Mean time; setting a Transit Instrument in the Meridian; and ascertaining Latitude and Longitude.

## Honour Course.

4th Year	—Tuesday, Wednesday, Thursday,	11 to 12.
3rd "	—Monday, Friday,	11 to 12.
2nd "	—Monday, Wednesday, Friday,	9 to 10.
1st "	—In connection with Ordinary,	10 to 11.

**MATHEMATICS.**—(*First Year.*)—Mulcahy's Modern Geometry, first five chapters.—Wood's Algebra.—Young's Theory of Equations.—Hind's Plane and Spherical Trigonometry.

**MATHEMATICS.**—(*Second Year.*)—Theory of Equations and Trigonometry continued.—Salmon's Analytic Geometry, first thirteen chapters.—Hall's



Calculus, Chapters 1, 2, 3, 4, 6, 7, of Diff. Cal., Chapters 1, 2, 3, 4, 5, of Integ. Cal.

MATHEMATICAL PHYSICS.—(*Third Year*).—Todhunter's Statics, (omitting Chap. 13.)—Sandeman's Dynamics of a Particle. Chap. I.—Chap. II.—Chap. III., Sects. 1-24.—Chap. V., Sects. 52-53.—Chap. VI. Miller's Hydrostatics, omitting Sects 5, 6, and Appendix.—Walton's Mechanical Problems.—Griffin's or Parkinson's Optics.—Hymer's Astronomy, (selected course.)

### B. A. Honour Course.

PURE MATHEMATICS.—Hind's Plane and Spherical Trigonometry.—Young's Theory of Equations.—Hall's Differential and Integral Calculus.—Boole's Differential Equations, (selected course.)—Gregory's Examples of the Calculus, (omitting last 2 chapters.)—Salmon's Conic Sections.—Leroy, Géometrie des Trois Dimensions, (or Gregory's Solid Geometry.

MECHANICS.—Todhunter's Statics.—Sandeman's Dynamics of a Particle.—Griffin's Dynamics of a Rigid Body.—Besant's Hydrostatics and Hydro-dynamics.—Walton's Mechanical Examples.—Walton's Examples in Hydrostatics.

OPTICS.—Griffin's or Parkinson's Optics.—Lloyd's Wave Theory of Light.

ASTRONOMY.—Hymer's Astronomy.—Sir John Herschell's Outlines of Astronomy, Chaps. 12, 13, 14.—Godfray's Lunar Theory.

Newton's Principia, Lib. I., Sects 1, 2, 3, 9, and 11.

HEAT.—Lardner's Hand-book.

ELECTRICITY.

MAGNETISM.

} Lardner's Hand-book.

Students will be examined in the above courses (Ordinary and Honour) both by papers and vivâ voce. The examination for B.A. Honours will continue for three days from 9 to 1, and 3 to 5 each day; the vivâ voce examination taking place on the last two days between the hours of 3 and 5 P. M.

The examinations for Honours in the other years will continue for two days. Engineering Students may be candidates for Honours.

At every examination (whether Ordinary or Honour) in the first two years Students are liable to examination in all the subjects of the previous course; and in the last two years in all the subjects of the third and fourth years.

### NATURAL HISTORY.

Professor, J. W. Dawson, LL.D., F. G. S.

4th year's Students,	Monday and Friday	12 to 1.
3rd " "	Tuesday and Thursday	9 to 10.
2nd " "	" "	10 to 11.

Honour Course, Wednesday 12 to 1, and other days as arranged.

#### I. BOTANY.—(Second year's Students.)

1. *Vegetable Histology*, or the Study of the Elementary Tissues of Plants, with a description of the Microscope and its uses in Botanical investigations.
  2. *Vegetable Anatomy and Physiology*, or the Structure and Functions of the Nutritive and Reproductive Organs of Plants.
  3. *Vegetable Nutrition*, and general Phenomena connected with Plant Life.
  4. *Taxological Botany*, or the Classification of Plants—with descriptions of the more important Natural Orders, special notices of the Flora of Canada, and instructions for collecting and determining Plants.
  5. *Geographical Botany*, or the distribution of Plants over the Globe.
- Text-Books.—Gray's Botanical Text-Book.—Gray's Manual.



## II. ZOOLOGY AND COMPARATIVE PHYSIOLOGY, (Third year's Students.)

1. *General Views of Animal Life*, and of the relation of the animal to the plant.
2. *Animal Histology*.—The elementary cell and its metamorphoses.—Microscopic examination of tissues.
3. *Functions of Animals*.—With especial reference to the physiology of the lower animals.
4. *Principles of Classification*.—Type or homology.—Analogy and adaptation.—True nature of the species, genus, and other groups in Zoology.
5. *Descriptive Zoology*.—The Radiata, Mollusca, Articulata and Vertebrata, illustrated by typical examples, and as far as possible by Canadian species.—Notices of Geographical distribution of animals.
6. *Instructions and Illustrations* in collecting and preserving specimens, and determining species.

*Text-Books*.—Synopsis by the Professor. Agassiz and Gould's Principles.—Owen's Lectures.

## III. GEOLOGY AND PALÆONTOLOGY.—(Fourth year's Students.)

1. *Mineralogy*.—Chemical and Physical characters of Minerals, including Crystallography; Methods of determining Minerals, with examples; Descriptive Mineralogy, with especial reference to the species important in Geology or useful in the Arts.
2. *Physical Geology*.—Composition of Rocks and their structure on the small scale.—Origin of Rocks, aqueous, volcanic, plutonic, metamorphic.—Arrangement of Rocks on the large scale; stratification, elevation and disturbances, denudation.
3. *Chronological Geology and Palæontology*.—Data for determining the relative ages of formations. Classification according to age. Fauna and Flora of the successive periods. Geology of British America.
4. *Practical and Economical Geology*.—Methods of observation and of making geological surveys. Applications of the science to Mining, Engineering, and Agriculture.

*Text-Books*:—Nichol's or Dana's Mineralogy, and Lyell's Elements.

## IV. PRACTICAL AND HONOUR COURSE,—Students of the Fourth year and Special Students.

Students entering for honours must have passed creditably the examinations in Elementary Chemistry, Zoology, Botany and Experimental Physics; and should know the Elements of Drawing. Students entering for practical purposes will be required only to satisfy the Professor of their fitness for the studies of the class.

The course will consist of demonstrations and explanations on the following subjects, with such modifications as may be found necessary to suit the future pursuits of students.—Examination, determination, and description of specimens.—Use of the blow-pipe and of Chemical methods in Natural History.—Use of the Microscope in original investigation.—Preparation of Specimens for study and preservation.—Special studies in the Zoology, Geology, and Palæontology of British America, with field work when practicable. Students will be required to read such of the following books as may be appointed:—Owen's Lectures on the Invertebrate Animals; Jones' Animal Kingdom; Lyell's Principles and Elements; De la Beche's Geological Observer; Murchison's Siluria; and for local information, Logan & Hunt's Geology of Canada; Dawson's Acadian Geology; Lyell's Travels in North America. Books of reference will be furnished from the College Library.



## CHEMISTRY.

Professor, W. Sutherland, M.D.

This class may be taken by Students of the third year, instead of Zoology.  
Every Day except Saturday, 7 to 8, P.M.

1.—*Inorganic Chemistry*, comprising Heat, Light, Electricity, Galvanism, Crystallography, the Laws of Combination by Weight and by Volume, the Gases and Non-Metallic Elements and their Compounds; the Metals, their combinations and modes of extraction from their ores, and application in the Arts.

2.—*Organic Chemistry*, comprising substances found in or derived by decomposition from Vegetables and Animals; and Physiological Chemistry, both animal and vegetable.

The lectures will be illustrated by numerous experiments and specimens; and one hour in each week will be devoted to examinations.

## AGRICULTURAL CHEMISTRY.

Professor Dawson.

Students of the First and Second Years—Thursday, 11 to 12.  
Special Students in Agriculture—Wednesday, 4 to 5.

1.—*Elementary Chemistry* (Students of the First and Second Years). This course is intended as preparatory to the Study of Natural History, as well as of Agriculture. Text-Books—Wilson and Gregory.

2.—*Agricultural Chemistry*.—Composition of the plant—its structures and mode of Nutrition—its products. Textures and composition of Soils—Soils of Canada—causes of the exhaustion of Soils, and methods of improving them—Substances used for Manuring the Soil—Composition and properties of Crops—their value as food. Text-Book—Johnston's Lectures.

Should Students offer for the Special Course of Agriculture, additional hours will be set apart for their instruction. Students should enter, if possible, at the opening of the Session, but will be received until the First week of November.

## COMMERCIAL LAW.

Professor J. J. C. Abbott, B.C.L.

(This class is accessible to Matriculated Students in the third or fourth year.)  
Monday and Wednesday, 4 to 5.

The subject of Lecture on Mondays will be the general Principles of the Law of Contracts.

On Wednesdays the subjects will be Agency, Bailments, Partnerships, Bills and Notes, and Insurance.

Persons taking tickets for this course, as occasional students, will also have access to the Lectures on Public Law.

## METEOROLOGY.

Professor Charles Smallwood, M.D., LL.D.

A short course of lectures on this subject is expected to be delivered in the course of the session. Details will be made known by advertisement.



## § 7. SPECIAL COURSES OF STUDY.

### SPECIAL COURSE OF ENGINEERING.

*Extending over two Sessions and entitled to the degree of Graduate in Civil Engineering.*—(Fee \$30 per Session.)

**MATRICULATION.**—Students matriculating in this course will be examined in Arithmetic, Algebra, to Quadratics inclusive, Euclid, Books I. to IV., def. of B. V., B. VI., Plane Trigonometry (especially Solution of Triangles), Writing English from Dictation. If unable fully to pass this examination, they may, at the discretion of the Professor of Engineering, be allowed to join his class for a preparatory session; and may, if found qualified, obtain the diploma at the end of two years.

**COURSE OF STUDY.**—(*First Year.*)—Mensuration.—Surveying.—Drawing.—Mathematics, (Ordinary and Honour) of under-graduates of the Second year.—Ordinary Mathematics and Physics of the Third year.—Chemistry.—English Literature.—French or German.

(*Second Year.*)—Engineering.—Drawing.—Higher Mathematics and Physics.—Geology and Mineralogy.—French and German.

### CIVIL ENGINEERING.

Professor, M. J. Hamilton, C. E.

Junior Class, Monday and Wednesday. 2 P.M.

Senior " Tuesday, Thursday and Friday, 2 "

Drawing daily, during the afternoon.

#### FIRST YEAR.

**I. Drawing.**—Descriptive Geometry, Bridge Drawing, Plotting of Plans and Sections, &c.

**II. Surveying, &c.**—Construction, Adjustments, and Practical Application of the various instruments required for Engineering operations; Land Surveying, Laying Out and Parting off Land; Surveying for Public Roads and Railways; Levelling, Laying Down Curves, Half-Widths, &c.; Measurements and Calculation of Earthwork, Construction and Application of Tables for Earthwork.

#### SECOND YEAR.

**I. Drawing.**—A more extended course, including Perspective, Isometric Projection, Construction of Physical Maps, Application of Descriptive Geometry to Stone-cutting, &c.

**II. Engineering.**—Excavation and Embankment, Quarrying and Blasting, Tunnelling, Construction of Public Roads; Construction of Railways, including Gradients, Permanent Way, Rail Laying, Practice of Draining, Theory of the Arch, Stability of Structures, Nature and Mode of Application of Materials in Construction, Strength of Materials, Preparation of Mortars and Cements, Foundations, Piling, Cofferdams, Retaining Walls; Bridge Building in Stone, Brick, Iron and Wood; Construction and use of Stationary and Locomotive Engines; Efficiency of Labour, Preparation of Specifications and Estimates. When practicable, the classes of both years will go out with the Professor for field-work on Saturdays, at 9 A. M.

For the details of the course of study in Mathematics, Mathematical and Experimental Physics, Chemistry, Geology, English Literature and French, see previous pages of the Calendar.

The Professor of Natural Philosophy proposes to deliver a special course of Lectures to Engineering Students, in the coming session.

The Student will not be required to pass an Examination in the *Honour* Mathematics and Physics of either year, if he do not desire it; but special proficiency in the ordinary Mathematics and Physics, and also in Chemistry and Geology, will be expected.



If at the end of his Junior Year the Student shall pass the Examination in Mathematics, but shall be found deficient in Mathematical and Experimental Physics, the Faculty may either refuse him credit for the year, or require him to attend the ordinary Lectures in Physics during his Senior year.

Graduates in Civil Engineering may attend the Honour Lectures in Mathematics and Physics of the Fourth year, and the Honour Course in Natural History, and compete for Honours; but will be classed separately from undergraduates.

According to the Act 20th Vic. cap. 37, graduates in Civil Engineering having first passed their preliminary examination, may be received as apprentices by any Land Surveyor in Upper or Lower Canada, and "shall, thereupon, be duly holden to serve as such apprentices during twelve months of actual service," instead of three years, before proceeding to their final examination. The advantages thus obtained, and the opportunity of studying Mineralogy and Geology, (now required by law of Provincial Land Surveyors,) deserve the attention of persons about to enter on their apprenticeship. In order to derive the full benefits from the Act, the Students should pass their preliminary examination before entering the College.

#### SPECIAL COURSE OF AGRICULTURE.

This course will include, in addition to the lectures on Elementary Chemistry and Agriculture, the subjects of English Literature, French, Mathematics, Natural History and Natural Philosophy, and will extend over two sessions.

#### A SPECIAL COURSE OF COMMERCE.

Including the subjects of English Composition, Arithmetic and Algebra, Mathematics and Natural Philosophy, Chemistry, Natural History, Modern Languages and History, in addition to Commercial and Public Law, will be accessible to Students desirous of devoting themselves, for one or two sessions, to the collegiate studies more immediately connected with commercial pursuits.

*The Library of the Faculty of Arts* contains 2,300 volumes of standard works, selected with especial reference to the wants of Professors and Students.

*The Apparatus* includes Electrical and Pneumatic Instruments of the largest size and most modern construction, several Microscopes, a Telescope, and instruments illustrative of Statics, Dynamics, Hydrostatics, Heat, Optics, Astronomy and Geodesy.

*The Museum* consists of—

1. The general collection in Zoology, including specimens illustrative of the leading types in all the classes of Animals.
2. The general collection in Geology and Palaeontology, including specimens illustrative of all the Geological periods.
3. The Holmes Collection of 2,000 Canadian and Foreign Minerals.
4. The Holmes Herbarium, containing specimens of nearly all the plants indigenous to Lower Canada.
5. The Logan Collection of 475 characteristic Canadian Fossils and Rocks.
6. The Couper Collection of 2,400 Canadian Insects.

All these collections are used to illustrate the lectures, or are open to the inspection of Students.



# Programme of Lectures in the Undergraduate Course in Arts and Special Course of Engineering.

## SESSION 1861--62.

FIRST YEAR.					
HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9	Classics.	Classics.	Classics.	Classics.	Classics.
10	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
11	English.	History, § French.	§ French.	Elementary Chemistry.	English.
12	* French.	* French.	English.	* French.	* French.
2					
SECOND YEAR.					
9	† Mathematics.	Mathematics.	† Mathematics.	Mathematics.	† Mathematics.
10	Logic.	Botany.	Logic.	Botany.	Logic.
11	* French.	† History.	† Elocution.	¶ Ele. Chemistry. § French.	* French.
12	Classics.	Classics.	Classics. § French.	Classics.	Classics.
2	§ Engineering.	§ Drawing.	§ Engineering.	§ Drawing.	§ Drawing.
THIRD YEAR.					
9	* German.	Zoology.	* German.	Zoology.	* German.
10	† Classics.	Classics.	Classics.	Classics.	† Classics.
11	† Mathematical Physics.	Moral Philosophy.	Moral Philosophy.	Moral Philosophy.	† Mathematical Physics.
12	Mathematical Physics.	Experimental Physics.	Mathematical Physics.	Experimental Physics.	Mathematical Physics.
2	* Hebrew, § Drawing.	§ Engineering.	* Hebrew, § Drawing.	§ Engineering.	§ Engineering.
FOURTH YEAR.					
10	* German.	Rhetoric.	* German.	Rhetoric.	* German.
11	Classics.	† Mathematical Physics.	† Mathematical Physics.	† Mathematical Physics.	Classics.
12	Geology.	Experimental Physics.	† Geology.	Experimental Physics.	Geology.
2	† Classics.	* Hebrew.	† Classics.	* Hebrew.	

*Chemical Lectures*, (at the rooms of the Medical Faculty), daily, 7 P.M. *Agriculture*, (at the Normal School), Wednesday, 4 to 5. *Commercial Law*, (rooms of Law Faculty), Monday and Wednesday, 4 to 5, from October 7. Library open Tuesday and Thursday forenoons.

\* The Student is required to take one modern language, or Hebrew, during two years of the course. Honour Students and Students in Law or Medicine, may, however, omit the lectures in modern languages in the 3rd and 4th years, but must pass the examination. † For Candidates for Honours. § For Engineering Students only. || Optional to Students in Law or Medicine. ¶ Optional to Honour Students. ¶ Unless taken in 1st year. In the 4th year, Honour Students or Students in Law or Medicine may omit, at their option, any two of the following Classes, viz: Exp. Physics, Classics, Rhetoric, Geology. The Drawing Class for Engineering Students continues throughout the afternoon every day.

In the Session of 1861-2, the subjects fixed for the competition for the Chapman Medal and Prince of Wales Medal, in accordance with §4, P. 11, are *Classics* and *Natural Science*, the latter to include Botany, Zoology and Geology. In the Session of 1862-3 Mathematics and Natural Philosophy will constitute one of the subjects, and Mental and Moral Philosophy and English Literature, the other.



## FACULTY OF MEDICINE.

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The Principal (ex-officio.)

Professors,—CAMPBELL.

HALL.

FRASER.

SUTHERLAND.

SCOTT.

WRIGHT.

HOWARD.

M'CALLUM.

CRAIK.

Demonstrator and  
Curator of Museum. } H. NELSON.

Dean of the Faculty,—G. W. CAMPBELL, A.M., M.D.

The Course of Lectures by the Medical Faculty of this University for the Session of 1861-62, will commence on the first Monday (4th) of November of the present year, and be continued through the six months following.

These lectures will be delivered in the College building, Côté Street, which is conveniently situated in the vicinity of boarding-houses and of the Hospitals. The class-rooms have, within the last year, been enlarged to accommodate the increasing number of Students in attendance. During the past winter the matriculations were 126, an augmentation by 18 over the number present during the former winter.

The rising popularity of this school, thus plainly declared, may be traced to the approbation which the public generally, and the profession in particular, have extended to it, in consequence of :—

*First* : its course of study embracing a period of four years, and requiring to be pursued during at least three sessions of six months each, in the manner subsequently detailed.

*Secondly* : its having the advantages presented by large hospitals, in which a great variety of cases may constantly be examined, and where great pains are taken to impart clinical instruction upon the most approved principles.

*Thirdly* : its having with much outlay provided suitable conveniences for the prosecution of Practical Anatomy.

*Fourthly* : its having a most extensive library of periodicals and



of systematic works, monographs, &c., upon the special branches of Medicine; the use of which is permitted to the student.

*Fifthly*: the abundant and diversified means at the disposal of the individual professors for illustrating their lectures by morbid preparations, drawings, plates, instruments, apparatus, &c., &c.

## COURSES OF LECTURES.

The number of Professors in the Faculty is Nine; the number of Classes Ten; two of the classes (often conjoined in European Schools) being held by one Professor.

1. ANATOMY.—(Prof. Scott).—The fresh subject is chiefly employed in the illustration of the Lectures in this branch, aided however, by dried preparations, wax models, plates full size of life, &c. The Dissecting Room is under the direction of the Professor, aided by the Demonstrator of Anatomy. It is open from 8 a.m. to 10 p.m., being lighted with gas. All the usual conveniences are supplied, and the Demonstrator will be in attendance to assist the pupils in their operations.

2. CHEMISTRY.—(Prof. Sutherland).—Inorganic Chemistry is fully treated; and a large portion of the course is devoted to Organic Chemistry and its relations to Physiology. The branches of Physics bearing upon or connected with Chemistry, also engage the attention of the class. For experimental illustration abundant apparatus is possessed by the Professor, among which may be enumerated a powerful Air Pump—Oxy-Hydrogen Microscope—Polariscope—Extensive series of Crystallographical models—Electrical and Galvanic apparatus, &c., &c.

3. MATERIA MEDICA.—(Prof. Wright).—This course is illustrated by a Cabinet of Pharmacological objects; by Plates of Medicinal Plants, (Roque, Stephenson & Churchill)—by an Herbarium, and by the Microscope (Nachét) and Polariscope for examining Crystals.—Analytical experiments for detecting Adulterations, &c., are also shown, and diagrams, with other illustrations, are used.—*Dietetics, Pharmacy, and Therapeutics* are included in the course.

4. INSTITUTES OF MEDICINE.—(Prof. Fraser).—Under which are comprised *Histology, Physiology, General Pathology and General Therapeutics*. The minute Structure and Composition of the various Organs, and the Fluids and Tissues of the Body in health and disease, are explained and illustrated by Microscopic Preparations, Plates and Preparations from the Museum.

5. PRACTICE OF MEDICINE.—(Prof. Howard).—The extensive series of plates contained in the Library, Lebert's recent work, Cruveilhier, Carswell, Hope, Alibert, Willis, Bateman, &c., &c., will be employed; also Morbid Preparations and models of diseased parts.

6. SURGERY.—(Prof. Campbell).—Divided into Principles and



Practice; including Surgical Anatomy and Operative Surgery, exhibited on the subject.—Quain's large plates, Maelise, Dalrymple, &c. The various surgical instruments and apparatus exhibited, and their uses and application explained and practically illustrated.

7. MIDWIFERY.—(Prof. Hall.)—Including diseases of females and infants, illustrated by a series of Drawings on a large scale; by humid preparations: by models in wax; and by the use of the artificial Pelvis.

8. MEDICAL JURISPRUDENCE.—(Prof. McCallum.)—Includes Toxicology—the modes of testing for poisons are exhibited, and post-mortem appearances illustrated by plates—Insanity, Public Hygiene and Medical Police are touched upon.

9. CLINICAL MEDICINE.—(Prof. McCallum.)—Taught by lectures, and at the bed side—Physical Diagnosis taught practically and each pupil invited to take part in it—Examination of the urine, chemically and microscopically explained and illustrated.

10. CLINICAL SURGERY.—(Prof. Craik.)—Taught in a similar manner. For both these Classes ample material is afforded by the cases at the Montreal General Hospital.

Beside the above classes, Students are required to attend one course of Botany and one course of Zoology.

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#### LIBRARY AND MUSEUM.

The Library contains upwards of 3000 volumes, including the most useful books for reference, as well as the recent elementary ones; the works of the older authors as well as the most recent. It is open to the Students without charge, under necessary regulations for the care of the books. The Museum contains a large number, constantly augmenting, of preparations, chiefly pathological; also, wax and papier maché models.

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#### HOSPITALS.

The Montreal General Hospital is visited every day by the Medical officers in attendance. After the visit a large number of out-door patients are examined and prescribed for.

The Operating Room (used also for a Lecture Room) is so constructed as to suit the convenience of the Students in obtaining a good view of the operations going on.

The University Lying-in-Hospital is under the direction of the Professor of Midwifery. Students who have already attended one course of his lectures, are furnished with cases in rotation.

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#### PAST SESSION.

The number of matriculated Students in the past Session was 126. Of these, 56 were from Canada West, 68 from Canada East, 1 from Prince Edward Island, and 1 from the United States.



The number of Students who passed the primary Examination, which includes the branches of Anatomy, Chemistry, Materia Medica, and Institutes of Medicine, was 16; as follows:—

Mr. THOS. C. WALTON, Toronto, C.W.	Mr. JOHN HARKNESS, Matilda, C.W.
" JAS. W. DIGBY, Brantford, "	" EDWARD H. TRENHOLME, Trenholmeville, C.E.
" GEO. A. CHESLEY, Cornwall, "	" ALFRED BELLEAU, Quebec, "
" D. P. CAMPBELL, Glengary, "	" J. H. LABELLE, St. Rose, "
" DANIEL BEATTY, Aylmer, C.E.	" G. S. DEBONALD, Berthier, "
" J. G. STROBRIDGE, Brantford, C.W.	" JOHN A. STEWART, Charlottetown, P.E.I.
" CHARLES H. CHURCH, Aylmer, C.E.	
" JAMES AYLEN, "	
" MAURICE R. BUCKE, Sarnia, C.W.	
" LOUIS LAFONTAINE, Chambly, C.E.	

At the recent Convocation, held May 3rd, 20 Gentlemen received the degree of M.D.

The following list contains the names of the Graduates and of their Inaugural Dissertations or Theses:—

JOHN ROLPH MALCOLM,	Oakland, C.W.,	Peritonitis.
HERBERT H. READ,	Minudie, N.S.,	Cyanosis.
DAVID LESLIE PHILIP,	Vankleek Hill, C.W.,	Ergot of Rye.
ARTHUR LYON,	Ottawa, "	Abortion.
JACOB EDWIN BROUSE,	Prescott, "	Fracture of the Forearm.
HENRY USSHER,	Bowmanville, "	Placenta Prævia.
NAPOLÉON LECCLAIR,	N. Lancaster, "	Syphilitic Chancre.
FRED. D. SUTHERLAND,	Montreal, C.E.,	Acute Rheumatism.
PETER McLAREN,	Drummond, C.W.,	Diabetes.
JAMES GUN,	Palermo, "	Chronic Pneumonia,
RUFUS FRED. HAMILTON,	Clarenceville, C.E.,	Dysentery.
DONALD MCGILLIVRAY,	Lochiel, C.W.,	A Peculiar Heart Disease.
JOSEPH M. DRAKE,	Montreal, C.E.,	Albuminuria.
V. G. B. CHAGNON,	St. Dominique, "	Menstruation.
HERIOT LINDSAY,	Cornwall, C.W.,	Convalescence.
GEORGE W. POWERS,	Sutton, C.E.,	Opium.
GEORGE E. GASCOYNE,	Montreal, "	Dysentery.
HORACE NELSON,	do, "	Stricture of Rectum.
DUNCAN MCGREGOR,	Glengarry, C.W.,	Incipient Phthisis.
CHARLES BATTERSBY,	Toronto, "	Puerperal Hemorrhage.

— Mr. JOS. GODIN passed his Examination, but did not apply for his degree; and Mr. FRED. J. AUSTIN also passed his Examination, but was not of age to receive his degree till next Convocation.

### PRIZES.

The three Prizes granted by the Governors were awarded as follows:

For the best Thesis the Prize was divided among Messrs. DRAKE, AUSTIN and PHILIP.

For the best Examination on the Primary Branches, the Prize was given to Mr. THOMAS C. WALTON of Toronto, C.W.

For the best Examination on the Final Branches, the Prize was adjudged to Mr. JOSEPH DRAKE of Montreal, C.E.

The Professor's Prize in Materia Medica was awarded to Mr. G. S. DEBONALD of Berthier, C.E.

The Prize in Clinical Medicine for the best report of cases to Mr. D. MCGILLIVRAY of Lochell, C.W.; and for best examination to Mr. JOSEPH DRAKE of Montreal, C.E.

The Prize in Botany was given to Mr. C. BATTERSBY; that in Zoology to Mr. W. M. COTE.



## EXTRACTS FROM THE REGULATIONS OF THE FACULTY.

### CHAP. I.

#### *Relative to the Courses of Lectures, Fees, &c.*

1st. Each Professor shall deliver at least five lectures during the week, except in the classes of Clinical Medicine and of Clinical Surgery, in which only two Lectures shall be required; and in that of Medical Jurisprudence, if extended through six months, in which case three Lectures a week shall suffice.

2nd. Each Lecture shall be of one hour's duration.

3rd. Every Professor shall occasionally examine his class upon the subjects treated of in his preceeding Lectures; and every such examination shall be considered a Lecture.

4th. A Roll of the names of the Students attending each class shall be called from time to time.

5th. All tickets which have not a Certificate of attendance attached shall be rejected when presented as testimonials previous to examination, unless the omission can be satisfactorily accounted for.

6th. The Fee for each class shall be \$12, with the following exceptions; for that of Medical Jurisprudence, \$10; for those of Clinical Medicine and Clinical Surgery, \$6, each, and for Botany and Zoology \$5.

7th. Any student, after having paid the fees, and attended two courses of any class, shall be entitled to a perpetual ticket for that class.

8th. The course of all the classes, except those of Clinical Medicine, Clinical Surgery and Medical Jurisprudence, shall be of six months' duration; the Classes of Clinical Medicine and of Clinical Surgery of three months' duration; and that of Medical Jurisprudence, either of three months' duration, in which case Five Lectures a week shall be given, or of six months' duration, in which case only Three Lectures a week shall be required.

9th. The courses shall commence on the first Monday in November, and with the exception of a vacation at Christmas, shall continue to the end of April.

### CHAP. II.

#### *Of the Qualifications and Studies of Students and Candidates for the Medical Degree.*

1st. All Students desirous of attending the Medical Lectures, shall, at the commencement of each Session, enroll their names and residences in the Register of the Medical Faculty, and procure from the Registrar a ticket of Matriculation, for which each Student shall pay a fee of \$2.

2nd. The said Register shall be closed on the 31st day of December in each year and no tickets obtained from any of the Professors shall be received without previous Matriculation.

3rd. No one shall be admitted to the Degree of Doctor of Medicine and Surgery who shall not either, 1stly have attended Lectures for a period of at least Four Sessions in this University or some other University, College or School of Medicine, approved of by this University; or 2ndly, have studied medicine during at least Four years, and during that time have attended Lectures for a period of at least Three Sessions either in this University or some other University, College or School of Medicine, approved of by this University.



4th. Candidates for the final Examination shall furnish Testimonials of attendance on the following branches of Medical Education, viz :

*Anatomy,  
Chemistry,  
Theory and practice of Medicine,  
Principles and Practice of Surgery,  
Midwifery and Diseases of Women and Children,  
Materia Medica and Pharmacy,  
Clinical Medicine,  
Clinical Surgery,  
Practical Anatomy,  
Institutes of Medicine,  
Medical Jurisprudence,  
Zoology,  
Botany.*

Of which two Courses  
will be required. \*

Of which one Course  
will be required.

Provided, however, that Testimonials equivalent to, though not precisely the same as those above stated, may be presented and accepted.

5th. The Candidate must also give proof by ticket of having attended during twelve months the practice of the Montreal General Hospital, or that of some other Hospital approved of by this University.

6th. Moreover, no one shall be permitted to become a Candidate for examination who shall not have attended at least One Session of this University, and during that Session at least four six months' classes, or three six months' and two three months' classes.

7. Students in Medicine will be examined in Classics and in English or French Composition, the standard being such as may from time to time be determined by the Faculty.

8. Every Candidate for the Degree must, on or before the first day of April, present to the Dean of the Medical Faculty testimonials of his qualifications, entitling him to an examination, and also a Thesis or inaugural dissertation, written by himself, on some subject connected with Medical or Surgical Science, either in the Latin, English, or French Language. He must at the same time deliver to the Secretary of the Faculty the following Certificate :

MONTREAL—18—.

I, the undersigned, being desirous of obtaining the Degree of Doctor of Medicine and Surgery, do hereby declare that I have attained the age of twenty-one years, (or, if the case be otherwise, that I shall have attained the age of twenty-one years before the next graduation day), and that I am not, (or shall not be at the time) under articles as a pupil or apprentice to any Physician, Surgeon or Apothecary.

(Signed)

A. B.

9. The trials to be undergone by the Candidate shall be :

1st. The matriculation examination referred to in Section 7 supra. Students will undergo this Examination in the first session of their attendance, unless allowed to postpone it by special permission of the Faculty.

2nd. The private examination of his Thesis as evidence both of Medical and General acquirement, followed (if approved) by its public defence. And

3rd. A general examination on all the branches of Medical and Surgical Science, either oral or by written papers as may from time to time be determined by the Faculty.

This examination will be divided into Primary and Final, the former comprehending the branches of Anatomy, Chemistry, Materia Medica, Institutes of Medicine and Zoology or Botany ; the latter, those of Practice of Medicine,



Surgery, Midwifery and Medical Jurisprudence. It will be optional with the student to present himself for the primary examination at the end of the third session.

10. The following Oath or affirmation will be exacted from the Candidate before receiving his Degree :

SPONSIO ACADEMICA.

In Facultate Medicinæ Universitatis Collegii McGill.

Ego, A—— B—— ; Doctoratus in Arte Medica titulo jam donandus, sancto coram Deo cordium scrutatore, spondeo, me in omnibus grati animi officiis erga hanc Universitatem ad extremum vitæ halitum, perseveraturum ; tum porro artem medicam, caute, caste, et probe exercitaturum, et quoad in me est, omnia ad ægrotorum corporum salutem conducentia cum fide procuraturum ; quæ denique, inter medendum, visa vel audita silere conveniat, non sine gravi causa vulgaturum. Ita præsens mihi spondenti adsit Numen.

11th. The fee for the degree of Doctor of Medicine and Surgery shall be Five Pounds Halifax Currency, to be paid by the successful Candidate immediately after examination, together with a Fee of Five Shillings to the Registrar of the Medical Faculty.

12th. The money arising from the Fees of Graduation, as well as those of Matriculation, shall be applied to the enlargement of the Medical Library and Museum, and to defraying their expenses.

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BOOKS RECOMMENDED TO STUDENTS

ANATOMY.—Sharpey and Quain, Wilson, Ellis, Dublin Dissector.

CHEMISTRY.—Graham, Kane, Silliman.

MATERIA MEDICA.—Pereira's Elements, Royle's Manual, Wood's Therapeutics, Stillé's Therapeutics, Pereira on Food and Diet.

INSTITUTES OF MEDICINE, *Physiology*.—Carpenter's Principles of Human Physiology, Kirke and Paget's Manual, Todd and Bowman's Physiological Anatomy. *Pathology*.—Williams' Principles of Medicine, Chomel and Vogel's General Pathology.

SURGERY.—Chelius, Paget's Surgical Pathology, Miller's Principles and Practice, Fergusson's Practical Surgery.

PRACTICE OF MEDICINE.—Wood's Practice of Medicine, Watson's Practice of Physic, Hooper's Physicians' Vademecum by Guy, Barlow's Practice.

MEDICAL JURISPRUDENCE.—Orfila *Medicine Legale*, Devergie *Medicine Legale*, Theorique et Pratique, Taylor's Jurisprudence, Guy's Forensic Medicine, Taylor on Poisons.

MIDWIFERY.—Churchill, Ramsbotham, Cozeaux.

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N.B. Boarding may be obtained at from Twelve to Sixteen Dollars per Month.



## FACULTY OF LAW.

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The Principal (ex officio.)

Professors.—BADGLEY.

ABBOTT.

TORRANCE.

LAFFREY.

LAFLAMME.

Dean of the Faculty,—J. J. C. ABBOTT, Esq., B.C.L.

The several courses of lectures in the Faculty of Law, comprise every branch of Legal Study.

The Educational officers of this Faculty have felt that the Law of Lower Canada, though in many of its details purely local, retains, as its leading characteristics, the noble and imposing features of the civil law, and that the principles established in the Roman jurisprudence, still form the groundwork of many of its departments. The Lectures, therefore, though prepared with especial reference to the law of Lower Canada, have been as far as consistent with their primary object, divested of any purely sectional character, and are made to inculcate such comprehensive principles, as form, to a great extent, the basis of every system of jurisprudence.

It is considered that this system will afford to students of the laws of Lower Canada, a better foundation for their subsequent studies, and tend to give them a more extended and comprehensive grasp of legal subjects, than a course of instruction conducted solely with reference to local law; while it is hoped, in view of the increased importance which the study of the civil law is everywhere assuming, that the advantages offered, and the mode of education adopted by this Faculty, will open to it an extensive field of usefulness.

The complete course of study in this Faculty extends over three years, but may be shortened to two years, when the student matriculates in the third year of his indentures.

The following are the subjects comprised in the complete course of three years:—

### TO STUDENTS OF THE FIRST YEAR.

On Public and Constitutional law.

Professor BADGLEY.

On obligations, and on the general principles of the law of Contracts.

Professor ABBOTT.



On the Civil Law. The Rights of persons under the Roman law, property in possession, *jus in re*.

Professor TORRANCE.

On the origin and History of the Laws of France, of England, and of Lower Canada.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Minority.  
Tutors and Curators.  
Husband and Wife.  
Fiefs.  
Servitudes

Professor LAFLAMME.

#### TO STUDENTS OF THE SECOND YEAR,

On Public and Constitutional Law.

Professor BADGLEY.

On Commercial Contracts.

Agency.  
Bailments.  
Partnerships.  
Bills and Notes.  
Insurance.

Professor ABBOTT.

On the Civil Law.

Property in Action, *jus ad rem*, or Obligations.—Actions—Public Judgments.

Professor TORRANCE.

On Legal Bibliography.

The Bibliography of English Law;  
of French Law; and  
of Canadian Law.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Successions.  
Donations and Wills.  
Contracts of Marriage.  
Community of Property.

Professor LAFLAMME.

#### TO STUDENTS OF THE THIRD YEAR.

On Criminal Law.

Professor BADGLEY.

On Commercial Contracts.

Shipping, and Merchant Seamen.  
Sale.  
Pleading.  
Practice.

Professor ABBOTT.

On International Law.

Conflict of Laws.  
Corporations.  
Evidence.

Professor TORRANCE.



On Leases.  
Deposits.  
Sequestrations.  
Pledges.  
Suretyships.  
Compositions.  
Imprisonments.

Professor LAFRENAVE.

On the Law of Real Estate and Customary Law.

Dower.  
Privileges and Hypotheques.  
Prescriptions.  
Judicial Sales.

Professor LAFLAMME.

Students who avail themselves of the privilege of attending two years only, will, nevertheless, be required to pass an examination in the subjects comprised in the three years' course.

Occasional Students will be received without matriculation, for attendance on any particular series of Lectures; and Students in the Faculty of Arts will be permitted to attend any of the courses, on such terms and conditions as may be fixed by that Faculty.

The matriculation fee is ten shillings, payable only by Students who have not previously matriculated in any other Faculty. The annual fee for the full course of Lectures is fixed for the present at three pounds ten shillings; for attendance on any one series of Lectures, one pound five shillings per annum, and the fee on graduation, including *diploma*, is one pound five shillings.

Students who have completed their course of three years,—or of two years, if they have commenced in the third year of their indentures,—and have passed a satisfactory examination, will be entitled, upon the certificate and recommendation of the Law Faculty, to the Degree of Bachelor of Civil Law.

Applications for admission may be made to the Dean of the Faculty or to the Secretary of the College.



## STUDENTS OF THE UNIVERSITY.

Session 1860-61.

## FACULTY OF LAW.

## 3rd Year.

Aylen, John  
 Armstrong, Louis  
 Doutre, Gonsalve  
 Desaulnier, Alexis  
 Desrochers, Jean Louis H.  
 Driscoll, Netterville H.  
 Leach, David S.  
 McKenzie, Frederick  
 McGee, Thomas D'Arcy  
 Ouimet, Adolphe P.  
 Plimsoll, Reginald J.  
 Rochon, Charles A.  
 Vandal, Philip.

## 2nd Year.

Ascher, Isidore  
 Cowan, Robert C.  
 Curran, John Joseph  
 Houghton, John G. R.  
 Kirby, James  
 Kelly, John P.  
 Mireault, Gilbert  
 Nagle, Sarsfield  
 Tate, Melbourne  
 Trudeau, George

## Wilkes, Thomas Holmes

## First Year.

Allan, Irvine  
 Benjamin, Lewis N  
 Benjamin, Samuel  
 Brauchaud, Athanase  
 Day, Edmund T.  
 Doak, George O.  
 Davidson, Charles P.  
 Grenier, Amédée  
 Hall, William  
 Hart, Reuben  
 Jones, Richard  
 Kelly, William  
 Lacoste, Charles  
 Molson, George  
 McDougall, Alexander  
 Mayo, William  
 Sicotte, Victor  
 Stevens, Charles  
 Stephens, George  
 Sabourin, Ernest  
 Stuart, Ernest  
 Vilbon, Charles  
 Wurtele, Charles

## FACULTY OF MEDICINE.

Session 1860-61.

## (1st Year.)

Anderson, John Colborne, Mon-  
 treal, C.E.  
 Beaudet, Alfred, Coteau du lac, C.E.  
 Beaudry, Raphael, Montebello, C.W.  
 Belleau, Alfred, Quebec, C.E.  
 Bessey, William, E. George-  
 town, C.W.  
 Brault, Charles, A. Montreal, C.E.  
 Brodeur, Alphonse, Varrennes, "  
 Brush, Charles, Montreal, "  
 Burrard, John Hamilton, St.  
 Johns, "  
 Burritt, Horatio C., Smith's  
 Falls, C.W.  
 Butler, George C., Brighton, "  
 Chagnon, V. L., M. D., St.  
 Dominique, C.E.  
 Christie, Alexander, Montreal, "  
 Côté, Wolfred Nelson, Grande  
 Ligne, "  
 Crichton, Stuart, Prescott, C.W.  
 Delvecchio, Alphonse, Montreal, C.E.

Dickson, Wm. W., Pakenham, C.W.  
 Dodd, John, Port Hope, "  
 Donnelly, Thomas James, Mon-  
 treal, C.E.  
 Eckhart, Thomas P., Union-  
 ville, C.W.  
 Fagan, Thomas, St. Marie de  
 Monnoir, C.E.  
 Ferguson, James B., Montreal, "  
 Gascoigne, George E., Montreal, "  
 Gill, Allan, Pierreville, C.W.  
 Harkin, Charles Dougall, Mon-  
 treal, C.E.  
 Haycock, John H. Ottawa, C.W.  
 Holmes, William Gordon, Mon-  
 treal, C.E.  
 Howde, George, Tweed, C.W.  
 Huneau, Louis G., Montreal, C.E.  
 Ives, Eli, Hatley, E. T., "  
 Jones, John C., Maitland, C.W.  
 Kempt, William, Lindsay, "  
 Kennedy, Richard A., Mon-  
 treal, C.E.



Lanigan, James, St. Therese,	C.E.	McGlashan, Andrew, Toronto,	C.W.
Lapointe, Jovite, Boucherville,	"	McIntosh, Robert, Newcastle,	"
Leale, Charles Augustus,	"	Reed, Perry H., Sutton,	C.E.
Montreal,	"	Richard, Marcel, St. Jacques,	"
Leman, Joseph, Montreal,	"	Russel, James Theodore, Brant-	"
Massey, George,	"	ford,	C.W.
Mayball, Edmund;	"	Senkler, Albert Edward, Brock-	"
Mongenais, Napoleon, Rigaud,	C.E.	ville,	"
McCord, John D. Montreal,	"	Squire, William Wood, Montreal	C.E.
McDonnell, Duncan A., Corn-	"	Stewart, John Alexander, Char-	"
wall,	C.W.	lottetown,	P.E.I.
McDougall, Peter A., Aylmer,	C.E.	Therien, Honore, Riviere	"
Nelson, H., M.D., Montreal,	"	David,	C.E.
Pegg, Charles H., Arcona,	C.W.	Walton, Thomas Cameron, To-	"
Phelan, John, F. R. C., St.	"	ronto,	C.W.
Columbin,	C.E.	Wood, George, Frost Village,	C.E.
Picault, M. J. Alfred, Montreal,	"	(3rd Year.)	"
Pinet, Alexander R., St. Law-	"	Aylen, James, Aylmer,	C.E.
rent,	"	Beatty, Daniel, Aylmer,	"
Powers, George W., M.D., Sut-	"	Bucke, Maurice R., Sarnia,	C.W.
ton,	"	Church, Charles H., Aylmer,	C.E.
Rowan, William George, Mon-	"	Devins, Richard J., Montreal,	"
trear,	"	Digby, James W., Brantford,	C.W.
Sayers, Alexander, Belleville,	C.W.	Fulton, James Harvey, Winches-	"
Smallwood, C. E., Montreal,	C.E.	ter,	"
Tew, Herbert Sayer, Ottawa,	C.W.	Harkness, John, Matilda,	"
Woodill, Alfred H. Montreal,	C.E.	Labelle, Jules H., St. Rose,	C.E.
Vernier, Jacques,	"	McDonald, William, Montreal,	"
(2nd Year.)	"	Morrison, William S., Wadding-	"
Adams, Henry, Whitby,	C.W.	ton,	U.S.
Alcock, Joseph, Beckwith	"	McLaren, Peter, Drummond,	C.W.
Brathwaite, Frank H., Barrie,	"	Prentiss, George W., Aylmer,	C.E.
Brown, Peter Eli, Lake of Two	"	Ross, Thomas M., Lancaster,	C.W.
Mountains,	C.E.	Stafford, William A., Montreal,	C.E.
Burland, John Gordon, Montreal,	"	Strobridge, James G., Brant-	"
Campbell, Donald P., Glengary,	C.W.	ford,	C.W.
Case, William H., Hamilton,	"	Theriacault, François D., Beauhar-	"
Church, Mills Kimble, Merrick-	"	nois,	C.E.
ville,	"	Trenholme, Edward H., Tren-	"
Cobban, Matthew Whyte, Milton,	"	holmeville,	"
DeBonald, G. S., Berthier,	C.E.	Wight, Frederick L., St. Johns	"
DeSaulniers, Antoine, Riviere	"	(4th Year.)	"
du Loup,	"	Austin, Frederick J., Montreal,	C.E.
Duncan, George, Montreal,	"	Browse, Jacob E., Prescott,	C.W.
Ferguson, Alex. A., Cornwall,	C.W.	Chesley, George A., Cornwall,	"
Goldstone, Edmund A., Cobourg,	"	Drake, Joseph M., Montreal,	C.E.
Gordon, William W. Bathurst,	"	Godin, Joseph, Montreal,	"
Graham, Henry, Bell's Corners,	"	Gun James, Palermo,	C.W.
Grant, Donald James, Glengary,	"	Leclair, Napoleon, N. Lancaster,	"
Gustin, William C., London,	"	Lindsay, Herbert, Cornwall,	"
Hall, James B., Montreal,	C.E.	Lyon, Arthur, Ottawa,	"
Hamilton, Rufus F., M.D., Clar-	"	Morris, William, Brockville,	"
enceville,	"	McGillivray, Donald, Lochiel	"
Lavoix, Francois A., Montreal	"	McGregor, Duncan, Glengary,	"
Malloch, Edward C., Ottawa,	C.W.	Philip, David L., Vankleek Hill,	"
Marion, Alfred, Contrecoeur,	C.E.	Sutherland, Frederick D., Mon-	"
Mason, James L., Montreal,	"	trear,	C.E.
Marston, John J., L'Orignal,	C.W.	Ussher, Henry, Bowmanville,	C.W.
McDonald, Angus, Lancaster,	"		



## FACULTY OF ARTS.

1. *Undergraduates.*

Babin, Jeremie, St. Johns.	Grant, William, Brompton.
Babin Hoseé, "	Greene, Lonsdale, Montreal.
Baynes, Donald, Montreal.	†Greene, Joseph, Huntingdon.
Bothwell, John A., Dunham.	†Hall, W., Montreal.
†Boyd, J., Huntingdon.	Hicks, Francis W., Montreal.
Burton, John, Brockville.	Lyman, Frederick, Montreal.
Clowe, John D., Richmond.	McCord, David, "
Cushing, Lemuel, Chatham.	McDougall, A. M., Three Rivers
Davidson, Charles P., Coteau Land- ing.	O'Connor, Daniel, Montreal.
Davidson, Leonidas H., Cowansville.	Patton, Thomas, Prescott.
†De Witt, C. S. Montreal.	Pease, George A., Coteau Landing.
Drummond, E., "	Plimsoll, Arthur H., Montreal.
Duff, Archibald, Cowansville.	Ramsay, Robert A., "
Fairbairn, Thomas, Montreal.	Rogers, E. Fitzgerald, "
Fessenden, Elisha J., Frost Village.	Ross, George, "
†Ferguson, J. S., Montreal.	Sherril, Alvan F., Eaton.
Fortin, Alfred, Christievile.	Short, Robert, Sherbrooke.
Fortin, Octave, "	Trenholme, N. W., Trenholmvile.
†Gore, Frederick, Simcoe.	Wicksteed, R. J., Quebec.
	†Wright, W. McK., Hull.

† B. A., 1861.

2. *In Special Course of Engineering.*

§Bell, R., L'Orignal.	McGlashan, Alexr., York Mills.
§Doupe, J., Camden.	Reid, John E., Bowmanville.
Gaviller, Maurice, Bond Head.	St. Denis, John A., Point Fortune.
Gould, James H., Smith's Falls.	

§ G. C. E., 1861.

3. *Partial Students.*

Austen, Sydney.	Lamoureux, J. R.
Aylmer, Hon. Matthew,	Leach, D. S.
Black, J.	McPherson, Murdoch.
Curran W. R.	Russell, Hugh.
Duncan, Alexr.	Smith, W. S.
Esdaille, J.	Stephens, S.
Jones, R. A. A.	Supple, J.

PRIZES, HONOURS, AND STANDING, OBTAINED BY  
STUDENTS, SESSION 1860-61.

## FACULTY OF LAW.

## RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

## 3rd Year.

R. J. Plimsoll, B.A., 1st prize; David S. Leach, 2nd prize.

## 2nd Year.

James Kirby, B.A., first prize; John P. Kelly, 2nd prize.

## 1st Year.

Richard A. A. Jones, Edmund T. Day, equal, 1st prize; Ernest Sabourin, 2nd prize.



## STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

*Professor Laflamme's Class.*

3rd Year.

R. J. Plimsoll, B.A., 1st; J. L. B. Desrochers, 2nd.

2nd Year.

J. P. Kelly, B.A., 1st; James Kirby, B.A., 2nd.

1st Year.

R. A. A. Jones, 1st; E. Sabourin, 2nd.

*Professor Lafrenaye's Class.*

3rd Year.

R. J. Plimsoll, B.A., D. S. Leach, equal; F. Mackenzie, 2nd.

2nd Year.

James Kirby, B.A., 1st; J. J. Curran, 2nd.

1st Year.

R. A. A. Jones, E. T. Day, equal; W. Grenier, 2nd.

*Professor Torrance's Class.*

3rd Year.

R. J. Plimsoll, B.A., 1st; D. S. Leach, 2nd.

2nd Year.

James Kirby, B.A., 1st; John P. Kelly, 2nd.

1st Year.

Charles Wurtele, 1st; Irvine Allen, 2nd.

*Professor Abbott's Class.*

3rd Year.

R. J. Plimsoll, B.A., 1st; D. S. Leach, 2nd.

2nd Year.

James Kirby, B.A., 1st; J. G. K. Houghton, 2nd.

1st Year.

Day and Sabourin, equal; Allen, 2nd.

## FACULTY OF MEDICINE.

DRAKE, }  
 AUSTIN, } —Prizes for best Thesis.  
 PHILLIPS, }

WALTON.—Prize for best examination in primary branches.

DRAKE.—Prize for best examination in the Final branches, and Prize in Clinical Medicine for best examination.

DE DONALD.—Professor's Prize for Materia Medica.

MCGILLIVRAY.—Prize in Clinical Medicine for best report of Cases.

BATTERSBY.—Prize in Botany.

CÔTE.—Prize in Zoology.

For names of Students who have passed Primary and Final examinations See p. 28.

## FACULTY OF ARTS.

## HONOURS AND PRIZES.

*Graduating Class.*

GREEN.—Chapman Medallist, 1st Rank Honours in Classics, Prize in German.

WRIGHT.—Prize in Rhetoric, Prize in Geology, First Rank General Honours.

BOYD.—Second Rank Honours in Geology.



*Students of the Third Year.*

- ROSS.—1st Rank General Honours, 1st Rank Honours in Classics, Prizes in Moral Philosophy, Classics, Botany, German.  
 RAMSAY.—1st Rank General Honours, 1st Rank Honours in Classics.  
 DRUMMOND.—2nd Rank Honours in Classics. 2nd Rank Honours and Prize in Mathematics.

*Students of the Second Year.*

- TRENHOLME, (St. Francis College).—1st Rank General Honours, 1st Rank Honours and Prize in Mathematics, Prize in Logic, Prize in Classics, Prize in Botany, and Problem Prize in Mathematics.  
 BURTON.—1st Rank General Honours, Prize Essay in Logic, Prize in Hebrew.  
 FESSENDEN, (Academy Frost Village).—2nd Rank Honours in Logic.  
 CLOWE, (St. Francis College).—2nd Rank Honours in Logic. Prize Essay in English.  
 BABIN, (Sabrevois).—Prize in French.

*Students of the First Year.*

- DUFF, (Dunham Academy).—1st Rank General Honours, 1st Rank Honours and Prize in Mathematics, Prize in Greek, Prize in Chemistry.  
 SHERRILL, (St. Francis College).—1st Rank General Honours, 2nd Prize in English Literature, Prize in History.  
 PEASE, (Victoria College).—1st Rank General Honours, Prize in Latin, Prize in French.  
 BOTHWELL, (Durham Academy).—1st Prize in English Literature, Prize Poem and Prize Essay, 2nd Prize in Chemistry.

## ENGINEERING.

*Senior Class.*

- BELL.—Prize in Engineering.

*Junior Class.*

- MCGLASHAN, (U. Canada College).—1st Rank Honours, 2nd Prize in Mathematics, and Problem Prize.  
 GOULD, (Smith's Falls Grammar School).—2nd Rank Honours in Mathematics, Prize in Engineering.

STUDENTS IN THE FACULTY OF ARTS WHO HAVE PASSED THE DEGREE AND SESSIONAL EXAMINATIONS.—SESSION OF 1860—61.

## LOGIC, MORAL PHILOSOPHY, RHETORIC AND ENGLISH LITERATURE.

- Ordinary B. A. Examination—Class 1st: Green. Class 2nd: Wright, Boyd. Class 3rd: Ferguson.  
 Fourth Year (Rhetoric)—Class 1st: Wright (prize), Green. Class 2nd: Boyd. Class 3rd: Ferguson.  
 Third Year (Moral Philosophy)—Class 1st: Ross (prize), Drummond. Class 2nd: O. Fortin, Hosias Babin. Class 3rd: McCord, Ramsay.  
 Second Year (Logic)—Class 1st: Trenholme (prize) Burton, Babin, Fessenden. Class 2nd: Clowe, Cushing, Fairbairn, A. Fortin, Wicksteed. Class 3rd: Davidson, Lyman, Green, Rogers, O'Connor, Plimsoll. Honours, 2nd Rank, Fessenden, Clowe.  
 Second Year (English Literature). 1st Class: Trenholme, Babin, Burton, Cushing, Clowe, (prize essay), Fairbairn. 2nd Class: Burton, Davidson, Plimsoll, Fessenden, Lyman, O'Connor, Wicksteed, Green.  
 First Year (English Literature). 1st Class: Bothwell (prize) Sherrill (prize) Duff. 2nd Class: Pease, Hicks, Short, Gould, Gaviller, Smith, Grant, McGlashan, Baynes.



## GREEK.

- Ordinary B. A. Examination.—Class 1st: Joseph Green and Wright, equal.  
Class 2nd: Ferguson. Class 3rd: Gore, Boyd.
- Third Year.—Class 1st: Ross (prize), Ramsay, Octave Fortin, Hosias Babin.  
Class 2nd: Drummond. Class 3rd: None.
- Second Year.—Class 1st: Trenholme, (prize), Leonidas Davidson, Fairbairn,  
Cushing, Wicksteed, McCord, Clowe. Class 2nd: Plimsoll,  
Lyman, Burton. Class 3rd: Jeremie Babin, Lonsdale Green,  
Fessenden, Alfred Fortin, Rogers, Patton.
- First Year.—Class 1st: Duff (prize), Sherrill and Pease, equal; Short,  
Hicks. Class 2nd: Bothwell, Smith. Class 3rd: Grant,  
Baynes.

## LATIN.

- Ordinary B. A. Examination.—Class 1st: Joseph Green, Wright. Class 2nd:  
None. Class 3rd: Ferguson, Gore, Boyd.
- Third Year.—Class 1st: Ross; Ramsay and Hosias Babin, equal. Class 2nd;  
Octave Fortin, Drummond. Class 3rd: None.
- Second Year.—Class 1st: Trenholme (prize), Fairbairn, Cushing, Burton, and  
Leonidas Davidson, equal; Wicksteed, Clowe, McCord and  
Plimsoll, equal. Class 2nd: Lonsdale Green, Rogers. Class  
3rd: Lyman, O'Connor, Jeremie Babin, Patton.
- First Year.—Class 1st: Pease (prize); Duff and Short equal; Sherrill. Class  
2nd: Bothwell, Baynes, Smith. Class 3rd: Grant, Hicks.
- Honours in Classics.—B. A. Honours. Joseph Green, First Rank  
Honours.
- Third Year Honours.—First Rank.—Ross, Ramsay.  
Second Rank.—Drummond.

## HISTORY.

- First and Second Years.—Class 1st: Sherrill (prize), Duff, Trenholme, Plim-  
soll, Wicksteed, Cushing, Lyman. Class 2nd: Short, Pease,  
Rogers, Fairbairn, Jeremie Babin, Leonidas Davidson, Lonsdale  
Green and Bothwell, equal. Class 3rd: Clowe, Smith, Hicks.

## MATHEMATICS AND NATURAL PHILOSOPHY.

- Ordinary B. A. Examination.—Class 1st: Wright; De Witt and Green,  
equal. Class 2nd: None. Class 3rd: Gore, Boyd, Ferguson.
- Third Year.—Class 1st: Ramsay, Ross, Drummond. Class 2nd: Hosias  
Babin. Class 3rd: Octave Fortin.
- Second Year.—Class 1st: Trenholme, Burton, Jeremie Babin, McCord, Plim-  
soll, Lonsdale Green, Leonidas Davidson. Class 2nd: Cushing,  
Rogers. Class 3rd: Wicksteed, Fairbairn, Lyman, Fessenden,  
Clowe, Alfred Fortin.
- First Year.—Class 1st: Duff, Sherrill, Bothwell, Pease. Class 2nd: Hicks.  
Class 3rd: Baynes, Short.

## ENGINEERING STUDENTS.

- Second Year.—Class 1st: None. Class 2nd: None. Class 3d: Bell, Doupe.
- First Year.—Class 1st: McGlashan, Gould. Class 2nd: None. Class 3rd:  
Gaviller.

## Honour Examinations.

- Third Year.—First Rank: None. Second Rank: Drummond (prize).
- Second Year.—First Rank: Trenholme (prize), McGlashan (prize). Second  
Rank: Gould.
- First Year.—First Rank: Duff (prize). Second Rank: None.
- Problem Prize to McGlashan and Trenholme.



## NATURAL SCIENCE.

Ordinary B. A. and Engineering Examinations—(Geology)—Class 1st: Wright (prize), Green, Boyd. Class 2nd: Ferguson. Class 3rd: Reid, Gore.

Third Year: (Botany)—Class 1st: Ross (prize), Ramsay. Class 2nd: Fortin, Babin, Drummond.

Second Year: (Botany)—Class 1st: Trenholme (prize), Burton, McCord, Rogers, Fairbairn, Babin, Cushing. Class 2nd: Wicksteed and Lyman, equal, Green, Davidson, Fessenden. Class 3rd: O'Connor, Plimsoll, Clowe, Fortin.

First year: (Elementary Chemistry) Class 1st: Duff (1st prize), Bothwell (2nd prize), Sherrill, McGlashan, Gould, Gaviller, Pease. Class 2nd: Hicks, Short. Class 3rd: Baynes, Smith, Grant.

*B. A. Honours.*—Second Rank: Boyd.

## FRENCH.

Ordinary B. A. Examination: Wright and Gore.

Second Year—Class 1st: Jeremie Babin (prize), O'Connor. Class 2nd: Plimsoll, Cushing. Class 3rd: Rogers, Wicksteed.

First Year—Class 1st: Pease (prize), Duff. Class 2nd: Hicks. Class 3rd: Baynes, Bothwell, Sherrill, Smith.

Engineering Students—Class 1st: None. Class 2nd: None. Class 3rd: McGlashan, Gould, Gaviller.

## GERMAN LANGUAGE AND LITERATURE.

Fourth Year.—Class 1st: Green (prize). Class 2d: Ferguson. Class 3d: Boyd

Third Year.—Class 1st: Ross (prize). Class 2d: Drummond.

## HEBREW.

Senior Division—Class 1st: Burton (prize). Class 2nd: Green.

Junior Division.—Class 1st: Grant. Class 2nd: Curran, Duncan.

## ENGINEERING.

Second Year.—Class 1st: Bell, Doupe.

First Year.—Class 1st: Gould, Gaviller, McGlashan.

## GOVERNOR GENERAL'S SCHOLARS.

By competition in the Matriculation examination, 1860: Davidson L., Pease, Duff.



## GRADUATES OF THE UNIVERSITY.

## DOCTORS OF DIVINITY.

Rev. John Bethune, (ad eundem) 1843 | Rev. Daniel Falloon, (Hon.).... 1844

## DOCTORS OF LAW AND OF CIVIL LAW.

Rev. Francis Lundy, (D.C.L. hon.) 1843	Charles Smallwood, M.D. (LL.D. Hon.)..... 1856
Hon. Wm. Badgley, (D.C.L. hon.) 1843	Hon. Pierre J. O. Chauveau, (LL.D. Hon.)..... 1857
*Hon. J. R. Vallières de St. Real, (D.C.L. Hon.)..... 1844	John William Dawson, M.A. (LL.D. Hon.)..... 1857
Rev. Wm. T. Leach, (D.C.L. Hon.) 1849	Edmund A. Meredith, B.C.L. (LL.D. Hon.)..... 1857
Rev. William A. Adamson, (D.C.L. Hon.)..... 1850	William Smith, (LL.D. Hon.)..... 1858
Rev. Benjamin Davies, Ph. D. (LL.D. Hon.)..... 1856	Rev. A. DeSola, (LL.D. Hon.)... 1858
Sir William E. Logan, Knt. (LL.D. Hon.)..... 1856	*Andrew F. Holmes, M.D. (LL.D. Hon.)..... 1858

## DOCTORS OF MEDICINE.

1833.	1844.
William Logie,..... L.C.	Eugene Trudel,..... L.C.
1834.	Philias Proulx,..... do
Roderick Macdonald,..... U.C.	Rufus Holden,..... U.C.
*E. P. McNaughton,..... L.C.	Alexander Long,..... L.C.
John Finlayson,..... Scotland.	William E. Scott,..... do
1835.	William H. Wagner,..... U.C.
Joseph Workman,..... L.C.	Robert Godfrey,..... L.C.
Frederick W. Hart,..... do	1845.
Pierre Dansereau,..... do	Pierre Fortin,..... L.C.
1836.	1846.
William Sutherland,..... L.C.	William Kelly, Surgeon, Royal Artillery.
*Louis H. Gauvreau,..... L.C.	A. Thomas Jackson, Staff Surgeon in the Army.
Robert T. Reynolds,..... U.C.	*Andrew Aylmer Staunton, Surgeon, Royal Artillery.
William Fraser,..... L.C.	Stephen Sewell Foster,..... L.C.
1841.	John Wilbrod Wilsam,..... do
Terence Sparham,..... U.C.	*Alfred Malhot,..... do
Samuel McMurray,..... L.C.	James J. Dickinson,..... U.C.
Charles D. DeCelles,..... do	*George Augustus Scriven,.... do
1842.	Henry Paradis,..... L.C.
*Thomas Reynolds,..... U.C.	George D. Gibb,..... do
*Thomas L. B. Meredith,..... L.C.	Peter H. Church,..... U.C.
David D. Logan,..... do	1847.
Louis Boyer,..... do	George Edworth Fenwick,..... L.C.
Charles Dansereau,..... do	John Duncan McDiarmid, Staff Surgeon in the Army.
*James Thomson,..... England.	Peter A. McDougall,..... U.C.
*James R. Dick,..... L.C.	William Mayrand,..... L.C.
1843.	*Peter Warren Dease,..... do
Augustus Carson,..... England.	William H. Brouse,..... U.C.
*Severe Dorion,..... L.C.	Darby Bergin,..... do
John L. Leprohon,..... L.C.	*Christopher Widmer, Toronto, (Hon.)..... U.C.
Jean G. Bibaud,..... do	James Sampson, Kingston, (Hon.) do
Jean M. Paquin,..... do	*Daniel Arnoldi, Montreal, (Hon.) L.C.
*William Oscar Dunn,..... do	James Douglas, Quebec, (Hon.) do
Charles B. de Boucherville,.... do	A. B. Larocque,..... do
*Andrew F. Holmes, (ad eun.) do	Samuel B. Schmidt,..... do
Geo. W. Campbell, M.A. (ad eun.) do	
Archibald Hall,..... (ad eun.) do	
Stephen C. Sewell,.... (ad eun.) do	
*Michael McCulloch,..... (Hon.) do	
Olivier T. Bruneau,..... (Hon.) do	

\* Deceased.



- \*John Fisher ..... L.C.  
 William Irwin Breslin Asst. Surgeon, 46th Regt. of Line.  
 \*Alexis Pinet, ..... L.C.  
 1848.  
 T. W. Smythe, ..... U.C.  
 Thomas Christie, ..... L.C.  
 Josiah G. Whitcomb, ..... do  
 John W. Hall, ..... do  
 Josiah S. Brigham, ..... do  
 William McGill, ..... U.C.  
 \*John Rolph Lee, ..... do  
 Albert Baker, ..... England  
 Joseph R. Culver, ..... U.C.  
 R. Palmer Howard, ..... L.C.  
 William Wright, ..... do  
 Peter Henderson, ..... do  
 Pierre F. Longpré, ..... do  
 Edward S. L. Painchaud, ..... do  
 André Seguin, ..... do  
 Léonard Lepailleur, ..... do  
 Wolfred Nelson, Montreal, (Hon.) L.C.  
 1849.  
 Jules M. Quesnel, ..... L.C.  
 \*John N. Buxton, ..... do  
 Moïse Sabourin, ..... do  
 Francis Challinor, ..... England  
 Thomas McGrath, ..... L.C.  
 \*Israel P. Marr, ..... U.C.  
 George C. Wood, ..... Ireland  
 Eneas McDonnell, ..... U.C.  
 William Odell, Surgeon, 19th Regiment of the Line.  
 1850.  
 Duncan C. McCallum, ..... L.C.  
 Amos S. Bristol, ..... U.C.  
 George W. Sanderson, ..... do  
 John A. Nelles, ..... do  
 Jonathan M. Vannorman, ..... do  
 \*Enoch P. Dorland, ..... do  
 Robert M. Wilson, ..... do  
 André Loupret, ..... do  
 Charles Lemoine, ..... do  
 Olivier Raymond, ..... do  
 Josh. Morrin, Québec, (Hon.) L.C.  
 1851.  
 Remi Claude Weilbrenner, ..... L.C.  
 William H. Hingston, ..... do  
 \*Peter O'Carr, ..... U.C.  
 George McMicking, ..... do  
 Robert Walker, ..... do  
 Samuel T. Brooks, ..... L.C.  
 John J. Blacklock, ..... U.C.  
 Onesime Bruneau, ..... L.C.  
 Charles E. Casgrain, ..... do  
 George Leclerc, ..... do  
 John W. Moont, ..... U.C.  
 1852.  
 Robert Thompson, ..... L.C.  
 Richard Weir, ..... U.C.  
 Edward H. Bucke, ..... U.C.  
 Joseph Moore, ..... do  
 Joseph Garvey, ..... do  
 John Easton, ..... do  
 Victor Perrault, ..... L.C.  
 Eric B. Sparham, ..... U.C.  
 George Henry Boulter, ..... do  
 Henry Thomas Ridley, ..... do  
 Burnham G. G. Demorest, ..... do  
 Newton W. Powell, ..... do  
 Allan Ruttan, ..... do  
 Angus McDonnell, ..... L.C.  
 \*Amable Simard, ..... do  
 1853.  
 Henry A. Tuzo, ..... L.C.  
 Benjamin Workman, ..... do  
 Adolphe Bruneau, ..... do  
 \*Stephen Duckett, ..... L.C.  
 Colin Macdonald, ..... U.C.  
 Richard Moore, ..... Ireland  
 John Rae, Hamilton, (Hon.) U.C.  
 \*Walter Henry, Belleville, (Hon.) C.W.  
 1854.  
 \*James Crawford, ..... (ad eun.) L.C.  
 Thomas W. Jones, ..... ( do ) do  
 Augustus M. Corbett, ..... U.C.  
 William H. Corbett, ..... do  
 Robert Craik, ..... L.C.  
 \*Joseph P. Phelan, ..... U.C.  
 James A. Grant, ..... do  
 Thomas Simpson, ..... L.C.  
 \*David M. Rintoul, ..... do  
 Cornelius H. O'Callaghan, ..... Cuba  
 Alfred J. Burns, ..... U.C.  
 Thomas Y. Savage, ..... do  
 Walter McKay, ..... do  
 Herman L. Cook, ..... do  
 Peter Rolph Shaver, ..... do  
 Stephen A. Scott, ..... do  
 1855.  
 Nelson Loverin, ..... U.C.  
 Eliphalet G. Edwards, ..... do  
 John L. Stevenson, ..... do  
 Collier M. Church, ..... L.C.  
 John B. Gibson, ..... do  
 George Pringle, ..... U.C.  
 \*James Paterson, ..... do  
 Charles Ault, ..... do  
 James F. Ault, ..... do  
 Elzear Gauvreau, ..... L.C.  
 1856.  
 W. Justus Jones, ..... U.C.  
 Joseph Alex. Hamel, ..... L.C.  
 Ed. Laberge, ..... do  
 Jos. G. P. Dupuis, ..... do  
 Alex. H. Kolmyer, ..... do  
 Walter J. Henry, ..... do  
 \*A. Kirkpatrick, ..... U.C.  
 James C. Lee, ..... do  
 James McGregor Stevenson, ..... do



\*James Barnston,..... (ad eun.) L.C.  
John Reddie,..... (ad eun.) do  
1857.

Alex. D. Stevens,..... L.C.  
Levi R. Church,..... do  
A. C. E. Picault,..... do  
Henry Shoebottom,..... do  
Robert Howden,..... do  
David T. Robertson,..... do  
William Wilson,..... do  
Etienne R. R. Riel,..... U.C.  
John Allen,..... L.C.  
R. Whiteford,..... do  
R. N. Shaver,..... U.C.  
John McMillan,..... do  
Andrew A. Boylan,..... do  
Gordon J. Emery,..... do

1858.

\*James Kerr,..... U.C.  
T. F. English,..... do  
Jas. McGarry,..... L.C.  
Wm. Harkin,..... L.C.  
George Pattee,..... L.C.  
L. T. Robitaille,..... do  
Wm. H. Taylor,..... do  
C. W. E. Glenn,..... do  
James S. Duncan,..... do  
Alex. Peter Reid,..... U.C.  
W. C. Thurlow Cunynghame, L.C.

1859.

Patrick O'Leary,..... L.C.  
John Rambaut, Surgeon, Canadian Rifles,.....  
William A. Duckett,..... L.C.  
Edward W. Smith,..... do  
Philippe Giroux,..... do  
E. Gilbert Provost,..... L.C.  
Stephen Wright,..... do  
Linus O. Thayer,..... do  
Edwards T. Roberts,..... do  
William M. H. King,..... L.C.  
James Joseph O'Dea,..... U.C.  
Andrew W. Hamilton,..... do  
James McIntosh,..... do  
James Stephenson,..... do  
\*Thomas Keeler,..... do  
Samuel A. Carter,..... do  
Irvine Bogart,..... do  
Robert W. W. Carroll,..... do  
William Ramsey,..... do

Walker H. Marr,..... U.C.  
George W. Hurlburt,..... do  
Samuel S. Macklem,..... do

1860

Henry Warren,..... C. W.  
Alexander Ault,..... C. W.  
Adolphe Robillard,..... C. W.  
David Woods, L. R. C. S. I, Staff Surgeon,..... C. E.  
Louis G. Turgeon,..... do  
John Erskine,..... do  
Gustave Chevalier,..... do  
William P. O. Whitwell,..... do  
Henri Adolphe Mignault,..... do  
Alexander McLean,..... æP.E.I.  
Arthur Courthope, Poussette,..... C. W.  
Edwin Augustus Hulbert,..... C.E.  
John Wallwork Pickup,..... do  
William Edward Bowman,..... do  
Robert Wilkins Burnham,..... C.W.  
George Loyd McKelcan,..... do  
Louis Robitaille,..... C.E.  
Louis J. A. McMillan,..... do  
Israel Wood Powell,..... C.W.  
Francis Wayland Campbell,..... C.E.  
Henry Thomas Tait,..... do  
Charles H. Donnelly,..... C.W.  
Louis Duhamel,..... do

1861.

John Rolph Malcolm,..... C.W.  
Herbert H. Read,..... N.S.  
David L. Philip,..... C.W.  
Arthur Lyon,..... do  
Jacob E. Browne,..... do  
Henry Ussher,..... do  
Napoleon Leclair,..... do  
Fred Dunbar Sutherland,..... C.E.  
Peter McLaren,..... C.W.  
James Gun,..... do  
Rufus Frederick Hamilton,..... C.E.  
Donald McGillivray,..... C.W.  
Joseph M. Drake,..... C.E.  
Vincelas G. B. Chagnon,..... do  
Heriot Lindsay,..... C.W.  
George W. Powers,..... C.E.  
George E. Gascoyne, Staff Asst. Surgeon,..... C.E.  
Horace Nelson,..... C.E.  
Duncan McGregor,..... C.W.  
Charles Battersby,..... C.W.

## MASTERS OF ARTS.

Alex. Morris, B.A., B.C.L.,..... 1852  
Rev. John Butler,..... (Hon.) do  
Rev. Charles Bancroft, (ad eun.) 1855  
Henry Aspinwall Howe, (Hon.) do  
Thomas A. Gibson,..... (do) 1856  
George D. Gibb, M.D.,..... (do) do  
Brown Chamberlain, B. C. L. (ad eun.)..... 1857  
David Rodger,..... (Hon.) 1857  
John H. Graham,..... (do) 1859  
William M. Bowman,..... (do) do  
Edwin, Gould, B.A.,..... 1860  
Robert A. Leach, B.A., B.C.L.,..... do  
Rev. John Kennedy, B.A.,..... do  
Dunbar Browne, B.A., B.C.L.,..... 1861  
John Thorburn,..... (Hon.) do



## BACHELORS OF CIVIL LAW.

Christopher C. Abbott,.....	1850	Robert A. Leach, B.A.,.....	1859
Alexander Morris,.....	do	John L. Morris,.....	do
William B. Lambe,.....	do	Telesphore Larose,.....	do
Brown Chamberlin,.....	do	John Robert McLaren,.....	do
Romeo H. Stephens,.....	do	Desiré Girouard,.....	1860
Alexander Molson,.....	1851	Thomas Joseph Walsh,.....	do
Frank H. Badgley,.....	1852	John Dunlop,.....	do
John J. C. Abbott,.....	1854	James Ponsonby Sexton,.....	do
Peter Aylen, B.A.,.....	do	Henry Carden,.....	do
Edward J. Hemming,.....	1855	Mederic Lanctot,.....	do
John G. Barnston,.....	1856	John A. Perkins,.....	do
William F. Gairdiner,.....	do	Reginald J. Plimsoll, B.A.,.....	1861
R. G. Laflamme,.....(Hon.)	do	Jean L. B. Desrochers,.....	do
P. R. Lafrenaye,.....(do)	do	Charles A. Rochon,.....	do
H. L. Snowden,.....	do	Frederick MacKenzie,.....	do
Frederick W. Torrance, M. A.		Louis Armstrong,.....	do
(Hon.).....	do	Gonsalve Doutre,.....	do
Dunbar Browne, B.A.,.....	1858	Adolphe P. Ouiment,.....	do
Isai Jodoin,.....	do	Philippe Vandal,.....	do
J. G. Daly,.....	do	John Aylen,.....	do
Pierre Doutre,.....	do	Netterville H. Driscoll,.....	do
Zephirin Gauthier,.....	1859	David S. Leach,.....	do
Damase F. J. Ricard,.....	do	Alexis L. Desaulniers,.....	do
Chas. Ambroise Pariseault,.....	do	† Thomas D'Arcy McGee,.....	do
Edson, Kemp, B. A.,.....	do		

## BACHELORS OF ARTS.

Alexander Morris,.....	1849	John A. Perkins,.....	1858
Peter Aylen,.....	1850	James Kirby,.....	1859
Rev. Charles B. Pettit,.....	do	James L. Mason,.....	do
Charles E. Bockus,.....	1852	Corydon J. Mattice,.....	do
Charles W. Phillips,.....	do	William Morris,.....	do
George T. Stethem,.....	do	Edson, Kemp,.....	do
Thomas Browne,.....	1853	William E. Bullock,.....	1860
Edwin Gould,.....	1856	John Redpath Dougall,.....	do
John R. McLaren,.....	do	Duncan Dougall,.....	do
Dunbar Browne,.....	do	Thomas Walker,.....	do
*Philip G. Kershaw,.....	1857	Joseph Greene,.....	1861
Alexander Barnston,.....	do	William McKay Wright,.....	do
George D. Redpath,.....	do	John Boyd,.....	do
Robert W. Ferrier,.....	do	John S. Ferguson,.....	do
Robert A. Leach,.....	do	Frederick Gore,.....	do
Harry McLaren,.....	1858	Caleb S. De Witt,.....	do
Reginald J. Plimsoll,.....	do	† William Hall,.....	do

## GRADUATES IN CIVIL ENGINEERING.

Oliver Gooding,.....	1858	Charles H. Kirby,.....	do
Christopher McLennan,.....	1859	Joseph Savage,.....	do
Alexander Barnston, B.A.,.....	do	Arthur Ross,.....	do
Robert Crawford,.....	do	Robert Bell,.....	1861
Thomas Walker,.....	1860	Joseph Doupe,.....	do
George H. Frost,.....	do		

† Degree granted but not yet conferred.



# HIGH SCHOOL DEPARTMENT

OF

## M<sup>c</sup>GILL COLLEGE,

1861-62.

<i>Rector.</i> —	Prof. H. ASPINWALL HOWE, M. A.
<i>Classical and</i>	{ T. A. GIBSON, M. A.
<i>Senior English</i>	
<i>Masters.</i>	J. MARTLAND, B. A.
<i>Mathematical Master.</i> —	D. RODGER, M. A.
<i>Junior English and</i>	{ J. KEMP.
<i>Writing Masters.</i>	
<i>French Master.</i> —Prof.	P. J. DAREY, M. A.
<i>German Master.</i> —Prof.	C. F. A. MARKGRAF.
<i>Elocution Master.</i> —	J. ANDREW.
<i>Drawing Master.</i> —	J. DUNCAN.
<i>Music Master.</i> —	J. FOLLENUS.
<i>Book-Keeping.</i> —	A. GRANT.
<i>Drilling and Fencing.</i> —	C. R. DEARNLEY.

This School offers the higher kind of instruction and the mental training which together constitute the foundation of what is called a *Liberal Education*. As a Department of the University, it offers a thorough preparation for the College course.

The complete Course of study, of which a Programme is subjoined, extends over a period of six or seven years, but Pupils are admitted for any portion of that time.

The Session, which is divided into four equal Terms, commences on the 1st September, and with the exception of a week at Christmas and three days at Easter, continues to the 1st July.

The full School hours are from Nine to half-past Twelve, a.m., and from Two to Four, p.m. every day in the week except Saturday, but the time for the younger boys is shorter by an hour or more each day.

The school is divided into seven Forms. The Junior of these is a Lower School in which young boys receive the preparatory training necessary to fit them for the commencement of the regular Curriculum.

For admission into this Form, it is required that the Pupil shall have attained the age of seven years, and be able to read moderately well. If more advanced, however, he will be examined and classed according to his proficiency. Regular early training, is of so great



importance, that the entrance of a pupil should not be delayed beyond the age of nine. The best time for entrance is at the very commencement of the Session, when, owing to the promotions that occur, the classes are remodelled for the year.

The First, Second, and Third Forms, next above the Preparatory, constitute the Middle School. The pupils of these Forms are not allowed any option in their studies but must take all the course of instruction prescribed for them. The Fourth, Fifth and Sixth Forms compose the Upper School. The Pupils of these are divided into two "Sides." The "Classical Side" is adapted for those boys, who for any reason desire a more extended and accurate knowledge of the Ancient Languages. The "Commercial Side" is intended for those who are to enter upon mercantile pursuits where high classical attainments may be dispensed with. When a Pupil has reached the Fourth Form, his Parent or Guardian may select either of these sides for him, but the choice having been made, the Pupil must pursue all the course of instruction appointed for the side to which he belongs.

*Latin and Greek* are made the basis of the Language Division of the course, because they are the best means of training boys into a sound knowledge of general Grammar, and facilitating the acquisition of the modern languages; they are taught also with reference to the learned professions, for which a knowledge of them is required. The time, however, devoted to the Ancient Languages is not excessive, being limited to two hours daily, and leaving ample time for the modern branches of Education.

A sound knowledge and correct writing of *English* is regarded as of paramount importance, and the study of Latin and Greek is to a great extent made subservient to it.

In connection with this branch regular lessons in Elocution are given throughout the school by a well qualified Teacher of the Art.

The *French* and *German* languages form a part of the ordinary course. Much attention is given to the former, because it is one of the colloquial languages of the country.

*Mathematics* have an hour daily assigned to them as soon as the faculties of the Pupil are sufficiently developed to cope with the difficulties of the subject. The study of them serves to strengthen and discipline the reason; a knowledge of them is indispensable in the Engineering Profession and in the Mechanical Arts; and the pursuit of them affords a very high and pure pleasure to the active and inquiring mind.

In teaching *History* and *Geography*, the aim will be to impart correct general views of these subjects with a particular knowledge of those countries which most nearly concern us. By judicious illustrations something more is made of them than a dry catalogue of facts and names. The senior Pupils can, by the payment of a tri-



fling fee, attend the University lectures on *Physical Geography* and *Geology*.

The elements of *Natural Philosophy* form part of the course of the senior Form. This subject has been selected from the Natural Sciences, because it is properly the first in order, if not the most important of them. The senior Pupils can however, attend the University Lectures on *Zoology* and *Botany*.

The other subjects of a school course,—*Arithmetic*, *Writing*, *Book-keeping*—so indispensable in a commercial community, have their full share of time and attention, and are not neglected for the study of Latin and Greek.

In the *Religious Instruction* which is part of the course, there is nothing of a sectarian character; the truths of the Christian religion and the principles of morality which flow out of it, are made the subject of regular teaching, and are impressed upon the Pupils whenever occasion requires or opportunity offers.

*Linear Drawing* and *Vocal Music*, formerly voluntary subjects, are now included in the regular course without additional charge.

*Drilling* and *Fencing*, are well taught on moderate terms by an ex-Sergeant of the Life Guards.

The manner in which the Pupil's time is divided among these different branches of education is exhibited in a Time-table, of which printed copies are furnished both to the Pupil and his Parent, together with a list of the Text-books used in the school.

A weekly Report is sent to the Parent or Guardian of any Pupil who has been absent, negligent of any study, or incorrect in his conduct. A monthly Report is made of the progress, attendance and conduct of every Pupil, and a Quarterly Report of the same, shewing further his rank in his Form for each study.

At the end of each Term, Class Examinations are held, both Written and Oral, and at the close of the Session a Public Examination takes place, followed by a Distribution of Prizes and Award of Honours to the deserving, the lists being published.

The Pupils are required to prepare themselves every evening in their work for the ensuing day, as exhibited in the Time-table. As their progress will depend very much upon the diligent performance of this duty, which ought to occupy them from one to two hours, Parents are particularly requested to allow no arrangements to interfere with it. The class-rooms are always open to visitors; and Parents having sons at the School are earnestly invited to frequent intercourse with the Masters, so as to aid them in securing that regularity and industry without which Education is but the stone of Sisyphus. The classes are visited periodically by a Committee of the Governors.

The School Building is in a healthy and airy situation, and has con-



venient interior arrangements with those modern improvements which secure proper warmth and ventilation-

The Rector, who resides a short distance from the city, has made arrangements to receive a limited number of Pupils of the High School to board with him, and he will devote his time to their improvement.

## COURSE OF STUDY FOR THE SESSION 1861-62.

### PREPARATORY FORM.

*English.*—Reading and Questioning. Spelling. Formation and Derivation of Words. Grammar and Parsing.

*Scripture.*—The Gospel of St. Matthew.

*Geography.*—Outlines of the World.

*Arithmetic.*—The four Simple Rules, with the Multiplication Table.

*Elocution.*—Principles explained, with Readings and Recitations.

*Writing.*

### FIRST FORM.

*Latin.*—The Accidence of the Grammar, with Introductory Exercises in Translation.

*English.*—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing.

*Scripture.*—The Gospel of St. Luke.

*Geography.*—Europe in detail, especially the British Isles.

*History.*—Outlines of the History of England.

*Arithmetic.*—Compound Rules and Reduction, with Tables of Weights and Measures.

*Elocution.*—Principles explained, with Readings and Recitations.

*Writing.*

### SECOND FORM.

*Latin.*—The Grammar as before. Add the Irregulars, &c., and Chief Rules of Syntax. Eutropius and Phædrus. Oral and Written Exercises.

*English.*—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Simple Exercises in the Analysis of Sentences.

*Scripture.*—The Book of Genesis and the Gospel of St. John.

*Geography.*—Revision of Europe. Add America in detail, especially British America.

*History.*—Continuation of England. Add Canada.

*Arithmetic.*—Revision of previous work. Add Practice and Vulgar Fractions of the Simpler kind.

*Elocution.*—Readings and Recitations.

*Writing.*

### THIRD FORM.

*Latin.*—The Grammar as before. Add the Appendix and all the Syntax. Cornelius Nepos and Ovid. Oral and Written Exercises.



*English*.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Exercises in the Analysis of Sentences.

*French*.—The Grammar with Oral and Written Exercises. Reading and Translation.

*Scripture*.—The Book of Exodus and the Gospel of St. Mark.

*Geography*.—Revision of previous work. Add Asia in detail.

*History*.—Outlines of the History of Great Britain and Ireland. Do. of Rome.

*Arithmetic*.—Revision. Continuation of Vulgar Fractions. Add Decimal Fractions. Mental Arithmetic.

*Elocution*.—Readings and Recitations.

*Writing*.

#### FOURTH FORM.

*Latin*.—Revision of the Grammar as before. Add Prosody. Cæsar. Sallust. Virgil. Prose Composition.

*Greek*.—The Accidence of the Grammar, with Introductory Translations, and Oral and Written Exercises.

*English*.—Reading. Critical Examination and Analysis. Etymology. Dictation.

*French*.—The Grammar with Oral and Written Exercises. Dictation. Reading and Translation.

*Scripture*.—Selections from the Historical Books of the Old Testament. The Acts of the Apostles.

*Geography*.—Revision. Add Africa in detail and Scripture Geography.

*History*.—Revision of previous Work. Add History of Greece.

*Arithmetic*.—Revision. Continuation of Decimal Fractions. Add Proportion. Mental Arithmetic.

*Geometry*.—First Book of Euclid's Plane Geometry.

*Elocution*.—Readings and Recitations.

*Writing*.

*Drawing*.

#### FIFTH FORM.

*Latin*.—Revision of the Grammar. Rules for Quantity applied. Cicero. Virgil. Horace. Prose Composition. Classical Antiquities.

*Greek*.—Grammar and Exercises continued. Xenophou. Homer.

*English*.—Reading, &c. as before. Add Composition.

*French*.—Grammar. Oral and Written Exercises. Dictation. Reading and Translation.

*German*.—Grammar. Oral Exercises. Reading and Translation.

*Scripture*.—Scripture History and Geography. The Epistles of St. Paul.

*Geography*.—Revision. Ancient and Modern. Add Physical Geography and Map drawing.

*History*.—Outlines of Universal History with Revision of previous work.

*Arithmetic*.—Revision. Add Interest, per centages, &c. Mental Arithmetic.

*Algebra*.—As far as Quadratic Equations.

*Geometry*.—Six Books of Euclid's Plane Geometry.

*Elocution*.—Readings and Recitations.

*Writing*.

*Drawing*.



## SIXTH FORM.

*Latin*.—Occasional Revision of the Grammar. Livy. Tacitus. Juvenal. Prose Composition. Versification. Classical Antiquities.

*Greek*.—Frequent Revision of the Grammar. Herodotus. Euripides. Prose Composition.

*English*.—Reading, &c. Composition. Essays. History of the Language.

*French*.—As before. Add Composition.

*German*.—As before with Written Exercises.

*Scripture*.—On the method of studying the Scriptures. Evidences of Christianity.

*Geography*.—Ancient and Modern. Political and Physical as before. Map drawing. Use of the Globes.

*History*.—Universal History. Exercises in the form of short Essays.

*Arithmetic*.—The higher parts with Revision of previous work. Mental Arithmetic. Add Logarithms.

*Algebra*.—From Simple Equations.

*Geometry, &c.*—Revision of Plane Geometry. Add Elements of Solid and Spherical Geometry and Plane Trigonometry. Also the Elements of Mensuration.

*Nat. Philosophy*.—The Elements of the Subject.

*Elocution*.—Readings and Recitations.

*Writing*.

*Drawing*.

## JUNIOR COMMERCIAL CLASS.

*Latin*.—Revision of the Grammar, with Easy Exercises. Short lessons of Translation from Cæsar—three times a week.

*English*.—A Special Course of Grammar and Composition in addition to the work with their Form.

*Arithmetic*.—Extra Practice in addition to the work of their Form.

*Writing*.—Extra Practice of Various kinds.

*Book-keeping*.—Theory and Practice by Single and Double Entry.

*Commercial Law*.—Principles explained.

*Other subjects of the Course*.—With their proper Form.

## SENIOR COMMERCIAL CLASS.

*Latin*.—Revision of the Grammar, with Exercises. Short lessons of Translation from Cicero—three times a week.

*English*.—A Special Course of Grammar and Composition in addition to the work with their Form.

*Arithmetic*.—Extra Practice in addition to the work of their Form.

*Writing*.—Extra Practice of various kinds.

*Book-keeping*.—Theory and Practice by Single and Double Entry.

*Commercial Law*.—Principles explained.

*Other Subjects of the Course*.—With their proper Form.



## M'CILL NORMAL SCHOOL,

Affiliated to the University, under the control of the Superintendent of Schools and the Corporation of the University.

Principal and Associate Professor of Natural History and Agriculture  
—J. W. Dawson, LL. D., F.G.S.

Ordinary Professors—William Henry Hicks, Esq.

Sampson Paul Robins, Esq.

Associate Professor of French. Pierre J. Darcy M.A.

Regular instruction in Drawing is given by Mr. James Duncan, in Music by Mr. R. S. Fowler, and in Elocution by Mr. John Andrew.

The institution is intended to give a thorough training to teachers, especially for the Protestant population of Lower Canada. This end is attained by instruction and training in the Normal School itself, and by practice in the Model Schools; and the arrangements are of such a character as to afford the greatest possible facilities to Students from all parts of the Province.

Candidates for admission at the commencement of the Session, will be examined in reading, writing, the elements of grammar, arithmetic, and geography, and will be required to produce certificates of good moral character from the clergymen or ministers of religion under whose charge they have last been, and also testimony that they have attained the age of sixteen years. They will also be required to sign a pledge that they purpose to teach for three years in some public school of Lower Canada.

On complying with these conditions, pupil-teachers will be entitled to free tuition, with the use of text books, and to an allowance not exceeding £9 per annum in aid of their board, should they be successful in obtaining the diploma at the final examination. Under the regulations subjoined, those who reside at a distance of more than ninety miles from the city of Montreal, will also be entitled to a small allowance for travelling expenses, proportionate to the distance.

The course of study in the Normal School will include all the branches of a good English and French education, with special reference to their principles and practical applications, and to the best methods of teaching them. Instruction will also be given in the art of teaching and the management of schools, in history, the elements of geometry and algebra, natural philosophy, chemistry, natural history, agriculture, drawing and music.

In addition to religious instruction of a general Protestant character, by the professors, arrangements will be made for special religious



instruction, by ministers representing the several denominations with which the pupil-teachers may be connected.

No boarding-house is attached to the institution, but every care will be taken to ensure the comfort and good conduct of the pupil-teachers in private boarding-houses to be selected by the Principal. Board can be obtained at from \$9 to \$12 per month.

The building of the Normal School in Belmont Street, is large and commodious, and is provided with every modern appliance in the art of teaching.

At the close of the first year of study, pupil-teachers may apply for examination for diplomas, giving the right to teach in Elementary Schools; and after two years' study, or if found qualified at the close of the first year, they will on examination be entitled to diplomas as teachers of Model Schools. All the preceding regulations and privileges apply to female as well as to male pupil-teachers.

It is also contemplated, that such of the male pupil-teachers as may be distinguished by previous education, ability and industry, shall have the further privilege of entering on the University course as free students, with the view of qualifying themselves for teaching in colleges, academies and other institutions for superior education.

The Session commences on the 1st of September and extends to the 1st July; and with the view of accommodating those who may be unable to enter at the commencement of the session, or whose previous education may enable them to enter at a more advanced period, the course of study is divided into terms as follows:

#### 1. JUNIOR CLASS STUDYING FOR THE ELEMENTARY DIPLOMA.

FIRST TERM, from September 1st to December 20th.

(Entrance Examination as stated above.)

*English*—Grammar and Composition so far as to parse Syntactically, and write correctly a few short descriptive sentences—Text-Books, Bullion's Grammar and Parker's Progressive Lessons; Reading and Spelling, Etymology, Penmanship.

*Geography*—So far as to have a good acquaintance with the Map of the World.

*History*—Outline of Sacred and Ancient History.—History of Canada. Text-Book, White and Roy.

*Arithmetic*—Simple and compound rules, Vulgar and Decimal Fractions, Practice and Proportion, with explanation and demonstration of rules. Text-Book, Sangster's Arithmetic.

*Algebra*—The elementary rules as in the Algebra of Chambers' Educational course.

*Geometry*—First book of Euclid.

*French*—Elements of Grammar, easy reading and translation. Text-Book, Ollendorff.

*Natural History*—Elements of Animal Physiology.

*Drawing*—Elements and simple outlines.

*Music*—Elements of Vocal Music.



## SECOND TERM—January 1st to April 1st.

*(Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the Subjects of the previous Term.)*

*English*—Grammar and Composition, so far as to be able to analyse simple and complex sentences, and to write correctly a short essay on a familiar subject.

*Geography*—So far as a good acquaintance with the physical features and political divisions of the great continents.

*History of England and France.* Ancient History.

*Arithmetic*—Commission, Brokerage, Insurance, Purchase of Stocks, Interest, Exchange. Book-keeping.

*Algebra*—Simple Equations of one and two unknown quantities.

*Geometry*—Second and Third Books of Euclid.

*French*—Grammar continued, including Syntax, Reading, Translation, Oral and Written Exercises.

*Natural History*—Systematic Zoology. Text-book, Patterson's Zoology for Schools.

*Drawing*—Landscape, &c., in pencil.

*Music*—Vocal Music continued.

## THIRD TERM—April 1st to July 1st.

*(Pupils entering at the commencement of this Term, will be expected to pass a satisfactory examination in the subjects of the two previous Terms.)*

*English*—Advanced Lessons in Grammar and Composition.

*Geography and History*—Advanced Lessons, with use of Globes, and recapitulation of previous parts of the course.

*Art of Teaching*—Including Hygiene and Elements of Mental Science.

*Arithmetic*—Conclusion of Commercial Arithmetic, and General Recapitulation.

*Algebra*—Quadratic Equations and Recapitulation.

*Natural Philosophy*—Matter, Motion, and Mechanical Powers.

*French*—Advanced Grammar, Composition, Reading, and Conversation.

*Natural History, Drawing and Music*—Continued as in previous term.

*Religious Instruction* will be given throughout the Session.

## II. SENIOR CLASS STUDYING FOR THE MODEL DIPLOMA.

*(Pupils entering this Class will be expected to pass a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the Session, without any definite division into Terms.)*

*English*—Principles of Grammar and Composition, Style. History of the English language. Lectures on English Literature. Elocution.

*Geography*—Mathematical, with Nautical Problems, Detailed Course of Political and Physical Geography.

*History*—Mediæval and Modern, with especial reference to the History of Literature, Science, and Art, and to Colonization and Commerce.

*Education*—Advanced Course of Lectures on Educational Subjects.

*Mathematics*—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions. Theorem of Undetermined Co-efficients. Binomial and Exponential Theorems. Theory of Equations. 5th and 6th Books of Euclid. Elements of Solid Geometry and Trigonometry.



*Natural Philosophy*—Hydrostatics, Pneumatics, Heat, Optics, and Electricity.

*French*—Advanced Course of French Literature, with Composition and Conversations in French.

*Natural History*—Botany, and Vegetable Physiology.

*Agricultural Chemistry*—Principles and applications to Canadian Agriculture.

*Drawing*—Figures from the Flat and from Models—Elements of Perspective.

*Music*—Instrumental Music, and continuation of Vocal Music.

*Religious Instruction*—Throughout the Session.

*Classics*.—A course of study in Classics, with the view of obtaining the Academy diploma, will be provided for those pupils who may be found fitted to enter upon it.

#### EXTRACTS FROM THE REGULATIONS.

##### *Special Regulations for the admission of Pupil-teachers.*

Article First.—Any person desirous of being admitted as a pupil-teacher, must apply to the Principal of the Normal School, who, on his producing an extract from the Register of Baptisms, or other evidence, showing that he is fully sixteen years of age, with the certificate of character and conduct required by the 16th article of the general Rules and Regulations, approved by His Excellency, the Governor General in Council, on the 22nd December, 1856, shall examine the candidate.

If upon this examination, it is found that the candidate can read and write sufficiently well, knows the rudiments of grammar in his mother tongue,—arithmetic as far as the rule of three inclusively, and has some knowledge of Geography, the Principal shall grant him a certificate.

Article Second.—The candidate having thus obtained the certificate of the Principal, shall then, (in the presence of two witnesses who, with the Principal, shall countersign the same,) sign an application in writing for admission, containing the declaration required by the 23rd general regulation. This shall be forwarded to the Superintendent of schools, together with all the certificates and other documents required, and if the whole be found correct the Superintendent shall cause the name of the candidate to be inscribed in the register, and due notice thereof shall be given to the Principal.

Article Third.—The pupil-teachers shall state the place of their residence and those who cannot reside with their parents, will be permitted to live in boarding-houses, but in such only as shall be specially approved of. No boarding-house having permission to board male pupil-teachers, will be permitted to receive female pupil-teachers as boarders, and *vice versa*.

Article Fourth.—Every pupil-teacher on passing the examinations, will be allowed a sum not exceeding £9, to assist in paying his board.

Article Fifth.—Every pupil residing at a distance of more than ninety miles from the city of Montreal, shall be entitled to receive an allowance for travelling expenses, proportionate to the distance, but not to exceed two pounds ten shillings *per annum*.

Article Sixth.—The total amount of allowances paid to pupil-teachers under the foregoing articles, shall not exceed £333 6s. 8d. currency, yearly,—that being the sum granted for this object; and when the whole of this amount is appropriated, such pupil-teachers as may apply for admission shall not be entitled to any portion thereof, until vacancies shall occur.

##### *Special Regulations for Government and Discipline.*

Article First.—Pupil-teachers guilty of drunkenness, of frequenting taverns, or entering disorderly houses or gambling houses, of keeping company with



disorderly persons, or of committing any act of immorality or insubordination, shall be expelled.

Article Second.—There shall be no intercourse between the male and female pupil-teachers while in the school, or when going to, or returning from it. Teachers of one sex are strictly prohibited from visiting those of the other.

Article Third.—They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

Article Fourth.—They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

Article Fifth.—Proprietors of boarding-houses authorised by the Principal, shall report to him any infraction of the rules, with which they may become acquainted.

Article Sixth.—The Professors shall have the power of excluding from the lectures for a time, any student who may be inattentive to his studies or guilty of any minor infraction of the regulations.

Article Seventh.—Pupil-teachers shall be required to state, with what religious denomination they are connected, and lists of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with a request that he will meet weekly with that portion of the pupil-teachers, or otherwise provide for their religious instruction.

Every Thursday afternoon, after four o'clock, will be assigned for this purpose.

Article Eighth.—In addition to punctual attendance at the weekly religious instruction, each student will be required to attend public worship at his own church, at least every Sunday.

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Any additional information that may be desired may be obtained on application to the Principal, or to either of the Professors.

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#### MODEL SCHOOL OF M'GILL NORMAL SCHOOL.

Teacher of Boys' School—Mr. James McGregor.

“ Girls' School—Miss Mary McCracken.

These schools can accommodate about 300 pupils, are supplied with the best furniture and apparatus, and conducted on the most modern methods of teaching. They receive pupils from the age of six and upwards, and give a thorough English education. Fee, Senior Class, 1s. 3d. per week; Intermediate, 1s.; Junior, 9d.; payable weekly.



PROCEEDINGS  
AT  
THE INAUGURATION  
OF THE  
WILLIAM MOLSON HALL  
OF  
MCGILL UNIVERSITY,

BY  
HIS EXCELLENCY THE RIGHT HON. VISCOUNT MONCK,  
*Governor General of British North America, &c.,*

ON FRIDAY AFTERNOON, OCTOBER 10, 1862.



MONTREAL:

PRINTED BY M. LONGMOORE & CO., GAZETTE STEAM PRESS, 36 GREAT ST. JAMES STREET.

1862.







THE INAUGURATION  
OF THE  
WILLIAM MOLSON HALL  
OF THE  
MCGILL UNIVERSITY.

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In accordance with the arrangements previously made by a Committee of the Corporation of the McGill University, the Convocation assembled in the Library of the University on Friday, 10th October, 1862, at 3 P. M., for the purpose of receiving His Excellency the Governor General. On the arrival of His Excellency, the members of Convocation present were severally introduced by the President of the University, the Honorable Charles D. DAY. After which His Excellency and Suite, accompanied by the Convocation, proceeded to the Convocation Hall, in which a large number of spectators and the students of the College were already assembled.

There were present on the occasion: His Excel-



lency the Right Honorable Viscount Monck, Governor General of British North America, &c., &c., Visitor of the University, attended by Dennis Godley, Esq., Governor General's Secretary; Sir W. Fenwick Williams; the Honorable Col. Rollo; Captain De Winton; the Honorable P. J. O. Chauveau, LL.D., &c., Superintendent of Education; the Honorable A. A. Dorion; Honorable L. H. Holton, M.L.C.; and the following Members of the Convocation and Officers of the University: the Honorable Charles Dewey Day, LL.D., President; the Honorable James Ferrier, M.L.C.; Thomas Brown Anderson, Esq.; David Davidson, Esq.; Benjamin Holmes, Esq.; Andrew Robertson, M.A.; William Molson, Esq.; Alexander Morris, M.A., D.C.L., M.P.P.; the Honorable John Rose, M.P.P.; John William Dawson, LL.D., F.R.S., &c., Principal of the University; Reverend Canon Leach, D.C.L., LL.D., Vice-Principal and Dean of the Faculty of Arts; Henry Aspinwall Howe, M. A., Rector of the High School; T. Walter Jones, M.D.; George W. Campbell, M.A., M.D., Dean of the Faculty of Medicine; J. Graham, M. A., Principal of St. Francis College; William Fraser, M. D., Professor of the Institutes of Medicine; William Sutherland, M.D., Professor of Chemistry; William E. Scott, M. D., Professor of Anatomy; Robert P. Howard, M. D., Professor of the Theory and Practice of Medicine; Frederick W. Torrance, M. A., B. C. L., Professor of Civil Law; P. R. Lafrenaye, B. C. L.,



Professor of Jurisprudence and Legal Bibliography ; R. G. Laflamme, B.C.L., Professor of Customary Law and Law of Real Estate ; Charles Smallwood, M.D., LL.D., Professor of Meteorology ; Charles F. A. Markgraf, Professor of German Language and Literature ; D. C. McCallum, M.D., Professor of Clinical Medicine and Medical Jurisprudence ; Alexander Johnson, LL.D., Professor of Mathematics and Natural Philosophy ; Reverend George Cornish, B.A., Professor of Classical Literature ; Pierre J. Darey, M.A., Professor of French Language and Literature ; Robert Craik, M.D., Professor of Clinical Surgery ; T. A. Gibson, M.A., Classical and Senior English Master of High School ; John Johnson, B.A., Classical and Senior English Master of High School ; William Craig Baynes, B.A., Secretary and Registrar ; W. H. Hingston, M.D. ; Romeo H. Stephens, B. C. L. ; David S. Leach, B.C.L. ; Robt. A. Leach, M.A., B.C.L. ; Melbourne Tait, B.C.L. ; John Redpath Dougall, B.A. ; Duncan Dougall, B.A. ; Wm. McKay Wright, B.A. ; Robert W. Ferrier, M.A. ; James Kirby, M.A., B.C.L. ; Caleb J. DeWitt, B.A. ; Charles G. B. Drummond, B.A. ; Francis Gilman, B. A. ; Joseph Savage, G.C.E., with many other Graduates of the University.

After the meeting had been opened with prayer by the Rev. Canon LEACH, D.C.L.,

The Honorable C. D. DAY rose and called upon Mr. BAYNES, the Secretary, to read the following letter :—



" MONTREAL, 10th October, 1862.

" *To the Royal Institution for the Advancement of Learning :  
" Governors of McGill College :*

" GENTLEMEN :

" Eighteen months ago, I announced to you my intention of completing the original design of the McGill College Buildings, by erecting the Western Wing and Corridors ; and I am thankful to God, who has spared me to see the work finished, and to afford me the satisfaction this day of handing them over to you as Guardians of the College Property.

" I have only to express my most sincere desire that, with the extended accommodation, there may be, on the part of the University, increased usefulness,—a desire in which, I am persuaded, you, as my colleagues, cordially unite.

" I remain,

" Gentlemen,

" Yours most sincerely,

" WILLIAM MOLSON."

The PRESIDENT (Hon. C. D. DAY) said :—

" *My Lord, Ladies and Gentlemen,—*

" The letter which has just been read indicates at once the object for which we have assembled our friends here to-day. It is to aid in the observance of a time-honored custom, in the public and solemn dedication of this Hall to the important purposes for which it has been erected. It is an epoch in the history of this University ; and those of our friends who have been with us from the beginning, and who know something of the difficulties and anxieties through which it has struggled steadily on, will pardon, if they do not share the feeling of deep interest which the occasion excites in our minds.

" We desire to express our respectful welcome to the noble Visitor of this University, the Representative of our Queen, who honors us by his presence



Royal Institution existed, and granting authority to sell such portion of the real estate bequeathed by Mr. MCGILL as the Governors might deem advisable. By the sale of lands under the sanction of that law, the income of the University has been from time to time augmented until it has now reached the sum of about \$7000. Application was also made to the Legislature, before the adoption of the present system for the distribution of the fund in support of education, and pecuniary aid was granted,—but in sums less than the Governors were reasonably entitled to expect, and altogether inadequate to place the University on the footing which it ought to occupy.

“In consequence of the want of substantial support from the Government, which the Governors had relied upon in accepting their charge, it now became evident that they must either so contract the operations of the University as to render it of little value, or obtain assistance from other sources. An appeal was consequently made, in December of the year 1856, to the Protestant population of Montreal, and was met, as such appeals always have been by its leading citizens, in a spirit of ready and unrestrained generosity. An Endowment Fund, amounting to £15,000, was subscribed by a number of gentlemen, not exceeding fifty. Of this sum £5000 were given by the Messrs. MOLSON (the three brothers) for founding a Chair of English Literature, the remainder was made up in sums varying from £500 to £150. It will be gratifying to the subscribers of the fund to know that their help, both in money and moral support, came at a time of great need, and has been of incalculable benefit. Their names will stand upon



the Records of this Institution so long as it endures.

“It would be tedious and unprofitable to follow in detail the difficulties and embarrassments which have been encountered in the progress of the University, and the efforts made to surmount them. The last formal application to the Legislature was made in 1858. The applicants asked for a sum of money large enough to free the University from debt; and also for a permanent endowment sufficient for its maintenance upon an extended scale of usefulness. The application was based upon grounds formally set forth in the Petition, from which, with the permission of Your Excellency and the audience, I will now read an extract:—

“First:—The late Mr. MCGILL undoubtedly made his bequest under the expectation and implied promise that a further and sufficient endowment would be made by the Provincial Government.

“His endowment was long anterior to the establishment of any Protestant College in the Province, and still is the only one made in it for that purpose. Since that time hundreds of thousands of pounds have been bestowed by annual grants on other Educational Institutions in Lower Canada; while, in Upper Canada, several Universities have been founded, all of them participating more or less in the grants of public moneys; one of them, the University of Toronto, enjoys an endowment of 226,201 acres of land conferred by Royal grant in 1828, from which a sum exceeding £293,883 has been already derived, and, in addition to this, it received during many years for the College connected with it a grant of £1,111 annually; Upper Canada College, established in 1832, was endowed by various grants between that year and the year 1835, with 63,805 acres of land, which has yielded £55,434, and has also received an annual grant of £1000, which still continues. Yet no permanent provision whatever has ever been made for McGill College, and all the moneys received by it from public sources (of which the first was in 1854) do not together amount to one-fourth part of the annual revenues of the University of Toronto, or to one-tenth of the value of Mr. MCGILL's bequest.

“The largeness of that bequest, and the munificence with which the



fund has lately been increased in the sum of £15,000 by subscription in the City of Montreal, coupled with the character of the University, justify the claim that a corresponding spirit should be manifested by the Legislature, and that after so much has been done by private beneficence, the work may be completed by granting the relief sought, and providing a permanent public endowment.

“Second:—The University of McGill College is the only one in Lower Canada which is non-sectarian. As such it possesses the confidence of the Protestant community of every religious denomination.

“Third:—The University is not a mere Private Institution founded by individual benevolence, but is Public and Provincial in its character. It is prepared to confer degrees not only upon the students of its own College, but under just and salutary rules, upon those of any others which may be established in the Province,—thus rendering it unnecessary, as without doubt it is inexpedient, to multiply the number of Educational Institutions possessing that power.

“The Governing Body is appointed by the Crown and is removable at pleasure. His Excellency the Governor General is its Visitor.

“A large number of Scholarships in the Faculty of Arts are at the disposal of His Excellency, and he has the presentation to thirty Scholarships in the High School Department.

“Fourth:—This Provincial character of the University, and the prosperity and influence which it has attained, mark it out as the great centre and support of the higher Protestant Education in Lower Canada. As such, the establishment and management of the Normal School has been confided to it with the approbation of the whole community, and the confidence has been justified by a complete success.

“The importance and claims for support of such a Central Institution, great as they now are, will be augmented by the increase of population, wealth and intelligence, bringing with them an appreciation of the value of learning and a demand for the means of its general cultivation. The University of McGill College ought not then to be confounded with the ordinary Schools and other Educational Establishments, sectarian and non-sectarian, which abound in Lower Canada. It stands alone in its character and objects, and requires from the Government, a direct and special support adequate to its importance and its wants. To place it, in the distribution of Legislative aid, upon the same footing with those minor establishments which share in the fund placed in the hands of the Superintendent of Education, is an error and an injustice, not only to



the University itself but to the whole Protestant community of Lower Canada.'”

“The Petition was without result, in so far as the great end sought by it is concerned. I must, however, not be guilty of ungrateful forgetfulness of the cordial and active interest which was manifested by more than one of the gentlemen who then formed the Provincial Administration. Much was done by them toward the temporary relief of the University, and in its name I would return the thanks to which they are justly entitled. Nevertheless, the paramount object of a permanent public endowment was not accomplished, and remains still unattained.

“I have placed in brief review the various acts of beneficence by which this University has been established and hitherto sustained. I now arrive at the last one which it is my pleasing duty gratefully to acknowledge. I mean the completion of the College buildings by Mr. WILLIAM MOLSON. I approach the subject of this munificent gift with some diffidence, lest in the sincere expression of the sentiments which it naturally excites, I may be betrayed into a warmth and earnestness of language displeasing to the giver, and which in his presence good taste and delicacy forbid. I shall, therefore, content myself with little more than a simple narration of the manner in which this important benefaction was tendered and carried out by him.

“The inconvenience and difficulties arising from the want of room for carrying on the business of the University, were not unfrequently a subject of conversation among the Governors, of whom Mr. MOLSON is one of the most zealous and useful, and



regrets were often expressed that no means were available for adding to the College buildings. Mr. MOLSON said little, for he belongs to a class of men who love better the eloquence of action than of words; but at one of the meetings he quietly announced, to the joyful surprise of his colleagues, his intention of building the new wing in which we are now assembled, and forthwith set about the work. Having begun a good thing he is not at all the sort of person likely to stop half way, and he soon determined to build not only the wing but also the connecting corridors, and thus complete the range of buildings according to the original plan. And here I must whisper a secret, to the ladies only. I have my suspicion that there was a lady in this case; and we have it from 'our special correspondent,' as the editors say, that Mr. MOLSON did what I have no doubt all sensible men do, consulted his wife. She, of course, advised the right thing, and he, as husbands (to their shame be it said) are not always wise enough to do, followed her counsel. This is told in confidence, and not to be repeated to any body but the newspaper reporters. I am glad this was so, for sentiments of respect and gratitude arise so spontaneously and rest so gracefully when the gentler sex is their object, that men should rejoice in every opportunity of thus bestowing them. Well, the work was finished, the wing containing this spacious Convocation Hall, and the Library with its convenient and handsome fittings, and the corridors containing a Museum and a Chemical Laboratory. The whole has been executed at an expense and with a liberality of spirit, which, it is no idle or unnecessary compli-



ment to say, distinguish the donor as one of the very foremost benefactors of the country, and entitle him to the respect and gratitude of all who know how to honor a large-hearted generosity judiciously directed by a sound common sense. I say judiciously directed by a sound common sense—for I hold that no wiser use can be made of surplus wealth than the appropriation of it to building up institutions of education and learning. It is not unfrequently said by keen-witted and shrewd men of business, that educational establishments should be self-supporting,—that, like any other object of demand and supply, when a want of the article is felt, it will be sought and paid for. But this is a great and dangerous error. Universities, from the very nature of the interests they have to deal with, can rarely be self-supporting. I doubt whether any instances can be found in which they are so.

“As an almost universal rule, the promoters of the higher education, particularly in a new country, must place themselves in advance of the community in which they live. The first step is to create an appreciation of the value of scholastic training, and to arouse a desire for it,—for the less there is of education among a people, the less is their anxiety to increase it,—and all initiative steps in this direction have to struggle with the indifference or hostility of those who can see in learning no value which is not reducible to a money standard. It is the few only who recognize, in this apathy of ignorance, the strongest motive for persevering efforts in the establishment of means for removing it, and for creating an intelligent appreciation of the true nature



of knowledge. Whether, then, a College be self-supporting is entirely a secondary consideration. The important question is whether it is training up youth to a higher measure of intelligence and consequent usefulness than has been hitherto attained,—whether it is raising the general standard of knowledge in society,—and thus, within its sphere, helping to humanize and civilize it. To secure these objects the public purse, as well as that of private wealth, ought to be freely opened.

“There is another mischievous error in relation to the importance of Universities. The amount of popular knowledge now diffused throughout all classes, is apt to make us feel that the labors of science and the toilsome studies of the professional scholar, are less necessary than they formerly were—that in our enlightened generation there is so much more learning abroad than in the days of our forefathers, that we no longer require the same painful and costly pursuit and accumulation of abstract knowledge. A moment’s reflection will show how false this notion is. The popular knowledge of which we boast may cover a broad surface, but it sinks no deeper than the surface. It may be very general, but it is certainly very superficial. It is to true learning but little more than shadow is to substance,—perpetuating nothing,—producing nothing. It is a mere parcelling out of the treasures provided by the genius and labors of other men. A little learning may not be a dangerous thing in the individual; but a little learning in a nation, with no provision for its increase, will soon be exchanged for no learning at all,—it will dwindle into hopeless ignorance.



“There must be somewhere deep fountains, Pierian springs, from which the living generation may draw and still leave to the generations to come a perennial supply. This supply is secured by Universities. They are at once the laboratories of thought and knowledge, and the storehouses of its treasures, as they are slowly gathered in the unfoldings of successive ages,—and although many of the acquisitions in abstract knowledge seem at first and for long periods to have no practical or perceptible value, yet as the years glide on, and the secrets of nature are more fully revealed and better understood, these supposed useless conquests of science and philosophy one after another become the bases of wonderful inventions and noble institutions, which minister sometimes to the convenience and luxury, and sometimes to the higher welfare and social progress of the world. In estimating then the value of Universities, they are to be considered not merely as a means for the education of youth, but of the whole people, and as agencies in producing the more refined and excellent elements of a true civilization. What could supply in England or in the great nations of Europe the want of their venerable seminaries of learning, shedding abroad from age to age their golden fruits, the luxuriant growth from the small beginnings of a generation which lived a thousand years ago? But most especially in this new country do we need those mighty instruments of mental and moral culture. We need them for our statesmen and legislators, we need them for our judges, for our professional men, our merchants; we need them in short as universal educators for every class of our people. In an



immature condition of society, where all are engaged in the struggle, first for the means of subsistence and then for the acquisition of wealth, the tendencies are to lose sight of the higher ends of life. The first use to which surplus wealth is naturally applied by the nation, is to great physical improvements, canals, harbors, railroads, and other enterprizes for multiplied accumulation,—and by individuals, to an increase of comfort and luxurious indulgence. This may be well enough within a certain limit; but material prosperity and the sensuous enjoyment of life, unattended by the restraining influences which the careful culture of man's higher powers affords, have a downward proclivity, and sooner or later lead society back to barbarism. As a great, the greatest instrument, after Christianity, for counteracting such a tendency, we must look to institutions of learning, with their assemblages of studious and thoughtful men. Apart from the proper business of these as instructors, such a body of men surround themselves with a moral power which reaches far and wide, and inoculates the population not only with respect for their pursuits, but also with a desire to raise themselves or to see their children raised to a better level.

“The man who rests his whole importance upon the thousands he has heaped and holds together, is put in the balance with the man of science and literature, who is content with his mental riches and his three or four or five hundred a year; and the old understand, and the young are taught, that men's material prosperity is not civilization; and more, the intelligent man of wealth learns silently to recognize that his riches are made incomparably more valu-



able by being used in the promotion of objects which benefit his race.

"I ought not to detain you longer, but I beg your patience, for I have a little more to say. The completion of this edifice marks the reality and solidity of the progress of the University. It will remain a standing record of such progress, and a memorial of the man to whose wise liberality it is due. It is, moreover, a most encouraging evidence of the impossibility of foreseeing how far the genial influence of one act of beneficence may extend. Mr. MCGILL'S bequest has been the foundation upon which, in various ways, has been built up an Institution second to none in the Province for the numbers it educates and the aid it affords to the growing intelligence of a large portion of the population. Alone, that bequest, munificent as it was, was inadequate to such a result. But it has awakened the zeal and stimulated the efforts of others, and produced a kindred generosity which has shown itself in the unstinted contributions already noticed, and in the noble gift which we are this day acknowledging. But these are not all the fruits which lie in the germ of that one generous act. This University is but entering upon its career. Its work must grow into a higher and wider scope of usefulness,—and its wants must grow with its work. One meets us now. Here is the Library Hall, complete in its appointments,—but where is the Library? In the experience of the past let us find hope for the future: these empty shelves must be filled, but how is it to be done?—by another combined movement of our citizens generally,—or, better still, by the gift of



some one among us, who, comprehending the true use and luxury of wealth, will take to himself the privilege of providing for this urgent want, and thus ally his name inseparably with the cause of education? The names are not rare in the Old World or the New which have thus embalmed themselves in perpetual and grateful remembrance,—and as years grow into decades, and decades swell into centuries, an increasing reverence will gather also around the names of our early benefactors, thus interwoven in the history of the country, and in that best portion of it,—the history of its progress in knowledge and virtue,—the history of the philanthropy and public spirit of its sons. However true it may be that in the pursuit of riches the better manhood is too often dwarfed and the higher qualities dwindle and perish in the grasp of a concentrated and abiding desire to gather gold, it is equally true that if wealth be contemplated in its better aspect, the pursuit of it may become a dignified employment, worthy of the best and most gifted natures. It is the pursuit of a power of beneficence upon a scale far broader than can be covered by the efforts of mere personal exertion,—a power mighty for all great social ends, political, scientific, philanthropic, religious. It creates and governs influences which move and pulsate throughout the whole frame of society, and help to make men freer, wiser, happier, and better. It is a multiplication in an almost infinite degree of the power of doing good. Who does not long for such a power of leaving his footprints upon the sacred track of human progress, of building all along the pathway of his life noble and enduring monuments that he



has not lived in vain? But there is a consideration above all this,—the consideration of duty. Every one of us owes something,—owes all he can bestow of talent, industry, money, in sustaining the world in the position it has reached, and in aiding it to yet higher attainments. To this great structure of knowledge and moral culture which we call civilization every child of humanity is bound by sacred obligation to contribute. Its mission and end have been to transmute the brutal naked savage into the educated, polite, Christian man. What slow preparation has been elaborated for ages to produce this high result,—what combination of sciences,—what invention and application of arts,—what painful toil,—what costly self-sacrifice,—what pourings out of happiness and life;—sum them up, that we may know how much throughout the rolling centuries mankind has paid for what it has become. The man of this nineteenth century in his highest form of accomplishment is the expression of a civilization which, with undying vitality, has been growing and struggling and forcing its upward way from the thick darkness of ignorance and barbarism to the illumined heights of science and philosophy and social order, since the birthday of our race. ‘It has ‘taken eternity,’ says a great writer, ‘to produce you, ‘and now eternity is awaiting what you will do.’

“I have spoken of the wisdom shewn by the individual possessors of riches in devoting a portion of them to the promotion and maintenance of those Institutions which are indispensable to the growth of a country in intelligence and refinement. I trust I may be permitted without presumption to add, that



if the obligation attached to private wealth be such as I have stated, the duty of Governments is yet more imperative.

“The building up by permanent and sufficient endowments of great central Institutions which shall establish and preserve a high standard of learning, and possess the means of producing profound and accomplished scholars, can be done only by a wise spirit in our rulers; and an Administration sufficiently enlightened and energetic to make the higher education a National cause, and to place it upon a sound and liberal footing, will be remembered with honor long after the excitement of party triumphs and the agitation of ephemeral politics are forgotten.

“In the Upper portion of the Province judicious and far-seeing men at an early period of its history secured an ample fund for such a purpose, and we see to-day the fruits of their foresight in the principal University there. I am not envious of the wealth of that Institution. I rejoice in it;—and without presuming to pronounce an opinion upon its administration or management hitherto, I see in its large income the means of producing an incalculable amount of public good. In this part of the Province we are not so fortunate. We have no publicly endowed University. Why should this be so? Why have we not also a Central University with a public endowment?—or, as the difference of language and religion in our population seems to render necessary, two great Universities, with ample means for carrying on their work,—vying with each other, not in hostile jealousy, but in a spirit of generous emula-



tion, which shall do most in improving and elevating the class to which it belongs.

“The public purse is opened freely for the construction of canals and railroads and harbors and costly buildings;—why should it be closed with a jealous care when the higher and nobler elements of national greatness demand its aid? If we can continually expend millions upon the one, why can we not for once bestow a hundredth part as much upon the other? Is it that our public men have not yet risen to the level in which these things are understood and appreciated? Have we no administration, no statesmen enlightened and firm and patriotic enough to take themselves for a time out of the clamours and excitements of the day, to deal with these great interests as they deserve? None who will earnestly apply themselves to the raising of so noble a monument of devotion to the most vital welfare of the country? It is not so. On the contrary, I firmly trust that we have such men among us, and that the time is not far distant when the consideration of this important matter will mature into wise and vigorous action.

“I close abruptly, with thanks for your patience, which has been too much tried by the length into which an unexhausted and not easily exhaustible subject has drawn me. In conclusion, we invite you to join with us in the public inauguration of this building under the name and title of ‘THE WILLIAM MOLSON HALL,’ and in declaring its solemn dedication, with the blessing of God, to the service of the People of this Province, in the promotion of sound learning and good morals for all time to come. May



it long continue to honor the name of its founder by being the scene of frequent well-contested and hard-earned scholastic triumphs,—and by sending forth from year to year its bands of generous youths prepared by careful culture and faithful training to do the work of men and Christians on the battle-field of life.”

Dr. HINGSTON having been called upon by the President, came forward and said:—

“*My Lord, Ladies and Gentlemen,*—

“It is the privilege of the McGill University Society to take part to-day in the pleasing ceremony of inaugurating this magnificent ‘WILLIAM MOLSON HALL;’ and the Graduates of that Institution are unwilling to permit this happy occasion to pass by, without, on their part too, giving public expression to their appreciation of the high-minded liberality, with which a private citizen—whose wealth confers on him a far less enviable claim to distinction, than the industry and integrity with which it has been acquired, and his general truthfulness and probity of character—has erected and ornamented the building in which we are now assembled. It is often-times less difficult to amass wealth, even in this country of general prosperity, than to make a judicious use of it when once it has been gathered together; but no one, on looking around this commodious Hall, where, for the first time, such a large assembly has been comfortably seated; or at the Library beneath, where ample and elegant accommodation has been made for those volumes of learning, to which, I trust, constant additions will be made; or to the Museum,



where already, in obedience to the command of the learned Principal, a representative, a dead one 'tis true, of every family, and of almost every species, of beast, bird and creeping thing, has leaped, flown or crawled into its place, with an alacrity which is rather alarming to those who are accustomed to believe in the *inertia* of dry bones; or to the Curators' Room, where specimens are prepared for the places they are to occupy; or to the Chemical Lecture Room and Laboratory, so well suited to their purposes;—no one, I say, who would take the trouble to look to any of these things could continue to doubt—if ever a doubt he had—of the wisdom of the expenditure, or of the correct taste which gave it form. It is an application of gifts such as this that engraves WILLIAM MOLSON'S name in the annals of this rapidly augmenting city as a judicious and liberal friend of education. And, when I say a friend of education, I believe I say a friend of the best interests of his fellow-men. Mr. MOLSON has now attained that period of life when a man, instead of looking forward to a course of future exertion, is more naturally inclined to take a survey of the past; and I can conceive few things better calculated to afford him unalloyed satisfaction in the course of such retrospect, than what he has done for this College and University. This Institution, Your Excellency is probably aware, throws open its portals to all who choose to enter them. The student who may desire to drink at its fountains of learning, finds himself opposed by no bar or impediment, social or religious. The benefits of a liberal education are conferred on all, and on all alike. Whatever may be



the student's rank, whatever may be his religious denomination, he here finds nothing to offend his most sensitive feelings, in regard either to the one or to the other. The Anglican, the Catholic, the Protestant Dissenter of whatever name, and the Israelite, here meet on a footing of the most perfect equality, and, I may add, in a spirit of the most perfect harmony. Nor is there any distinction made (except such as parts and diligence confer) betwixt the son of the wealthy merchant, who may have been brought up from infancy in the lap of luxury, and the student whom we may not unfrequently see turning over the leaves of Horace and Homer with hands whose horny cuticle sufficiently attests the rudeness of the labour their owner endured to drink at the sacred fountain of the muses. Myself, an *alumnus* of this Institution, it would ill-become me to say much of what it has accomplished for its children; but the tongues of nearly five hundred graduates (except those that are for ever silent), some occupying the highest positions in the learned professions, and some of them, even adorning science at its source beyond the sea, speak for themselves, and in a manner and in words to which I can lay no claim; and such of us as have had an opportunity of comparing the instruction we received here, with what we have afterwards enjoyed in Europe, have found much less cause for humiliation in the thought that our *Alma Mater* was far behind the rest of the world in her educational facilities, than we have found cause of congratulation and surprise, that she was so closely treading in the footsteps of older and more favoured Institutions. It is not for me, nor is this the time and place,



to distribute their various meed of praise to those who labour as Professors in the various Faculties; but I express an opinion, which no one I am sure will gainsay, that to our gifted, judicious, and laborious Principal, this Institution owes a very large proportion of the success which may have attended it; and if ever its history shall be written, the name of Dr. DAWSON, though in another department, will be found with JAMES MCGILL and WILLIAM MOLSON, as one of its great benefactors; and that, my Lord, is an association sufficient to satisfy the highest desire of honorable ambition.

“Here I probably should stop, but Your Excellency’s presence and seeming attention seduce me, into what, I hope, may not be deemed the too heavy indiscretion of saying a few words of those less favoured localities, which are now, I believe, looking forward to Your Excellency’s enlightened interest in the cause of education for encouragement and fostering care. (I have to ask pardon of the College authorities for quitting this pleasing scene for others perhaps less agreeable; and for passing from this, the apex of learning in this Province, to the wide circumference of its base.) But the Institutions of which I intend saying a few words are as necessary to our advancement as the spongioles and delicate fibrils are to the parent tree. No part of the country feels their healthful influence more than this part; no city more than this city; and no Institution, perhaps, more than this University. Those who live in cities, with education at their doors, as inexpensive almost, and as easy of attainment, as in Germany, or France, or Scotland, can form but a feeble conception of the efforts required



to convey the merest elements of instruction to the children of new and thinly populated districts. I have myself been acquainted with such districts—and they will serve as types of many others—where children, of from ten to fourteen years of age, walked five, six, or seven miles to school every morning, and as many to their homes in the evening; and however disproportioned such fatiguing journeys may appear to their years and strength, they were always performed cheerfully, whenever schoolmasters could be obtained with courage equal to passing a twelve months in such uninviting parts. (How some of those gentlemen ever strayed so far away from higher civilization; on what kind of food they were fed; in what raiment they were clothed; and in what kind of currency they were paid, after they had strayed, shall be left to your imagination to decide.) During part of the year, the little schoolroom would be filled; at other times, it would be nearly empty. At seed time and harvest, and occasionally for a few days in summer, the children are required to assist their parents in the labours of the field; but with such exceptions, the pupils' ordinary attendance at school may be described with truth as a 'pursuit of knowledge under difficulties.' With that indomitable energy so characteristic of the early settler, and the children of the early settler, neither heat nor cold, nor rain nor snow, will interpose its barrier with effect. In summer, when every animate being instinctively seeks the shade, he will be found—'creeping' it may be, but not 'like a snail unwillingly to school.' In winter, when all is cold and frozen—when hungry feels the air around, and hun-



gry looks the sky above, he will be found braving chilling blasts which make those seated around the fire shudderingly exclaim: 'Surely the God who tempers the wind to the shorn lamb, tempers it to their young bodies.' In early spring and in late autumn many of our country roads are well nigh impassable for rider or for footman; but here is the pupil's log house, and there five or six miles distant is his school, and no obstacle shall prevent him from reaching it. He trudges through the woods or across the fields; he scrambles over fences; or he finds his least miry path along the banks of a stream; and of such study—interspersed with labour, sufficient, as you must admit, to whet the appetite to both—he is only enabled to obtain one or two years before he is forced to return to level the forest and plant the corn, so that cereals and fruits could grow where none had ever grown before. Thus, Your Excellency will perceive, the order of things that we observe to prevail in Europe, is here, to some extent, reversed. There, I believe, the elder children of the humbler classes have generally an equal, if not a better, chance of being educated. Amongst our rural population it is more frequently the younger ones. Our hardy sons of toil are for the most part the emigrants of yesterday who landed on our shores penniless, perhaps, and friendless. Thanks to a beneficent Providence and their own right arm, their circumstances rapidly improve; but the elder children's labour is generally necessary to till the land or to aid in paying for it; and in those outskirts of civilization the parent considers, and wisely too, that in the language of Montesquieu (though he never heard of him)



‘L’Honneur a donc ses règles suprêmes, et l’éducation est obligée de s’y conformer.’ But before the younger children have ceased to be of an age for school, the farm is cleared and out of debt; villages and small towns have sprung up; schools and schoolmasters are within a more moderate distance; and it has perhaps become the parents’ ambition to send their younger son to College—where, as they hope, ‘a gentleman would be made of him.’ The difficulties which obtain in many localities in the way of primary education, to which I have thus cursorily alluded, are now indeed less considerable than they were in the time of some of Your Excellency’s not very remote predecessors,—and in their gradual elimination, the Province gratefully recognizes the hand of the Honorable Superintendent of Education. But as the whole outward aspect of the country, as Your Excellency has not failed to perceive, is so rapidly undergoing those changes that, to-day, wheat and oats, and rye and barley are growing where but yesterday the pine, the cedar, the beech and maple waved their heads as if they should wave them for ever, it is found to be almost impossible to meet the requirements as they arise. But wise legislation—not meddlesome—can accomplish much; and I am anxious to insinuate how desirable it is that those primary schools should meet with Your Excellency’s fostering care and favour. This primitive—this log-hut education—which follows so closely the echo of the woodman’s axe, is peculiarly a Canadian feature. It is doing its share and aiding other classes of institutions in the education of a hardy, intelligent people—and in the building up of a virtuous, an educated



*Canadian* nationality—slowly, 'tis true, but as steadily and as surely, yet as noiselessly, as those humble creatures build the huge coral rock in the depths of the Pacific. And when, to continue the simile, that structure shall have appeared above the surface—complete and fashioned in all its parts—it will then, and I hope not till then, announce the accomplishment of its mission.”

Dr. HINGSTON was about to resume his seat, when he again came forward and said :

“I had travelled so far from this scene and place that I had almost forgotten to thank Your Excellency on behalf of the graduates for your presence here to-day. The graduates have their own way of doing things, and resolved to commemorate this occasion and Your Excellency's visit by planting a tree in your name. They intended also that one should be planted for the Earl of MULGRAVE, whom they expected to see present to-day to represent Nova Scotia. And now, ladies and gentlemen, I shall relate to you a little circumstance from which you may draw any inference you please. Two tall and stately maples, to commemorate the visit of the noble representatives of the two sister Provinces, were brought to this College ground, but they were found to be so closely joined—so intimately incorporated with each other—that they could not be separated without endangering the vitality of one or of both; and it was resolved—I hope you will say wisely—that what nature had joined so closely together, no ruthless hand should ever tear asunder.”



Principal DAWSON then rose and said :

“ *My Lord, Ladies and Gentlemen,—*

“In appearing on this occasion, I speak not merely on my own behalf, but on that of the Professors of the University, and beg to express their gratitude to the kind benefactor who has given us these buildings, and our obligations to Your Excellency and the many friends who have honoured us with their presence on an occasion, which we regard as marking an important epoch in our educational history. We, as officers of instruction, fully appreciate that enlightened policy of the Board of Governors, which has induced them to gather around this University a large and efficient staff of teachers, and to develop its means of training to the utmost, rather than to expend its limited resources in the vain show of costly buildings. At the same time we understand the disadvantages attending a mean exterior, the difficulty of realizing that the best means of education may be associated with no outward grandeur, and the influence which may be exercised on the student by the aspect of his *Alma Mater*. We, therefore, return our hearty thanks to him who, by his munificence, has relieved us from the reproach of our unfinished and unsightly buildings, and has given us all the accommodation that could be desired for the prosecution of our work.

“It is farther a cause of congratulation and honest pride, that this has been done for us by a citizen of Montreal. In Upper Canada there is a munificent public University endowment, and in Lower Canada nearly two millions of acres are stated to be devoted to the support of institutions specially



intended for the education of those who speak the French language; but no public endowment exists for an English University, and the aid that can be given from the annual educational grants is too small to be of any material avail for this purpose. In these circumstances, those, in this part of the Province, who desire an English University education for their sons, have had the responsibility thrown on them of providing for themselves; and the Protestant citizens of Montreal have, as became them, nobly assumed this responsibility on behalf of the whole of their countrymen, and determined to establish a University. We must not forget that the father, not only of this University, but of University education in Canada, was JAMES MCGILL, a citizen of Montreal. His endowment in 1811 was the first practical step toward the erection of our first University. Subsequently, his College, which had fallen into decay in the hands of a Board scattered over the Province, was resuscitated by gentlemen resident in this city, its present Board of Governors. Still later came the liberal gift of \$60,000 from citizens of this place, with a multitude of smaller benefactions and acts of kindness; and now Mr. MOLSON has, by the erection and completion of these buildings, placed himself, with JAMES MCGILL, in the rank of great educational benefactors. Canada should honour such men, and should honour the city which produces them, and which thereby takes rank with those great and enlightened cities of the Old and New Worlds, which have distinguished themselves by the erection and maintenance of institutions of learning.

“The support which the University has thus re-



ceived from this city is not without deep significance and high promise. It shows our citizens to be men not penurious and locally selfish, but nobly generous in their views; and the fact that so many hundreds of young men from all parts of Canada have enjoyed, and are enjoying, the benefits of their liberality, has in it a double promise of more liberal and united public sentiment in Canada for the time to come. Further, the interest which the business men of this commercial metropolis take in our work is an evidence of its practical value, and a pledge that in this country the higher learning will not be dissociated from the active pursuits of life. Still further, it marks the McGill University as a spontaneous growth of the British Canadian mind,—something which has originated here, and been nurtured and matured here, not a thing forced upon us or of extraneous origin. This character, which is more or less apparent in our whole organization, is one of the best guarantees of success, and if it causes us to lack some of the peculiarities of Universities abroad, it gives us the hardy constitution of natives of the soil.

“ It has long been my belief that in a country like this, institutions of the higher education can attain their full development only in our larger cities, and by availing themselves of every legitimate means of growth which these centres of population afford. It is easy, in almost any locality, to organise an institution that shall resemble one of the smaller Colleges of a great University; but it will want the energy and variety which result from the union of many Colleges, from the influence of the



old University, and from the intellectual life which pervades a large and cultivated community. It may soon prove as barren and sapless as would a branch of one of the great oaks of our mother land, if cut from its trunk and planted in a foreign soil. I confess that when, after some experience in educational affairs in another colony, I was invited to connect myself with this University, I saw in its position here, in the greatest British American city, in its Board of Governors, composed of resident business men, in its liberal constitution, which secured the support of various religious bodies, and in its tendency to develop itself in the direction of professional education, the best omens of its prosperity.

“ In my inaugural address, delivered at that time, I ventured to state the aims which we should propose to ourselves in the farther growth of the University, under the following heads:—First, that we should not descend to the sphere of the higher schools, academies, and colleges of the country, but should build up our course of study from the highest level to which they can raise their pupils. Secondly, that in our under-graduate course in arts we should aim at the thorough discipline in classics and mathematics of the old Universities, but should add thereto as much as possible of culture in modern literature and in those sciences which have in our day attained to so vast proportions, and that we should provide honour courses for all whose abilities and inclinations might induce them to enter on such studies. Thirdly, that we should add to our course in arts, special courses of science and literature leading to the more important pursuits of active life, and



should develope to the utmost our professional faculties. We well knew how much was involved in these promises, and how hard might be the struggle to perform them even in part; but we believed that we did well to propose to ourselves high ends, and to labour earnestly and hopefully toward their attainment.

“Seven years have passed away, and though we have had to lament many losses and disappointments, our way has been greatly prospered. We have steadily pursued the path then marked out, and have found ourselves sustained by public aid and countenance at every step. In these seven years we have sent forth more than 200 graduates, the number of our students has increased from 97 to 262, and the number of pupils in our schools from 185 to 633. Our staff has been increased, important additions have been made to libraries, collections and apparatus, and our various faculties and departments are lodged in a manner befitting their work. Our professional schools have been most prosperous. We have established schools of Engineering and Practical Chemistry. We have been enabled to co-operate with the Superintendent of Education in the establishment of the McGill Normal School, and have been able to extend a helpful co-operation to the Natural History Society of Montreal, to the admirable meteorological researches of Doctor SMALLWOOD, and to the Board of Arts and Manufactures, an institution which, I may say here, all who know the deficiency of the means of art education in this country, regard as one of the most important movements of our Government in the direction of enlightened progress. For all this we have reason



to express our thankfulness to God, and to the friends He has raised up for us.

“ But we by no means regard our work as finished. Our University is vigorous and useful, but the full measure of its growth has yet to be attained. Nor do we think that in the present state of the world any University can afford to be stationary. In no profession have more important improvements been made in our day than in that of communicating the higher kinds of instruction. While some subjects may remain of permanent educational importance, the value of others is constantly changing. Some methods and usages of the older Colleges may admit of little change, but others are susceptible of multiplied improvements and new adaptations. It is the part of the enlightened educator to be ever striving after a more nice and delicate appreciation of the relative importance of different studies, of the equal development of the varied powers of the mind, of the special culture of particular eminent endowments, of the relations of the physical, the intellectual, the moral and the æsthetic in the work of education, of the changing wants of the age and country. These are points to which our attention is constantly directed, and in which we strive to make at least an approximation to the right path. Nor is the work of our friends still complete. The shelves of our library are gaping for books, and we want books to fill them. Our grounds might well admit of a Botanical Garden. An Astronomical Observatory might well be added to that which we are erecting for meteorological and magnetical observations. Much good might be done by the foundation of bursaries for poor and talented students. We



earnestly desire the affiliation of theological seminaries with the University. Nor will our mission be accomplished until the desire for the benefits of the higher education shall be far more extended than at present, until a greater public aid and encouragement shall be given to the higher schools and colleges which send students to the University, and until a higher legal value shall be attached to an academical degree as a qualification for the learned professions and for the civil service of this country. These are subjects on which much could be said, to which we have given much consideration, and to which I would earnestly invite the attention of the friends of education and of our public men. But this is not the time to dwell on such topics, and I shall close with a brief reference to one important peculiarity in our position, and one on which we have reason to congratulate ourselves. I refer to our relation to religion.

“In its religious aspect our University is not denominational. It does not profess to work for one body of Christians more than for another. But it is Christian and Protestant. It is neither a proselytizing institution on the one hand, nor an irreligious one on the other. It endeavours to secure the services of men of high religious and moral character, and to exercise through them the best influence on its students. It daily invites its students to supplicate the Divine blessing on their work, and it requires them to avail themselves of the means of spiritual advantage to be found in their several communions. Its influence is thus positively religious, and is exercised in such a way as to unite the members of different denominations in love



and harmony, and to hold forth a practical example of that great unity which underlies all the superficial divisions of our common Christianity. Such a position we feel to be the true ground for a great educational institution, one on which we can stand fearlessly before our fellow-men, and on which we can honestly invoke the blessing of God. But while we thus more especially invite the aid and sympathy of all who prefer that system of education which prevails in the Protestant Universities of Great Britain, and while our endowment is derived from such persons, we occupy no position of antagonism to those of our fellow-subjects who profess a different faith. On the contrary, we regard with pleasure their progress in educational affairs; we offer to them on equal terms all our advantages and honours, and wherever we differ in our views as to the best means of promoting the higher education, we are willing to run with them a race of friendly rivalry, and shall be happy if, either directly or indirectly, we can be of service to them, while we shall be at all times ready to borrow anything in which they may excel us.

“I have referred to the history and position of the University, because I felt that in this way I could best vindicate the wisdom of those who are benefactors of the higher education, and show that we earnestly strive to apply to the best uses the means which they afford. But as representative of the professors, I must not forget to thank Mr. MOLSON on behalf of the students who are under our care. We cannot have all our students here to-day, because two of our faculties have not yet opened for the session; but I know that they all share our feelings on this occasion.



McGill College already has its graduates in the Government and Legislature of this country, and in the highest walks of professional life here and abroad; and these young men are going forth to do likewise, and, if possible, to excel their predecessors. It is in this perennial stream of living mind, trained and disciplined for the work of life, that those who endow institutions like this, and we who teach, see the fruits of our labour, going forth, as we humbly trust, for the highest good of our country and for the glory of God."

Hon. Mr. CHAUVEAU having been invited by the President to address the meeting, said that he was most happy that it had fallen to him on behalf of the Educational Department to congratulate both the University and the noble donor on the great improvement which had been achieved. Such a congratulation, however, on his part, was superfluous, since the highest sanction was given to the proceedings of the day by the presence of His Excellency the Governor General. He took it for granted that no one would expect him to review the several educational opinions and criticisms which had fallen from the orators who had preceded him. He might say, however, that if the Government had made a mistake in giving too scanty an assistance to the University (a thing which of course he could only admit hypothetically) it was certainly on their part *felix culpa*, since the result of that fault was the most generous gift made by Mr. MOLSON, which was worth both in itself and as a great public example a great deal more than all the Government could have afforded. The controversy between the relative importance of



superior education, and that of elementary or common school education, was one that would be easily set at rest by this plain consideration, that both were requisite and indispensable. If he had, however, to express an opinion between the two, although common school education was more specially entrusted to his care, and on that ground should apparently enlist all his sympathies, he could not shut his eyes to the fact that superior education was as necessary and as indispensable to society itself as elementary education to every one of its members. He was at no loss to find an example in point. The present condition of Lower Canada was itself a great historical fact, showing that a society may reach a certain degree of prosperity, may attain a high degree of morality, may provide with energy for the preservation of its institutions and of its social autonomy, and may at last redeem itself from the disadvantages inflicted by the neglect of elementary education, while superior education has been carefully fostered within its bosom. Lower Canada formerly was left a whole century with scarcely any other educational provisions than the establishment of the Seminaries of Quebec and of Montreal, the former endowed chiefly from the private donations of Mgr. DE LAVAL and other friends of education. These institutions had spread superior education, grounded on the sure basis of religion and of morality; from them had sprung a clergy and a laity able to fight with the people the cause of general education, and the successful results which the government had obtained in the end could not have been realized without their efforts. In the cause of education an attempt to level by the ordinary process would be absurd. Let the



level of common school education be brought as high as possible, if you please, but there must still be higher and deeper fountains of learning, without which education itself in the masses will perish or will become more harmful than useful. A whole community of men, having, every one of them if you like, what is called practical education, but nothing more, would certainly be inferior as a social and political body to a nation where humanities and sciences would have been cultivated in their highest form or expression. That the two causes of superior and of elementary education were intimately blended together; that the former, while it was fed and nourished by the latter, ought for its own sake to foster and support the common schools, was well illustrated by the fact that this University had consented to co-operate with him in the establishment and direction of a normal school chiefly intended for the English speaking and Protestant section of the community. He thought this conduct on the part of the University would strengthen their claims on public support, while the result would contribute to that harmony and good understanding between all classes of society of which Lower Canada had always given so noble an example. (Applause.)

HIS EXCELLENCY THE GOVERNOR GENERAL then rose and briefly addressed the meeting. Among the many pleasant duties which had devolved upon him in the course of his tour, this was one of the most agreeable. He felt bound to say that the good will with which he had everywhere been received, could not be equalled. He had now completed his tour through this magnificent Province, and he and others with him



must have been struck with the great future which awaits this country as regards its progress. We had all the materials for prosperity, and the knowledge how to use them. Notwithstanding the strictures of previous speakers, as to the provision which had been made for the cause of education, he felt bound to say, judging from what he had seen in other countries, that Canada had distinguished herself by providing for the moral and intellectual improvement of the people, and now occupied a position of which she might justly feel proud. They had met there that day to inaugurate a beautiful building, which was due to the liberality and beneficence of a private individual. He would remind them that the great institutions of learning in the Old Country had been reared up and sustained in an integrity which the falling of dynasties or political changes could not affect. Those venerable educational establishments were due not to parliamentary grants and donations, but to the liberality of private individuals, such as characterized him in whose honor they had met that day. He could conceive no greater pleasure than that derived from the erecting and naming of institutions for the education of our country-people; and he could only hope that the spirit of liberality which had actuated Mr. MOLSON, might long continue to exist in his fellow-countrymen in Canada. He would conclude by earnestly wishing for the long continued success of this institution, and by hoping that it might never flag in its labor for the moral and intellectual advancement of the people.

His Excellency sat down amidst the continued applause of the audience.



The Rev. Prof. CORNISH pronounced the Benediction, and the meeting broke up.

His Excellency, accompanied by Sir Fenwick Williams, the President and Principal, and other gentlemen, then visited the Museum, several of the Class-rooms and the Laboratory, the whole of which with the Library were thrown open to the large audience which had filled the Convocation Hall. His Excellency then proceeded to the grounds in front of the College buildings, and witnessed the planting of the trees provided by the Society of Graduates.





The Rev. Prof. Cozzani pronounced the Benediction and the meeting broke up. His Excellency, accompanied by Sir Fenwick Williams, the President and Principal, and other gentlemen, then visited the Museum, several of the class-rooms and the Laboratory, the whole of which with the library were thrown open to the large audience which had filled the Convocation Hall. His Excellency then proceeded to the grounds in front of the College buildings, and witnessed the planting of the trees provided by the Society of Graduates.

