

PROCEEDINGS

OF THE

ANNUAL CONVOCATION

OF THE

M<sup>C</sup>GILL UNIVERSITY,

MONTREAL,

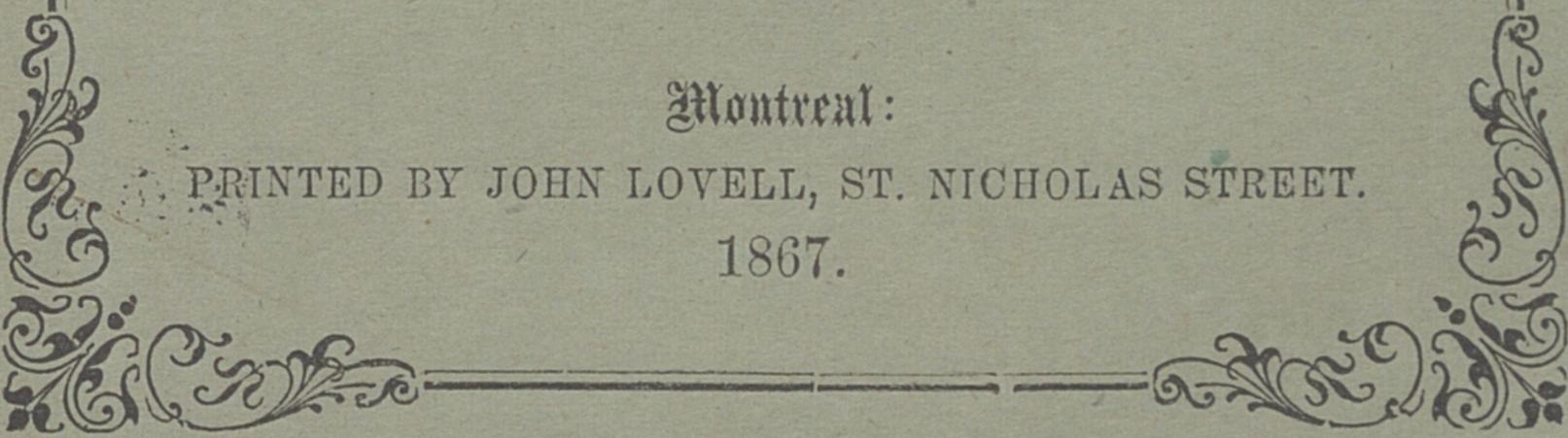
HELD ON THURSDAY, THE 2ND, AND FRIDAY, THE 3RD OF MAY 1867

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Montreal:

PRINTED BY JOHN LOVELL, ST. NICHOLAS STREET.

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MAY, 1867.

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FIRST DAY.

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The Members of Convocation having assembled in the Library of the University, in the William Molson Hall, proceeded in the usual order to the Convocation Room.

The Hon. James Ferrier, the senior Governor, presided.

The following members of convocation were present:—

GOVERNORS.—A Robertson, Esq., C. Dunkin, Esq., John Frothingham, Esq., George Moffatt, Esq., P. Redpath, Esq.

The VICE CHANCELLOR, Principal of McGill College.

FELLOWS.—The Vice Principal of McGill College, Dean of the Faculty of Arts; the Dean of the Faculty of Medicine; the Rector of the High School; B. Chamberlin M.A., B.C.L., R.A. Leach, M.A., B.C.L., Rev. Prof Cornish, M.A., Prof Torrance, M.A., B.C.L.

PROFESSORS.—Scott, Craig, Smallwood, Markgraf, Darey, McGill College.—Rev. Dr. Wilkes, Congregational College.

GRADUATES.—J. Erskine, M.D., E.H. Trenholme, M.D., W. W. Squire, M.D., D. S. Leach, M.A., C.P. Davidson, B.A., B.C.L., D.R. McCord, B.A., B.C.L., R.A. Ramsay, B.A., B.C.L., L.P. Butler, B.C.L., E. Holton, B.C.L., J. H. Bothwell, B.A., J. Perrigo, B.A., A. Duff, B.A., L. Cushing, B.A., N.W. Trenholme, B.A., J.R. Dougall, B.A., L.H. Davidson, B.A., W. Hall, B.A., D. Baynes, B.A., &c.

On the dais were also the Hon. A. T. Galt and the Rev. Dr. Jenkins. Prayers were read by the Ven. Archdeacon Leach.

The Registrar, W. C. Baynes, B.A., read the minutes of last Convocation.

The election of Fellows for the several Faculties was then held, and the results were as follows :—

Faculty of Law :—C. P. Davidson, B.A., B.C.L., Professor Torrance, M.A., B.C.L.

Faculty of Medicine :—Dr. Godfrey and Dr. Trenholme.

Faculty of Arts :—Brown Chamberlin, M.A., B.C.L., and R. Leach, M.A., B.C.L.

The Dean of the Faculty of Arts in McGill College then read the Honours and Class List as follows :—

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FACULTY OF ARTS.  
UNIVERSITY EXAMINATIONS.  
PASSED FOR THE DEGREE OF B. A.  
MCGILL COLLEGE.

*In Honours.*

JOHN SPROTT ARCHIBALD, of Halifax, N. S.  
COLIN CAMPBELL STEWART, of Musquodoboit, N. S.

*Ordinary.*

*Class 2nd.*

ALEXANDER DUNCAN, of Montreal.  
JAMES CARMICHAEL, of Montreal.

MORRIN COLLEGE.

*Ordinary.*

*Class 2nd.*

JOHN MCKENZIE, of Quebec.

PASSED IN THE INTERMEDIATE EXAMINATION.

MCGILL COLLEGE.

*Class 1st.*

ALEX. D. CRUICKSHANK ; E. B. GREENSHIELDS and M. LEWIS, equal.

*Class 2nd.*

R. MACKENZIE, B. G. HARRINGTON, J. McLEAN M JONES, F. A.  
KAHLER, W. CLARKE, B. McLEAN.

*Class 3rd.*

S. C. STEVENSON.

MORRIN COLLEGE.

*Class 2nd.*

F. G. WOTHERSPOON, JOHN FRASER, A. H. COOK.

## PRIZES, HONOURS AND STANDING.—MCGILL COLLEGE.

*Graduating Class.**B. A. Honours in Natural Science.*

STEWART, COLIN CAMPBELL.—First Rank Honours in Natural Science and *Logan Gold Medal*; Prize in Hebrew and Chaldee.

*B. A. Honours in Mental and Moral Philosophy.*

ARCHIBALD, JOHN SPROTT.—First Rank Honours in Mental and Moral Philosophy and *Prince of Wales Gold Medal*.

CARMICHAEL, JAMES.—(Prize for English Essay.)

*Third Year.*

MARLER, WILLIAM.—First Rank Honours in Mathematics; First Rank General Standing; Prize in Classics; Prize in Mathematics; Prize in French.

BROOKS, CHARLES H.—First Rank General Standing; Prize in Classics; Prize in Moral Philosophy; Prize in Zoology; Certificate for French; Prize for Collection of Plants.

LAING, ROBERT.—Second Rank Honours in Mathematics.

*Passed the Sessional Examinations.*

MARLER, BROOKS, LAING, DART, KENNEDY, HINDLEY, MOORE, FOWLER,  
Wood, F. O.

*Second Year.*

LEWIS, MONTGOMERY.—(High School).—First Rank General Standing; Prize in English Literature; Prize in French.

GREENSHIELDS, EDWARD B.—(High School).—First Rank General Standing; Prize in Botany.

KAHLER, FREDERICK.—Prize in German.

CLARKE, WALLACE.—(High School).—Prize in German.

*Passed the Sessional Examinations.*

LEWIS, M., GREENSHIELDS, HARRINGTON, KAHLER, CRUICKSHANK, MACKENZIE,  
CLARKE, MCLEAN, J., JONES, MCLEAN, B., STEVENSON.

*First Year.*

BLACKADER, ALEXANDER D.—(Brantford Grammar School).—First Rank Honours in Mathematics; First Rank General Standing; Prize in Classics; Prize in Mathematics; Prize in Logic; Prize in Chemistry.

ROBERTSON, ALEXANDER.—(High School).—First Rank General Standing; Prize in Classics; 2nd Prize in Chemistry.

FISHER, SYDNEY A.—(High School.)—Second Rank Honours in Mathematics ; Prize in History.

JOSEPH, MONTEFIORE.—(High School, Quebec.)—Prize in Hebrew.

*Passed the Sessional Examinations.*

BLACKADER, ROBERTSON, FISHER, JOSEPH, McLENNAN, D. H., PORTEOUS, MAJOR, WHITNEY, MUNRO, DAVID, KAHLER, ESDAILE.

It was announced that as the Anne Molson Medal was not awarded last session, an Anne Molson Prize was offered for an Examination in Mathematics, and was won by R. Laing.

The candidates for the degree of B.A., were then presented by the Dean, and the degree was conferred by the Principal, after which Mr. Colin Campbell Stewart, of Musquodoboit, N. S., read the Valedictory on behalf of his follow-graduates as follows :—

GENTLEMEN,—“ To everything,” saith the Preacher, “ there is a season, and a time to every purpose under the heaven ; ” and among these, there is a time to meet and a time to part. My Fellow-graduates and I have had our day here, and now it only remains for us to say farewell and go : it has fallen to my lot to perform this duty.

To you, Gentlemen, so lately my fellow-students, I would now address myself. We expect when we take leave of a friend, perhaps for the last time, that the few parting words will be said in earnest. But under such circumstances, it is often very difficult to speak at all. The deepest recesses of the human heart are then opened, and what comes forth is often so different from the words of daily life, that the speaker himself feels that his hearers cannot believe that what he says is sincere. How then shall I address myself to you with whom I have so often joked ;—to you, with whose ringing laughter my own has so often mingled ;—to you, to whose raillery my own has so often replied ? Accept the anomaly, I beseech you, it is human nature ; to-day I must speak in a different tone.

A few of us have now reached the end of our college course, and though you may not envy us our position in many respects, yet in this one you probably do, viz., that we have passed our last examination in the University. You look forward to the time when you will also go forth from this place with great expectations, and perhaps some of you are saying, “ Would that our work also were at an end.” But as

“ Distance lends enchantment to the view  
And robes the mountain in its azure hue,”

So distance lends enchantment to the object or position which we are seeking, but when we get our hearts' desire, we are tempted to say, "Is this all?" Besides, there are often other things connected with it which we did not see in the distance, but when we arrive at the goal, they sadly diminish our anticipated joy. The taking of a degree at college is no exception. To many of us, it brings a great many duties and responsibilities which we never had before; while it deprives us of a great many privileges, which we often undervalue while we have them, and only learn their true worth when about to lose them. Shall I then tell you to look for a great amount of happiness when you come to take your degree, no matter how, or for what object you have obtained it? If I should, and you were to believe me, you would most certainly be disappointed. What then? Why, just do your work as faithfully and as thoroughly as you can without injuring your health, and be sure that you take good care of that, always giving a due portion of your time to bodily exercise, and you will still have enough left for study;—in a word—avoid excess of every kind, and above all, whatsoever you do, do it for the glory of God and not for any selfish end; and when you come to finish your course, whether you take the highest honors of the University or not (for all cannot have them), whether you gain the praise of men or not, one thing is sure, you will have what is infinitely better, the approval of your Maker. And you, Fellow-graduates, as well as you, Fellow-students, who remain behind, if with this high object in view, we toil on through life, though we may never be known beyond the small circle in which we move, we shall do a useful and honorable work, and our setting sun will sooner or later go down in splendour.

But I am sure we would be culpable indeed if, on an occasion such as this, we failed to speak of our Professors to whom we owe so much. With all who have gone before us, we can bear testimony to their great attainments in knowledge, their high moral excellence, and their unwearying patience in instructing us. We know that many difficulties, such as they were accustomed to remove, will meet us and sorely perplex us as we proceed with our own studies, and the help of the professor, once so readily afforded, will then be missed; but necessity is imperative; we must go.

But we should be liable to be thought wanting in one of the noblest feelings of human nature if we did not express our indebtedness to the many good men who have done so much for this University, and more especially to its honored founder and no less worthy benefactor who has given us this hall as well as other buildings. The story of what they have done shall be told in many places, and who can tell what effect their example may have? When I was in Nova Scotia, not long since, and heard the good people of Halifax talking of the state of their struggling university, it was with pleasure that I pointed to the noble example of the men of Montreal in reference to McGill. And who knows that the men of Halifax, perhaps moved by the good example set them here, will not do as great things for Dalhousie as have been done for McGill?

But while we thus speak of these worthies, we know that their object in giving their gold was not that others should praise but that they might do good, and may we not say that they also thought of the effect their example might have upon others? And why should it not have its effect? Think of a McGill who, though he has long been in the world of spirits, has still on earth a monument compared with which the grandest mausoleum or the loftiest obelisk is but an unmeaning show, while the gratitude of myriads is or will be called forth by what he has done for them. We compare, with the remembrances associated with his name, the naked statement in the newspapers to the effect, that the heirs of the late Mr. So and So have, by his death, come into the possession of a fortune of a million. O what a contrast!

We have said that the effects of such an example will be felt; and surely they must be felt if the prospect of making wealth useful, of doing good, or the certainty of an honored name is anything to the wealthy men of our day. They will be felt, and though I cannot lay any claim to the gift of prophecy, yet I may venture to predict, that before we, who now go forth, shall be entitled to a higher degree in this University, such great things will be done for its extension, that we shall lament our lot had not fallen in later days.

But we who have been blessed with its instructions, do not pur-

pose to go out from it and leave all the burdens upon others. Deeply grateful for all that it has done for us, (and it has done great things), we promise to do everything in our power to support it and extend its usefulness. With these remarks, in the name of my Fellow-graduates, I bid you all, Professors, Students, and others, Farewell.

The DEAN of the FACULTY OF ARTS then presented the following gentlemen for the Degree of M. A.

Lemuel Cushing, B.A., B.C.L.; R.A. Ramsay, B.A., B.C.L.; D. R. McCord, B.A.; J. R. Dougall, B.A.; C. P. Davidson, B.A., B.C.L.; Rev. W. Hall, B.A.; N. W. Trenholme, B.A., B.C.L.; D. Baynes, B.A.; A. Duff, B.A.; L. H. Davidson, B.A., B.C.L.

He observed that the Professors of the Faculty of Arts saw with much satisfaction the number who came up for this Degree, as it evidenced an increased interest in the College and appreciation of the honor.

The Degree of M.A. was then duly conferred by the Principal upon the several candidates.

The Rev. Prof. Cornish, M.A., then addressed the graduates as follows:—

GENTLEMEN :—

There are certain seasons in life that are invested with a more than ordinary degree of importance, inasmuch as they are the halting-places, so to speak, in a man's life-journey. From these he can look back and survey the ground he has travelled over, and, at the same time, look forward, and brace himself anew for what remains of his journey. Such a period in your life do the proceedings of this day mark. To-day you reach one goal towards which for years past you have been anxiously pressing forward; some of you have reached it winning the highest distinctions the University can confer upon her alumni for well-spent toil and successful effort; all of you reach it in the enjoyment of the approbation and esteem of those under whose care and guidance you have been working during your past course.

In accordance with our custom, it devolves upon me, on behalf of the Faculty, to say a few parting words to you. And we would wish it to be understood, that we do not look upon this custom as an empty, meaningless form of leave-taking, but rather as an occasion for words of counsel and an earnest bidding of God-speed to you, as you go forth to the battle of life.

The fact that you have devoted so many of the best years of your life to the pursuits and studies of the College, shows that you set a high value upon the training secured by College-life. There may be some who think, that the Student, in thus giving up a portion of his young-manhood, for the acquisition of a liberal education, makes a sacrifice that does not find its compensation in the results gained. But no man who forms a proper estimate of the value of a liberal education, in the true sense of the term,—of the power wherewith it arms a man for future usefulness and success, and of the benefits which may be made to result therefrom to the whole community, can come to such a conclusion. As a rule, he who acts as you have done, and works as you have worked, makes a good investment of his time and toil, for future power and profit. The error of those who think otherwise lies in yielding to the tendency, too common in this age, of estimating the value of a thing by the amount of hard cash it will fetch in the market.—But it is only those things “which are to perish with the using” that can be so estimated;—those matters and principles which have their place in the intellectual and moral life of man;—the knowledge and habits of mind implied in the training of the Schools, cannot be weighed in the balance of filthy lucre, because they have an intrinsic value of their own, far beyond that of money, and because they open up to a man avenues of beneficence, of success, and of power which the golden keys of wealth can never open. In proof of this, I need only refer you to the present and past history of the mother-country, and, indeed, to that of every land wherein a liberal education is appreciated. Yes! gentlemen, your choice has been a wise one, though it has entailed years of patient, plodding labour;—that the future may bring its recompence, is our hearty wish.

I have spoken of the training and habits of mind which a College course is intended to secure, and does secure when honestly and successfully followed out. And I cannot do better, in the few words of advice I now wish to give you, than to call your attention to these for your future guidance.

A correct estimate of his own powers and tastes is of prime importance to every man.

To how many men is life a failure owing to the want of this estimate! How many social and professional anomalies are to be seen in consequence of this! So that the proverb of "How not to do it," and "The square peg in the round hole," have become most trite and familiar. In these anomalies two classes are to be found:—those who, from ignorance of themselves, know not what they are fitted for, and, consequently, fail to discover the right pursuit, and are failures to the end; and those who, from an overweening conceit of themselves, are ready to undertake the doing of everything and of anything that come within the range of human possibilities, and so do nothing well. The vice of both is ignorance,—the lack of that self-knowledge which the sages of all ages have inculcated; a knowledge that can be gained only by much labour of the brain and much honest self-introspection. Now, one of the most valuable results of the student's life is the acquisition of this. You are about to enter upon the activities of life, to work for yourselves, and to be your own masters. Ponder well, therefore, those subjective lessons you have learnt here;—about yourselves, as well as about external matters, have you had to learn and unlearn many things. In the choice of your calling in life see well to it, that you wisely use the knowledge thus gained, for thereby many bitter regrets in the future may be avoided.

Proper habits of work and correct methods of procedure constitute another valuable result of the training of the College.

The function of the University is not to teach everything that comes within the scope of human knowledge and observation; but rather, by a wise selection of subjects, to train the minds of its pupils, so that they be enabled to investigate and acquire knowledge for themselves. Hence, the course of study prescribed is necessarily restricted within certain fixed limits, but it is one that has now stood the test of centuries, and has, therefore, on its side the weighty arguments arising from so important a fact. In short, the work of the University is not so much to impart knowledge, which may be gained from other sources, as to develop the powers of the mind, to form correct habits of thought, and to teach right methods of procedure in your work. And when you consider those walks of life upon which, as a rule, University men enter, you will per-

ceive at once the great importance, nay the absolute necessity, that exists for such a training and culture. The Church, the Legislature, the Law, and the practice of medicine demand, each and all, as the condition of honourable success in them, the highest culture, the most severe habits of thought, and the most correct methods of observation and induction. And here I may observe, in passing, that it cannot be other than a grave misfortune to any community, that men should be able easily to enter these Professions without that training which the University alone can impart. For the result in the end is, that the mere politician usurps the place of the Statesman, the empty declaimer, that of the grave and judicious divine, and the ignorant and unprincipled quack, that of the educated and honourable physician. Unfortunately, the world is ever ready to be deceived, and there are always unscrupulous men in readiness to practice the deceit.

The several departments of study comprised in the curriculum of the College are of such a character, as to call into exercise and train the various powers of the mind, and to keep these working in a well-balanced method. The result of such training must tend to give exactness in reasoning, facility in observation, and precision in the expression of thought. If, therefore, you have in any degree attained unto this result, hold fast to it; and in all your daily work and daily reading, seek to augment and strengthen it, for it will prove of no mean service to you in your future career.

#### Constant Self-Education.

No greater nor more fatal mistake could be made by men in your position than the supposition that your education is finished, and that the books and studies of the College will be of no further use. The professional man, would he be prosperous and useful to his generation, must never divest himself of the character of the hard student, whether it be in the study of the phenomena of nature and the characters and conduct of men, or in the domain of books and literary pursuits. Thus it remains for yourselves, through the whole of your future course, by careful study and observation, to educate yourselves, and to be making constant additions to the stores of knowledge and experience already acquired. In the faith-

ful observance of this lies the secret of the success of many a brilliant professional career: in its neglect, the cause of many a fruitless life that opened full of rich promise. The age in which we live is pre-eminently one of progress in all departments of knowledge and science; each year leaves a rich legacy of thought and discovery to its successors; and as a condition of success in any profession, it will be incumbent on you to make yourselves the possessors of your share of this, that you may keep abreast of the progress your profession is making. This, I know, will involve constant work on your part; but at this be not dismayed, for work is the inseparable condition of our present lot. Moreover, in it we may find happiness and an enduring reward. For be assured of this, that the Ruler of that moral realm, of which we are subjects, does not allow patient effort, when put forth in accordance with His laws, and in fealty to Him, to remain unrewarded or forgotten. So long as life lasts, there is work to be done; this process of training and gathering up results must be carried on: and, hence, it depends much upon yourselves, whether you achieve success or sink down by the wayside in idleness and oblivion.

#### High-toned Moral Principle.

Here is scope for the exercise of a training of higher importance to you than that of your intellectual nature, for it is one that will affect your moral status. In the keen competition for wealth, fame and social position, the path of men is oftentimes beset with temptations to turn aside from rectitude and honour; temptations hard for the beginner in life to withstand, and, in too many instances, proving too strong for their victim. But would you with safety and honour pursue your course towards the cherished object of your ambition, you must present to them a bold front with all the strength of moral principle you may, under God, be able to command. Self-reliance is a much vaunted, and in its proper place a valuable principle. Men admire the self-reliant man; pronounce him strong, and prophesy good of his efforts. He who trusts his own strong arm, is thought to rely upon a good and trusty servant, and the maxim that "Heaven helps him who helps himself" is a current one. But never forget this, that this doctrine is true, only in so

far as a man may help himself in accordance with the eternal principles of righteousness, which Heaven has ordained for his guidance and well-being.

So too of ambition. No man can make much head-way in life who has it not. He who rests satisfied with present attainments, grows weaker and weaker every day, and runs a sure risk of losing even that which he has : whilst he who ever sees something higher, towards which he is daily and hourly panting and striving, gathers new strength with every effort. Ambition, therefore, is a mighty instinct of our nature ; but remember, that it is he only who pursues high objects on right principles, and in a worthy manner, that can achieve great things and become great, and leave a good name behind him. Unprincipled ambition has played a potent part in the political and social life of the world, but no good has ever come of it. Those who attempt great things contrary to right and truth must, in the end, fail. Of such the Psalmist said of old :—  
 “ Their inward thought is, that their houses shall continue forever, and their dwelling-places to all generations ; they call their lands after their own names. This their way is their folly : Like sheep they are laid in the grave ; Death shall feed on them ; and their beauty shall consume in the grave from their dwelling.” Yes ! such must be the end of unholy ambition. God’s sword is against it to cut it off : the grave is already open to receive it. Bear in mind, then, that it is only as your purposes and efforts are prompted by and in accordance with the true, the right, and the good, that you have any sure ground to expect that they will be crowned with real and lasting success.

A liberal education, whilst it has its advantages and pleasures, also brings its peculiar responsibilities and duties. The man of education and culture owes duties to his fellows that devolve not upon the unlearned rustic. It should be the aim of the man of education to do all he can to extend to all classes of the community the great benefits which spring from sound learning. At the present juncture of affairs in the history of this land of our birth or adoption is this duty more than ever binding. In the interests of loyalty and good government, and for the conservation of all that is good in our national life, character, and institutions, (to say

nothing of future advancement in real worth and greatness) it is expedient that every member of the community should be more and more intelligent and enlightened. With our principles and system of national polity, education and intelligence in the masses are essential to the existence of a rational loyalty to the throne, and an unswerving fealty to law and order: without these, government, as we understand it, becomes an impossibility, and the way is open to anarchy or despotism, the legitimate offspring of national ignorance. Hence, he who by the wise expenditure of his time, or talents, or wealth, does aught to place the advantages of the College or the school within the reach of his fellow-citizens, confers a boon upon his country for which she should ever hold his name in honour and in grateful remembrance. The future prosperity and greatness, or decay and extinction, of this Dominion that is soon to be, are inseparably connected with the existence, or non-existence, of a well-ordered, well-sustained, and widely-extended system of a sound and liberal education, both in the school and in the college. And if you are loyal to your country and its institutions, you will exert all the influence you can command in order to secure this.

Let it then be your constant aim, Gentlemen, so to use your education, your talents, and your opportunities for usefulness, that when the end comes, the past of your life may be bright with the light of good deeds nobly done, and marked by a course honourably run and successfully finished. May all happiness, all prosperity and success be vouchsafed to you.

Principal DAWSON stated that the only degree, other than ordinary, granted in the past session, was the *ad Eundem* degree of B. A. to the Rev. O. Fortin, B. A., of Bishop's College, Lennoxville. He then proceeded to say:—

MR. PRESIDENT AND GENTLEMEN OF CONVOCATION,—The past session has been one singularly uneventful. We have no great gains to record and no great losses to deplore. Our number of students has maintained itself at its former standard, but except in the Faculty of Medicine has not increased. Our number of graduates will be somewhat larger than on any previous occasion, though in Arts, owing to special causes, it is this year exceptionally small. In these circumstances I think it my duty to direct

your attention not to the past but to the future, more especially in connection with the great political change on which this country is about to enter. That change appears to be in its general character of the nature of a new and more independent national existence, and may therefore be fitly compared here to the removal of the student from the tutelage of his college professors to the position of a graduate, retaining little more than a nominal connection with his University. Whether this country has satisfactorily passed all its examinations—whether it has gone through a sufficient course of preparatory training to fit it for that diploma of nationality which has been obtained for it at the hands of the mother country—are questions which I may leave to those who have sought the degree and to those who have granted it. Our concern is with the farther question of the bearing of this change on education, more especially on education in Lower Canada, and more especially still on the higher education with which we are here more immediately connected. These questions I desire shortly to discuss in as plain and practical a manner as possible, in order that the attention of our graduates and of our friends generally may be particularly directed to them. In the first place I would refer to the fact that a weighty additional responsibility is thrown on us in this matter of education. There has been no union of the educational systems of the various provinces. On the contrary in our case there has been disunion. Heretofore we have been at least nominally allied with the people of Upper Canada, now we are separated from them. We stand alone in Lower Canada as an English Minority; and the responsibilities thus thrown upon us, relate not merely to the provision of education for our own children, and the perpetuation of the means of instruction to coming generations, but also to the example which we are to exhibit to the majority in Lower Canada, and the position which we are to take as helps or hindrances to education in British America in general. On our due performance of the duties devolving on us, depends more than upon any other consideration, the rank which our children and their descendants are to hold in this province, and in the future realm of Canada, to be constituted under the new Act of Union. Nor can we hope that we shall be materially aided either by those

of our fellow subjects, who upon religious and national grounds differ from us as to the methods of education, nor by the majorities in the other Provinces who naturally look with jealousy and dislike on the assertion of the rights of minorities. We may next consider the conditions under which our Protestant education is to exist, and the demands made upon us by these conditions. I believe that the provisions for general education in Lower Canada, made under the new constitution, are as favourable as the circumstances would permit, after the failure of the amended School Law last summer. I believe they are more favourable than it would have been possible to secure, but for the exertions of leading and influential friends of education in this Province, among whom may be mentioned Mr. Galt, Mr. Rose, and our Chancellor. It is provided that the existing privileges of minorities in the matter of education shall not be diminished, and that under certain circumstances a right to interfere on behalf of minorities shall remain in the hands of the General Government and Legislature. In our case more particularly it is provided that the same rights as to separate schools which are possessed by the Roman Catholic population of Upper Canada shall be extended to Protestants in Lower Canada. These are important safeguards, which if fairly and fully carried out may not only effectually protect our interests, but remove some at least of the existing legal disabilities of Protestants in Lower Canada in regard to education. Their practical effect, however, depends very much on the manner in which they shall be reduced to practice, and this again on the amount of interest which we as a people exhibit in the welfare of our institutions of education. I would especially indicate the following as points deserving attention 1st, It was in the nature of the case impossible that any constitutional guarantee could be given for the continuance and amount of educational grants. Yet upon this will practically depend in great part the effect of the law. Let us suppose for example that while in Upper Canada the present liberal provision for common schools, normal schools, grammar schools and colleges should be continued, that in Lower Canada these aids, or any portion of them, should be removed or greatly diminished; the equality of the minority here with the minority there in respect to educational rights

would at once be destroyed, though the law might in other respects remain the same; and while the majority here would be able to fall back upon its rich educational and ecclesiastical endowments, the minority would be left solely to the precarious resource of voluntary contributions. I do not say that this is likely to be the case, but I would invite the attention of the friends of education to its possibility, that any such result may be averted or provided for. Again, we have always maintained that our case is unlike that of the minorities in the other Provinces in several essential respects. Here the majority prefer on conscientious grounds a system of education with which their peculiar religious views are so incorporated that we are necessarily excluded from its benefits, while the majorities in the other Provinces cannot justly be said to introduce their religious peculiarities into the schools in a similar manner. Our educational institutions exist in the presence of a purely denominational system, having all the aid and support given in other Provinces only to public schools properly so called. Here also the difficulties are increased by difference of language as well as of religion. This distinction was recognized in the bill introduced by the Government in the last Session of the Legislature, and I think we should firmly, but without any offensive imputations, insist on its recognition by the Local Legislature, to as great an extent as may appear compatible with the united and harmonious working of our several school systems. In the last place, the guarantees in the Union Bill do not touch the peculiar wants of the Universities, and more especially of this University. It is much to be lamented that the framers of this bill had not the courage to place all matters relating to University powers and privileges in the hands of the General Government and Legislature. Infinite mischief may result from conflicts of local legislation on this subject, and from the tendency to lower the standard of degrees, in consequence of local competition and a limited field of action. All our Universities should have been British American in the strictest sense, all their degrees of national value, all laws relating to the standard and legal estimation of those degrees of national extent. This is a question in which every University worthy of the name is interested, as well as every young man entering into professional

life. The authorities of this University considered it their duty to urge very strongly their views in relation to it by petition and otherwise, but apparently without effect. I would now say to all our friends and graduates that no time should be lost in remedying this omission, if we would wish our country to be united and strong in one of its most important interests. In regard to the peculiar claims of this University in connection with the Royal Institution, and what I must characterise as the flagrant breach of faith on the part of both the Imperial and Canadian Governments in failing to fulfil the promises of endowments for the higher education made more than sixty years ago, and frequently renewed since, the Board has urged its claims again and again without effect; and now we regard the case as finally decided against us, for it cannot be supposed that the local government in its comparative poverty will assume debts, however just, which the Canadian and Imperial Governments have found it expedient to repudiate. I can only assure our friends that every possible effort has been made, and that the University has nobly and successfully struggled, without any public endowment, to make itself second to none in British America, and that we stand this day in a position to maintain and continue, with our own resources, the duties which we have undertaken. But for the purpose of further extension, and of meeting the growing wants of the country, we must rely on the benefactions of the wealthy friends of education in this country, whose kind assistance has not hitherto failed us. To sum up this matter—the present crisis demands the careful thought and united exertion of our public men, as to the manner in which educational affairs shall be settled in the first meeting of the local legislature; and as to the prevention of narrow and injurious local legislation with reference to University matters; and we are entering on a time when the kind solicitude and liberality of the friends of education will be even more imperatively demanded than heretofore in sustaining our educational institutions. Should the proper spirit prevail in regard to these points, we can have no fears of ultimate success. For myself and the authorities of this University, I may say that we are animated by no selfish motives. From our point of view we can perceive the links that bind together the

whole of our institutions of learning, from the smallest common school to the University, and that unity of educational interest which in the higher aspect of the subject applies to our whole country and overgoes all its diversity of races, creeds and local interests. We labor, therefore, to promote those high aims and that unity of action which can alone secure great results; and are ready, for these ends, to make any sacrifices and to put forth any efforts that may be required of us. (Applause.)

The Benediction was pronounced by Rev. Dr. Wilkes.

The Convocation then adjourned.

## SECOND DAY.

On Friday, May the 4th, at 3 P. M., the Proceedings of Convocation were resumed.

The following Members of Convocation were present:—

GOVERNORS.—Hon Jas. Ferrier, Andrew Robertson, Esq., Chris. Dunkin, Esq., Wm. Molson, Esq., Peter Redpath, Esq., John Frothingam, Esq.

The Vice-Chancellor.

FELLOWS.—Ven. Archdeacon Leach D.C.L., LL.D. Vice-Principal and Dean of the Faculty of Arts; B. Chamberlin, M.A., B.C.L.; G. W. Campbell, M.A., M.D., Dean of the Faculty of Medicine; J. H. Graham, M.A., Principal of St. Francis College, Richmond; Fred. W. Torrance, M.A., B.C.L., Prof. of Civil Law; the Rev. Prof. Cornish.

SECRETARY.—Wm. Craig Baynes, B. A.

PROFESSORS.—Arch. Hall, M.D., Wm. Fraser, M.A., M.D., Wm. E. Scott, M.D., Rev. Wm. Wright, M.D., R. G. Laflamme, B.C.L., Chas. F. A. Markgraf, M.A., D.C. McCallum, M.D., P.J. Darey, M.A., Robt. Craik, M.D.

GRADUATES.—John Bell, M.A., M.D., Joseph M. Drake, M.A., M.D., R. A. Leach, M.A., B.C.L., C. J. Mattice, M.A., James Kirby, M.A., B.C.L., Louis Armstrong, B.C.L., J. H. Bothwell, M.A., B.C.L., R. C. Cowan, B.C.L., C. P. Davidson, M.A., B.C.L., L. H. Davidson M.A., B.C.L., Ed. Holton, B.C.L., N. W. Trenholme, M.A., B.C.L., Donald Baynes, M.A., A. Duff, M.A., C. H. Kirby, C.E., John McKenzie, B.A., C. C. Stewart, B.A.

The Chair was taken by the Hon. Jas. Ferrier, in the absence of the Chancellor.

Prayers were read by the Ven. Archdeacon Leach.

The minutes of the Proceedings of Convocation on May 3rd 1866, were read and confirmed.

Dr. G. W. Campbell, Dean of the Faculty of Medicine, made the announcement on behalf of that Faculty, as follows:—

The total number of students in the past session was 184. Of these there were from Canada East, 83; Canada West, 89; Nova Scotia, 3; New Brunswick, 2; Prince Edward Island, 1; Newfoundland, 1; United States, 4.

The list of students who passed the Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Botany or Zoology, was as follows:—

Reginald A. D. King, St. Sylvestre; Angus A. Gilmour, Granby, C. E.; Daniel Legault, Isle Perrault, C. E.; Edwin D. Ault, Aultsville, C. W.; Daniel M. J. Hagarty, Bornholm, C. W.; Daniel D. Smith, Cornwall, C. W.; James McNeece, Quebec; Guy D. Daly, Minnesota, U. S.; James J. Quarry, Lucan, C. W.; Marshall B. Wilcox, Whitby, C. W.; Silas Kneal, Woodstock, C. W.; Tancred de Grosbois, Chambly, C. E.; Daniel A. O'Connor, Montreal; Thomas G. Roddick, Harbour Grace, N. F.; George Stanton, Simcoe, C. W.; John E. W. Holwell, Quebec; Walter Moffat, Hickory, Pe., U. S.; Wm. McGlachy, Fingal, C. W.; Wm. Henry Patterson, Almont, C. W.; William D. C. Law, Newtown, Robinson, C. W.; Donald Fraser, Quebec; Clarence J. H. Chipman, Montreal; Chas. W. Padfield, Burford, C. W.; John Perrier, Halifax, N. S.; Fred. W. Harding, Windsor, N. S.; Alfred O. Stimpson, St. Pie, C. E.; Algernon Wolverton, Grimsby, C. W.; Loran L. Palmer, do.; John H. Wye, Brantford, C. W.; Wm. G. Bryson, Lindsay, C. W.; John W. Clemesha, Port Hope, C. W.; Donald Baynes, Montreal.

The following are the names of students presented for the degree of M. D., C. M., their residences, and the subjects of their thesis:—

Donald McDiarmid Cornwall, C. W., Pythogenic Fever; Richard S. Markell, Osnabruck, do., Modes of Death; Archd. McLean, Sarnia, do., Reflex Paralysis; John Gillies, Morrison, do., Typhoid Fever; John R. Wanless, Montreal, C. E., Diabetes Mellitus; Edw. K. Patton, Quebec, do., Gonorrhœa; Peter A. McIntyre, Prince Edward Island, Dysentery; Henry W. McGowan, Kingsey, C. E., Cancer of the Stomach; William McCarthy Henryville, do., Typhoid Fever; Jas. Howard, St. Andrews, do., Idiopathic Erysipelas; Wm. H. Fraser, Perth, C. W., the Human Heart; Robert D. McArthur, Martintown, do., Plural Births; John Madill, West Essa, do., Enteritis; Wm. Grant, Williamstown, Embolism; J. C. Roberts, B. A., Fredericton, N. B., Heat; Wm. G. Bryson, Lindsay, C. W., Pneumonia; John Wordsworth Clemesha, Port Hope, do., Fractures; Richard King,

Peterborough, Signs of Pregnancy; Wm. Dougan, St. Catherines, do., Air, Exercise, and Light; James W. Oliver, St. Catherines, do., Peritonitis; William McGeachy, Fingal, do., Old and New Practice of Medicine; John Brandon, Warwick, do., Relations of Pulmonary and Cardiac Diseases; William B. Mulloch, Ottawa, do., Concussion and Compression of the Brain; Loran L. Palmer, Grimsby, do., on Foetal Auscultation; Algernon Wolverton, B.A., Grimsby, do., Dysentery; Clinton Wayne Kelly, Louisville, Ky., U.S., Hemorrhage of Pregnancy; Lafontaine B. Powers, Port Hope, C. W., Origin of Infantile Syphilis; Clarence H. Pegg, Utica, N.Y., U.S., Hospital Gangrene; Francis L. Howland, Sylvan, C.W., Phthisis; John Vicat, Montreal, C.E., Acute Pneumonia; Pierre E. Paradis, St. Denis, do., Abortion; Calixte Ethier, St. Joseph, do., Erysipelas; Dan O'Connor, Montreal, do., Dysentery; Henry Harkin, Montreal, do., Casts of Tubuli Urineferi; J. C. Johnston, Asst. Surgeon, R.A., Montreal, Cholera.

William Gardner, Beauharnois, C.E., Valvular Heart Disease; Patrick Robertson, St. Andrews, do., Scarlet Fever, David M. Cassidy, Montreal, who were under age, but passed their examinations last Session, had their degrees conferred at this meeting of convocation.

The following gentlemen passed their Examination, but are not of age. Their degrees will be conferred at the next meeting of Convocation:—Charles O'Reilly, Hamilton, Chloroform; Clarence R. Church, Merrickville, C.W., Progressive Locomotor Ataxior; Geo Dickenson, Ottawa, Light.

The Medical Faculty prizes consist:—First, of the Holmes Gold Medal, founded by the Faculty in honour of their late Dean; and two prizes in Books for the best Primary, and best Final Examination.

The Holmes Medal was awarded to Clinton Wayne Kelly, of Kentucky. The competition was very close between this gentleman and Wm. McGeachy, of Fingal, C. W.

The prize for the best examination in the Final branches was awarded to Clinton Wayne Kelly, and in the Primary branches to William Henry Patterson, of Almonte, C. W., very closely pressed by Thos. G. Rodidck, of Newfoundland. The gentlemen whose theses and examinations were considered sufficiently meritorious to entitle them to compete for the medal were Messrs. Kelly, McGeachy, Pegg, Dickenson, Gillies, Malloch, Wolverton, MacLean, McCarthy, Clemesha, Paradis, Palmer, Church, McArthur, Fraser, Powers and McDiarmid.

The prizes in Natural History were awarded as follows :—

*Botany*.—J. H. Matheson, 1st prize; L. Kneal, 2nd prize.

*Zoology*.—D. McCrimmon, prize.

*Practical Anatomy*.—Demonstrator's Prizes—Senior Class:—  
For general excellence as a practical Anatomist, to Wm. Moffatt.

Students of the Second and Third Years' course who deserve honourable mention as good practical Anatomists :—T. D. Lucas, John Reid, O. H. E. Clarke, and Clarence Chipman.

Junior Class :—Prize divided between Josiah Corliss and Wm. Sutherland.

Student of the First Year who gave satisfaction for diligence and attention :—W. H. Robinson.

The graduates in Medicine were then called up, and the oath having been administered by Prof. Wright, the Degrees of M.D., C.M., were conferred by Principal Dawson.

The valedictory was delivered by D. Powers as follows :—

MR. CHAIRMAN AND GENTLEMEN :—

It is owing to the partiality of my classmates, rather than to any merits, general or particular, of my own, that I have been chosen to deliver a "Valedictory" address on behalf of those who have to-day become Graduates of the Medical Department of McGill College.

Though I feel that there are many others more gifted than myself with the rhetorical ability, who might with greater propriety have been selected for the task, still I have much pleasure in addressing you on the present occasion, inasmuch as I deem it both a duty and a privilege, to take an affectionate farewell of our Professors, and to add a few parting words to the Medical Undergraduates of the College.

To-day we have reached a stage in the journey of life, at which we may well halt, as on some eminence in a landscape, for the purposes alike of retrospect and prospect. The road that we have hitherto travelled has occasionally been rugged and up-hill; oftentimes we have been nearly tempted to abandon our journey, and retrace our footsteps; but in the darkest hour of our despondency the voice of hope has whispered "Excelsior," and remembering

what was said of all of those who put their hand to the plough and turn back, we have conscientiously struggled onward, like wearied soldiers on a long march.

And our efforts have been crowned with comparative success. By the ceremony of to-day, which however unimportant to the general public, has to us been of momentous interest, we have obtained that prize, for which in fair weather and foul, in health and sickness, amid joy or sorrow, we have toiled for four long years:— and we are now by the united voices of our distinguished Professors declared worthy of receiving our diplomas as “Doctors of Medicine, and Masters of Surgery.”

But far from feeling elated at our temporary success, far from presumptuously considering that we are anything but one step nearer to the high level of our Teachers, though standing nominally on the same platform of M. D., we are glad to have the opportunity of expressing, in public, our joy and thankfulness at having been permitted in the course of Providence, to attain the much coveted degree.

To-day, it is true, we cease to be pupils, but as long as life shall last we purpose to be students; reverent students of the mysteries of the Book of nature, some of the most awful pages of which are concerned with the Physical and Mental constitution of man; pages which we have hitherto studied under the superintendance of our Professors, but which we must now attempt to decipher alone, no longer aided by their experience or stimulated by their words of encouragement. Fervently, and in so saying I but express the sentiments of my fellow Graduates, fervently do we hope by our future energy and perseverance to prove that we are not unworthy of all the pains that have been bestowed upon us. What greater pleasure can a Professor experience, or a Pupil occasion, than when the finger of public favour points out some *alumnus* of McGill College, as a skilful practitioner of medicine and an honorable member of society.

Language would, I fear, fail me to declare in befitting terms the debt of gratitude which we owe to all our respected instructors. Suffice it to say that their zeal has been disinterested, and their patience unwearied. Solicitous for our welfare individually, and

anxious for the credit of the Profession generally, they have nobly exerted themselves to instruct us in the scientific use of those weapons which they have themselves so often wielded in close encounter with disease and death. With heartfelt thanks for their kindness, and sincere wishes for their future success, we bid them one and all "Farewell." Long may they still frequent the Lecture Room and the Hospital, to explain the theories and exhibit the practice of medicine, for the benefit of new Students in the city of Montreal. Their professional skill has been equalled only by the urbanity of their demeanor to us; and we now part with them reluctantly, knowing full well that the success of any of us who have to-day graduated, will always afford them the highest pleasure, and form at the same time, the greatest testimony to the value of their instructions, and the efficiency of their labors.

Turning now to my companion graduates, I would affectionately address a few words to them. We are now about to part from one another, and to wend our ways in different directions: each to labor in his allotted sphere of action. We have toiled together for the last four Sessions, and many friendships have been cemented during our intercourse as undergraduates. Let not all this finally cease. It is true that many of us may never meet again. Our paths in life may diverge from, or even run parallel with one another, and we may never again grasp the once familiar hand, or listen to the tones of the well-known voice. But with many of us such will not be the case. The great cities of the Dominion of Canada are at present not very numerous, though we trust that they are destined to become so in the grand future, which undoubtedly awaits the Confederation of these British Provinces. In these cities, let us hope many of us will hereafter meet, to compare notes from the journals of our lives, and fondly revert to the unforgotten days of our undergraduate course at McGill College.

We have selected a dignified and honorable profession. Our career henceforth, in the words of Horace, will be *Periculosæ plenum opus aleæ*, and years of hard work, and steady perseverance must elapse ere we can hope to obtain even a moderate practice, or earn an ordinary income. The progress of many of us will no doubt, be slow, and the difficulties that we shall have to en-

counter will be numerous and complex. But others have trodden the same paths before us, and so long as in obedience to our oath of to-day, we pursue the practice of the healing Art, *cauté, casté, probé*, with caution, with chastity, and with honor, we shall at least enjoy the approval of a good conscience, and win the esteem of all good men who employ our services, or observe our career. Such, not disguising the truth, is the only reward that many of us, (and those perhaps not the least skilful or well informed) are destined to obtain in that world of action, in which we are now about to make our *début*. If I may be allowed to adapt to our case the words of one our Professors:—What is to reward us for our toils and struggles? not wealth: for in no other profession are large fortunes so seldom amassed; not heraldic honors: for no coronet has ever graced the brow of a Physician. Had such been our ambition we should have plunged amongst “the glorious uncertainties of the law,” have marched amidst the pomp and circumstances of war, or mixed in the noisy turmoil of party politics. No, brother Graduates, our reward must be sought in the consciousness of having contributed to the welfare and happiness of our race, in the respect of our fellow men, and in the knowledge that we are humbly following in the footsteps of our Great Physician, who went about continually doing good.

I cannot close this imperfect address without respectfully offering a few suggestions to the Medical Undergraduates of the College. It would ill become *me*, who am so slightly their senior, to presume to tender them any advice: but I may, I hope, be permitted without being charged with self-sufficiency, to throw out for their consideration a few practical hints, the result of some observation and reflection. Let them commence well, as they intend to go on; and let them go on, as they commence. Let them labor systematically, and moreover continuously. Detached efforts are never so effective as well-sustained and continuous exertion. Time lost or misspent can seldom be recovered, except at the expence of health and comfort, as well as at a large sacrifice of self-esteem.—Let them shun the evil effects of indulgence in strong drink. It is seldom, if ever, absolutely necessary in health, and in many cases of disease can be dispensed with, while it is always injurious to the

professional prospects of the young Practitioner. A medical man is expected, not unreasonably, to have his hand always steady, his eye unclouded, and his mental faculties clear, in order to undertake, with any prospects of success, the case in which his services may be required. Common sense will tell every one, that the medical man who weakly yields himself a willing victim to a debasing habit, has no right to complain if patients desert him, and if new ones fail to fill up the ranks of the deserters.

One word more on a subject of the greatest importance, I mean the study of the Greek and Latin languages. The almost Universal selection of these languages as the basis of a liberal education, is justified on the ground that they have a more logical grammar, a more regular structure, and finer models of style than any others; that they are the key to most of the languages of Modern Europe, and above all, that the very difficulty of mastering them is a most important feat of Mental Gymnastics. Our own day, as Professor De Vere remarks in his newly published "Studies in English," our own day, teeming with new discoveries, and fertile additions to our knowledge, fabricates a vast number of technical terms from the Greek, nor again, is it free from the silent intrusion of Latin words: though it is but just to add that the majority of recent importations come to us from the German.

But to the Medical Man, in particular, a knowledge of these tongues is of especial value. The whole nomenclature, by which is meant the vocabulary of names and terms peculiar to the different departments of Medical Science, is derived from those so-called dead languages: and a previous acquaintance with their words and roots will obviate the necessity of a frequent recurrence to the dictionary, and interpenetrate an Undergraduate's whole Studies with a living and picturesque interest.

It need not be dreaded that a knowledge of the classical tongues will lead to the Pedantic use of long words ending in *osity* and *atim*. These, as Lord Brougham long ago advised, should be but sparingly used. The ordinary diction of a Briton should be as Saxon as possible: but for the reasons I have just stated, and for the more general reason, that *Caeteris Paribus* a classically educated Physician will always be preferred (at any rate in cities)

to the Practitioner who is simply medically educated. It is greatly to be desired that the Graduate in Medicine, should previously have had a thorough training in Arts. I am sure that I shall be excused, I would say, rather, that I should be thanked, if on this point I quote to you the words of the Venerable Archdeacon Leach, the accomplished Vice Principal of McGill University:—

“The relation of the Faculty of Arts to the other Faculties of the University, is a matter that has often been deliberated upon with the most earnest attention. That it would be decidedly advantageous for intending Students of Law and Medicine to graduate previously in Arts, is generally conceded, and though it may be inexpedient and impracticable to insist upon this course as a rule, it cannot be too strongly recommended. Till this course, however, is adopted, it cannot be thought that those professions have availed themselves of all the best securities for the raising and purification of their character, which can never rank too highly. Would it be no advantage to the student before he entered on the study of Medicine to have passed through a vigorous course of instruction in mathematics and classical literature, in the natural sciences, and in the methods of reasoning and investigation. In some parts of his medical course does he not come into contact even with mental science, without some knowledge of which his conclusions must be necessarily one-sided, and therefore probably false; and even the study of moral truths cannot safely be omitted. Civil society has a practical interest in his clear understanding of duties. I might mention many cases where this is infinitely needful in the medical profession. I mention only this—medical evidence in the courts of justice, and of this I need only refer to one kind. Between the necessarily arbitrary and provisional definitions of insanity, there are room and verge enough to sink every law that has been enacted for the suppression of crimes. From this instance alone we see the magnitude of the moral responsibility, and hence deduce the necessity of a previous study and clear understanding of duties. Clearly, there is no part of the course in Arts that is not directly conducive to the student’s advantage in the medical profession.”

And now in conclusion, not merely in deference to established

precedent, but with feelings of sincere pleasure, I have to thank the Ladies on behalf of my classmates, for honoring this hall to-day with their presence. The grace of that presence lends a charm to each sense, and invests every meeting with additional interest. It can never be recorded too often by the lips of those, who from personal experience, are best qualified to record it, that the watchful care and soothing kindness of woman, her noiseless footsteps and her airy touch, are a physician's most valuable auxiliary and support, in the privacy of the sick chamber or in the wards of the Hospital, by the couch of the invalid or at the bed of *Death*.

Prof. Campbell M.A., M.D., Dean of the Faculty of Medicine then addressed the graduates as follows:—

GENTLEMEN GRADUATES :—

The connexion which has for so many years existed between us as teachers and students being now about to be forever severed, it is customary on taking leave of you to address to you a few words of congratulation and advice, but I hope I may be allowed before doing so, to dwell for a short time upon a subject which, although in a measure personal to us as the Faculty of Medicine of McGill University, is not the less interesting and important to you, now commencing life for yourselves, and from your education and position in the community, about to exercise, I hope for the public weal, no inconsiderable influence upon Public opinion.

You are most of you, no doubt aware, that since 1st of January, 1866, the Profession in Upper Canada has been governed by an Act, entitled "An Act to regulate the qualifications of Practitioners in Medicine and Surgery in Upper Canada," and that under this Act a council has been established, composed partly of representatives chosen, one from each of the four Universities: one from the Toronto School of Medicine, and one from each of the twelve Electoral Divisions of Upper Canada. The body so selected, is styled the General Council of Medical Education and Registration of Upper Canada. To this Act, as at first passed, the McGill College Authorities offered no opposition, it was regarded by them as a very excellent measure; liberal in its provision, and a just and sufficient protection to the properly qualified Medical Practitioner.

By it, Licentiates of Medicine in Upper and Lower Canada, and persons holding medical or Surgical Degrees or Diplomas from any University in Her Majesty's dominions, were entitled to registration. Now, this very excellent Act, framed upon the present English Medical Bill, was found not quite to suit the exclusive views of the President of the Medical Council, and an Act to amend it was endeavored to be forced through the last Session of Provincial parliament, the 2nd clause of which reads as follows :—

“ 2. Every person claiming to be registered under the said Act, as being qualified under the third paragraph of Schedule A, thereto appended, and who had not regularly attended lectures in some medical college or school, before the 1st day of May, one thousand eight hundred and sixty-six, must pass through the matriculation examination, and complete the *curriculum* prescribed by the general Council of Medical Education and Registration of Upper Canada, hereinafter referred to as “The Council,” before he shall be registered under the said Act; and he shall pass such examination at the *time* and in the *manner* directed by the Council.”

It is evident that if this had become the law, even though we had agreed to conform to the Matriculation examination required by the Medical Council for Upper Canada, none of the holders of our Degrees could practice in that Province until they had submitted to a re-examination in the manner directed by the Council, and the injustice of this will be most evident, when it is remembered that British Degrees and Diplomas with qualifications, Literary and Professional, no higher than our own, are exempted from the operation of this Act. Besides this, the Medical council of Great Britain has never attempted to take the Matriculation examination out of the hands of the Universities, Colleges of Physicians and Surgeons, and other Licensing Corporations, but has merely insisted that the standard recommended by them, should be adopted as a minimum for the examination. They have no special Examiner of their own, nor do they attempt to conduct such examinations under their own supervision, having perfect reliance in the honor of the universities, and colleges, that these examinations will be conducted impartially and honestly.

The opposition made by our Faculty to this most unjust measure,

which resulted in the adoption by the House of the present Amended Act, has brought out most strongly the President of the Medical Council of Upper Canada. In a circular addressed to the Members of the Council, after stating that, "It is to be deplored that a Lower Canada Institution, like McGill College, should oppose the Medical Council and Profession of Upper Canada, in their praiseworthy efforts to elevate the standard of Medical Education," he goes on to state, "The report of the Committee was to have been based on a compromise which was effected in the committee room between the then Members of the Upper Canada Medical Council, and the two Professors of McGill College who were present. The third section of the 2nd paragraph of the Amended Bill as reported, formed no part, however, of any such compromise. It is so unjust, that if it had been written in *extenso* before the Committee rose, I do not think it would form part of the Act to-day; and the Council will, I am convinced, at their next meeting, adopt the proper expedient to render it null and void." Now this section thus insinuated to have been clandestinely smuggled into the Bill by McGill influence, reads thus:—

"3. The certificate of any University or incorporated Medical School in Lower Canada that any student thereof has duly passed such matriculation or preliminary examination shall be evidence thereof."

As you see, it merely gives Lower Canada Colleges the privilege of examining their own students, according to the standard of Matriculation established under the Act, which is the same as that recommended in June last, by the Council of Medical Education and Registration of Great Britain, the requirements of which are as follows:—

"Compulsory, English language, including grammar and composition; Arithmetic, including vulgar and decimal fractions; Algebra, including simple equations; Geometry, first two books of Euclid; Latin translation and grammar; and one of the following optional subjects: Greek, French German, Natural philosophy, including mechanics, hydrostatics, and pneumatics.

"After 1869, Greek will be one of the compulsory subjects.

But the President of the Council has not yet done with the Medical Faculty of McGill, his pet measure having been thwarted as therein shewn; in his introductory lecture delivered at the opening of the new Medical School in Kingston, in October last, we are spoken of in the following complimentary terms:—

“As the matriculation or preliminary examination must be passed before the students can enter any Medical College, it is not necessary that the examiner should know where they intend to prosecute their medical studies, so that the factious opposition which a certain College has raised to those examinations, under the plea that their students would not be fairly dealt with, has no foundation on which to rest, and I fear that the public will be uncharitable enough to suspect that their opposition was not undertaken in the interests of the students, nor in the interests of science, but merely because the Professor of that College dreaded that the regulations of the Council would have thinned their classes by diminishing the number of students, and that consequently the revenue which they derive from the manufacture and sale of Degrees would be wonderfully curtailed.

We deprecate such conduct; we deeply deplore that men actuated by such motives should have found their way into the ranks of our profession, and more so still that they should have been entrusted with professional functions, as we must naturally infer that they will be far more anxiously exercised about the quantities rather than the qualities of those they will let loose to prey on the public.”

I am really ashamed to notice such an unjust and ungentlemanly attack upon this Faculty, and it is his position alone as President of the Medical Council, and not the man, that is entitled to any notice or consideration in this place. It has long been the aim of this Faculty, to elevate as far as the circumstances of the country would permit, the standard of general education in its students, in proof of this I have only to refer to the following extract from an address to the Graduating class, delivered by me on a similar occasion to the present, eight years ago. I then said:—

“I would urge upon parents and guardians, who intend to educate their sons for any of the learned professions, not to be in any hurry fixing their choice before the mental powers have had time

to develop themselves, and the tastes have in some degree been decidedly displayed. The employment to which the whole subsequent life is to be dedicated, which is to be its business, and should as much as possible be its pleasure, should not be decided upon, when the judgment is immature, and the higher mental capabilities are only beginning to manifest themselves. I believe that a course of education that will qualify a youth to commence with advantage the special study of any of the professions, should be followed up, at least, to the age of eighteen: the mind will then have had time to unfold itself, and its powers will be readily directed with full intensity, to the special profession, the heart as well as the head being engaged in its pursuit.

A good knowledge of Classics is universally acknowledged to be an essential part of the general training necessary, before entering upon the study of Medicine; without such knowledge, the very meaning of the terms constantly employed in medical literature would be incomprehensible to the student, but the chief importance of a classical education consists in this, that experience has proved that labor bestowed in its acquisition, to be by far the best discipline for preparing the intellect for being advantageously employed upon any other subject. An acquaintance with the physical sciences is now considered an essential part of a preliminary Medical Education, and to the understanding the more exact among them, as Mechanics and Astronomy, a certain amount of Mathematics is necessary. Some knowledge of Zoology, Botany, Geology, and Mineralogy, is now regarded as essential to any well-informed, and liberally educated Medical Man, and Chemistry might, with great advantage, be studied as an elementary Branch. It may be thought that the range of study, now suggested, is too extensive for the generality of medical students, but for my part, if circumstances permitted, I would feel disposed to add to it, the study of Logic and Metaphysics; the exercises in composition usually combined with the instructions on those themes, are most reliable in the formation of habits of thought, as well as in the acquirement of power and facility of expression. I am convinced that a youth thus prepared, having the advantage of a large amount of applicable knowledge, will commence the study of Medicine, with the probability

of much greater ultimate success than he who has not had such a thorough preliminary training.”

Five and twenty years ago this Faculty adopted its present extended curriculum of Professional Studies; impressed with the necessity of the Medical student being thoroughly grounded in both departments of his profession, it adopted the rule of an equal attendance, and an equally strict examination both in Medicine and Surgery, and the title of its Degree, Doctor of Medicine and Master in Surgery, is now in accordance with this double curriculum and examination. I have to apologize to you, Gentlemen, and to this Meeting, for having occupied so much time in defending our Faculty from the unfounded accusations which have been made against it. No, Gentlemen, it is not the want of Education in the McGill Graduates that has caused this outburst of virtuous indignation on the part of the President of the Council of Medical Education. I fear the motive must be sought for in the high position which our Graduates occupy, and the success which [they have honestly and honorably earned, throughout the length and breadth of Upper Canada, and in the jealousy of a small school, against a larger and more successful competitor; for be it remembered, that the Presidency of the Medical Council, and of the Medical School in Kingston are held by the same individual, and this is where the shoe pinches,—the number of Upper Canadian students who, blind to the merits of Kingston, and its Royal College of Physicians and Surgeons, give it the go-by from year to year, to attend our Lectures, and whom we hope we send back to their homes wiser and better men.

Gentlemen, it is a matter of serious import to you all, not to permit this abuse of power on the part of the Medical Council. Having now finished your own pupilage, such of you as now settle in Upper Canada must see to it, that the future Medical student gets fair play, and that the President of the Medical Council is not permitted to smuggle through the Local Legislature prohibitory enactments, not for the benefit of the Public nor of the Profession, but with the view to compel the Upper Canadian Medical Student to pursue his professional studies in that Province, thus excluding wholesome opposition both in the teaching and practice of Medicine.

And now, Gentlemen, we hope that during the years you have spent with us as your teachers, our labors have not been in vain, but that we have been able to communicate to you that knowledge which we have ourselves acquired upon the various subjects on which we lecture; we hope you have profited by these instructions, and that you will find the information thus obtained, of good service to you in your future professional career; but let me remind you that though now, Medical Practitioners, you should still be students. In no profession do men rise to eminence who have not gone through a severe course of study: it is the cultivation of the mind alone which elevates to distinction, the road to it is along the path of honest industry, the crowned Monarch no more than the humble student has discerned any other. I have seen something of medical practice in my time, and I have never yet known any one to rise to eminence, unless by close, constant and unremitting exertion. In the practice of medicine these qualities should hold preeminence. No man devoid of them should be allowed to prescribe for the sick, to hold as it were the strings of life in his hands; the hard working meritorious practitioner will most assuredly rise to competence and fame, while the idle, dissipated, and ignorant, will receive their justly merited neglect and contempt. The relief of the sick poor is a duty which usually falls to the lot of those commencing their professional career, it has ever been diligently performed by the conscientious Practitioner, but it should be performed from an active principle of humanity, rather than to gain applause. The poor man bowed down by disease, has a large claim upon the sympathy of his physician; kindness, tenderness, and gentleness should ever accompany the administration of relief in such cases, and here, most assuredly, if anywhere, he may become a social reformer in the highest sense of the term, in combating degrading habits, and injurious customs. Epidemics may be prevented, or even extinguished by applying the principles of hygiene to the abatement of the evils which produce them and promote their diffusion, such as defective ventilation, exclusion of light, neglect of cleanliness, and imperfect domestic sewerage. I might enlarge upon the duties of the physician in society at greater length, but time fails: let me only add a few words, in conclusion, upon your

duties to your professional brethren. And here frequently the temptation is great, under a pretence of love of humanity, and of scientific truth, to depreciate the skill and ability of a rival, or to seize upon a real mistake, and upon that erect their own character for superior ability. This ungenerous form of criticism, is still I fear far too common, and frequently in smaller towns and villages, where more is to be directly gained by depreciating an opponent, it embitters all the relations of life. "Do unto others as ye would that men should do unto you," this only can be the foundation, alike of Medical ethics and Medical etiquette. Much, no doubt, may be obtained by suavity of demeanor, and gentlemanly training, and associations, but the only true and universally safe guide, is the principle thus announced; with such a guide the Medical man will become no boasting depreciator of his brethren, no vulgar quack, no pilferer of the merits or reputation of his compeers: remembering the *cauté, casté, et probé* of his graduation oath, he will avoid the contact of the the vulgar and the ignoble, and will shun everything that weakens spiritual power, as drunkenness, idleness, sensuality, and pride. And now, Gentlemen, farewell; go forth on your noble mission, let it be your high and honorable aim to assuage human suffering in all its varieties and aggravations, and in imitation of your Great Master "to heal all manner of diseases," and may "the blessing of him who was ready to perish come upon you."

### FACULTY OF LAW.

Prof. F. W. TORRANCE, in the absence of the Dean of the Faculty of Law then announced the result of the examinations in that Faculty as follows:—

#### SESSION OF 1866-67.

##### GRADUATES:—

Adams, Abel.	Kittson, George Robert William.
Baynes, Edward Alfred.	Lay, Warren Amos.
Bouthillier, Charles Frontenac.	McCord, David Ross.
Chamberlain, Junior, John.	MacLaurin, John Rice.
Chauveau, Alexander.	Mitchell, Albert Edward.
Drummond, William Dominick.	Richard, Emery Edouard.
Gordon, Asa.	Short, Robert.

## PRIZES, HONORS, AND STANDING

## GENERAL PROFICIENCY.

*Third Year.*—(1) Asa Gordon, first in four Classes (Elizabeth Torrance Gold Medal); (2) John Rice McLaurin, first in two Classes and second in three Classes.

*Second Year.*—(1) William Warren Lynch, first in two Classes and second in two Classes; (2) James Robertson Gibb and John James McLaren, first in two Classes and second in one, equal.

*First Year.*—(1) Meredith B. Bethune, first in three Classes; (2) Robert Hughes Conroy, first in two Classes and second in two.

## BEST THESIS.

Edward Alfred Baynes.

## CRIMINAL LAW—PROF. CARTER.

*Third Year.*—(1) Asa Gordon and John Rice McLaurin, equal; (2) Alexandre Chauveau and Robert Short, equal.

## COMMERCIAL LAW—PROF. ABBOTT.

*First Year.*—(1) Joseph Dubuc, Meredith B. Bethune, equal; (2) Robert Hughes Conroy.

*Second Year.*—(1) James Robertson Gibb; (2) Wm. Warren Lynch.

*Third Year.*—(1) Asa Gordon; (2) John Rice McLaurin.

## ROMAN LAW—PROF. TORRANCE.

*Third Year.*—(1) Asa Gordon, John Rice McLaurin, equal; (2) Alexandre Chauveau, Robert Short, equal.

*Second Year.*—(1) John McLaren, Jas. Robertson Gibb, equal; (2) W. Warren Lynch.

*First Year.*—(1) Lewis A. Hart, (2) Conroy.

## JURISPRUDENCE—PROF. LA FRENAYE.

*Third Year.*—(1) Asa Gordon; (2) John Rice MacLaurin, Albert Ed. Mitchell, equal.

*Second Year.*—(1) Wm. Warren Lynch, John James McLaren, equal; (2) James Robertson Gibb.

*First Year.*—(1) Meredith B. Bethune, Robert Hughes Conroy, equal; (2) Joseph Dubuc, Francis John Keller, equal.

## CUSTOMARY LAW AND REAL ESTATE—PROF. LAFLAMME.

*Third Year.*—(1) Alexandre Chauveau; (2) R. Short and John Rice McLaurin, equal.

*Second Year.*—(1) W. W. Lynch; (2) John McLaurin.

*First Year.*—(1) M. Bethune, Rob. H. Conroy, equal; (2) J. N. Bienvenu, R. C. Fisher.

The Graduates were called up and received their degrees at the hands of the Principal.

Mr. Ed. Alfred Baynes, B.C.L. (whose thesis, the Dean stated, was the best), read the valedictory on behalf of the Graduates in Law.

MR. CHAIRMAN AND GENTLEMEN OF CONVOCATION:—It does not follow that an aphorism, though true, is just---and I am reminded of this, in the prudent proverb “that we should not undertake what we cannot perform”—a maxim that would have induced me to hand this valedictory into abler hands ; had I not felt, that “to will” and “to do” are constantly at litigation one with another, and that as I was about to address gentlemen who had chosen the law for a profession, there was no better way of showing our zeal than by initiating proceedings at the very outset, and by beginning our career with an amicable law-suit.

I maintain, gentlemen, that the heart is perfectly justified in assuming a responsibility which taxes all its ingenuity to perform, and that where it fails from inability, the verdict has generally been given “that the Court accepts the will for the deed.”

I feel myself most fortunate to-day, in making my essay before an audience, whose benevolent faces and encouraging smiles, seem to pronounce my acquittal before my trial, and to accept the effort before it is made.

It is a common saying, “that there is no rule that does not admit exceptions,” and “that the exception proves the rule”; this is true on the present occasion, for many have said most tender things on the word “farewell,” and it is expected that a valedictory should have a dash of sentiment about it; whereas, gentlemen, if I am to express the feelings of the graduating class, and give their honest opinions, I do firmly believe that our sentiments are those of unmingled satisfaction, and that, if regret enters into the composition, it is in so diluted a form as to almost vie with the Homœopathic dose of the one millionth part of a grain of Nothing.

But, if there is no room for regret, there is abundance for congratulation; and, like all who are very happy, we imagine the sentiment is universal, and are apt to credit our joy as contagious,

and naturally suppose that every one must be infected with the same epidemic. We take it for granted that from the Chancellor to the Janitor of the University, there is a mysterious interest in our welfare. That our Professors, to whom we tender our most grateful thanks, who have so patiently gone over the same ground, and inducted us into the mysteries of Justinian, Pothier and Blackstone are as delighted with every batch of graduates, as a hen with her batch of chickens. Indeed, we often imagine that they express such a lively interest in our well-being, as to be willing to play the part of that amiable bird, and after having hatched us to scratch something for our existence. But here, fellow-graduates, the parallel ends; we are this day permitted to go and scratch for ourselves. This may appear to us to be no easy task, but novelty has its charms; and if on arriving at competency, we have to pass through years of self-denial, we shall be better able to appreciate its sweets, by the retrospect of the road that led to it. And while you may say, perhaps, that this is very dry comfort, I can only add, for myself, that I prefer to be agreeably disappointed, rather than abruptly disgusted.

“There is no Royal road to learning,” said the Tutor of Louis the XIV., the then Dauphin of France, and there certainly does not appear to be any to a well merited superiority among men, and the motto of our University was undoubtedly adopted from a wise experience “*Grandescunt aucta Labore.*”

As I firmly believe that we are all agreed about the “*Labore,*” and all hopeful about the “*Grandescunt,*” let us commit our barks to the uncertain current of time, and to the expectation of a future, which is wisely concealed from our view.

England has within the last few years set a noble example to the world of her willingness to offer all employments of trust and credit to the competition of her children, and those employments, which once could only be entered by the narrow door of influence or wealth, are now open to a fair trial of ability; and she liberally invites all her colonists to enter into competition. Her civil and her military offices are alike open, and India with her vast and growing Empire has yearly offered the most honorable and lucrative employments to candidates. All the important offices under

the head of Collectorships and magistracies are filled from these competency lists, and form what is termed the "civil service." The whole revenue of this vast Empire passes through the Collectors of Districts, who act through a large staff of officials. The magistrates are stipendiary and hold a daily court, and take cognizance of all civil matters within their jurisdiction, and the natives being proverbially litigious affords them plenty to do. Every encouragement is held out to invite the talent and ability of all ranks to strive for employment; and the fact that the highest colonial office, both for importance and rank in the gift of the Crown (I mean the Governor Generalship of India) is now held by Sir John Lawrence, once a student of Haylebury College, and with no other recommendation than his integrity and talent, declares a thorough Revolution in the old paths to fortune, and the promise of a more equitable distribution of her favors. And shall we say that there is no future for the Dominion of Canada? Shall not the increasing importance of this part of the Empire afford a field to exercise the talents of her own sons?

England has in a measure returned to the principles that in earlier ages governed the selection of fit and proper persons to every office of trust and importance, and led to the institution of the law and other schools as the nurseries, where, under wise and liberal patrons, talent was fostered and encouragement given to zeal and perseverance.

Is the splendor of the school of Berytus, that flourished for over three centuries from the time of Alexander Severus, to be only a matter of history, and neglected as a model for the nursery of other States? Gibbon remarks:—"All the civil magistrates were drawn from the profession of the law. The celebrated Institutes of Justinian are addressed to the youth of his dominions, who had devoted themselves to the study of Roman jurisprudence; and the Sovereign condescends to animate their diligence, by the assurance, that their skill and ability would in time be rewarded by an adequate share in the Government of the Republic." Guyot says, while alluding to the same period:—"To stimulate the zeal of the Professors, and give to them greater consideration, Justinian gave them a share in the management of the chief affairs of the Empire; exempted

them from the performance of onerous public duties, and awarded to them the same privileges as were enjoyed by the Professors of other sciences." It may be said, that this State provision and patronage, would strike at the root of independence, and that the dignity of the young Barrister would be compromised by his subordinate position in the grades he might be called upon to pass through before he attained to the standard of the older and more experienced leaders; but this is a false theory, and its results are daily manifest, for in the universal efforts for ascendancy, and the complacent notion which every man is forming of his own abilities, it has become proverbial, that while "knowledge has run to and fro in the earth," its quality has become dwarfed; and what if it should turn out that it is owing in a measure to that very want of proper support and encouragement in early manhood, that threw a chill over the ardent desires of youth, which if well trained would have naturally looked up to their superiors with deference, and emulating their example, they would not be left (as is too often the case now,) to witness the departure of the great, without the legacy of their experience, or the mantle of their abilities.

There are elements that enter into the choice of professions infinitely more meritorious than mere living:—" *Immensum gloria calcar* " is far beyond dollars; and a man whose stimulant is, to be a credit to his country, and an ornament to his profession, would be willing to enlist more readily under that Government which impartially held out inducements of honorable employment, and unreservedly proffered her offices to those who deserved her rewards.

There is no period of life without its triumphs, and while Britain's Bard has inimitably described the "seven stages," he has left us an opportunity of tracing in each its own interests, its own dangers and its own successes.

We have arrived at by no means the least attractive of these ages, nor one that can more fairly be regarded as the turning point of life. The past year has not been barren in affording a fair opportunity of proving to the land of our birth that they who had been instructed in that great truth, "that Law is the life of order," and who had learned its value in its adaptation to the wants

of civilization, were those who were foremost to defend its institutes and maintain its rights; and earn at the front, not the "buddle reputation" the poet speaks of, but the lasting and enduring name of "Patriot."

Fellow-graduates, who now crowd these halls, shall we allow the present opportunity to pass without that just tribute of admiration due to our Sister University of Toronto, whose sons, at the first tocsin of alarm, folded up the toga and drew the sword?

Shall we not record our glowing admiration for the memory of the martyr students at Ridgeway? And shall we not declare that McKenzie, Tempest, and Mewburne have a shrine in our hearts, "ære perennius?" I am sure, graduates, you will say, All honor to the dead! and peace to their ashes!

Nor was our own University behind the times—" *Si Exemplum requiris? Circumspice.*" We need not go beyond the precincts of our walls. Turn, gentleman, to the Board of Royal Institution, and from their ranks see three senators, who, though past the meridian of life, joined their commands in the Royals, the Knowlton Rifles and the Home Guard!

If we look to our own Faculty, we need go no further than the Honorable the Dean, whose Argenteuil Rangers can speak of their devotion to their leader, while the Commons can tell, and our Faculty acknowledge, his diversity of talent and fire of genius.

Nor were the noble Æsculapian band behind the Law; their self-sacrificing Professors were ready at a moment to leave their extensive practice, and fly to the field to give succour to the wounded, and the benefit of their science to all who might need it. Lastly, these halls saw our students hurrying through their examinations, and the same night join the ranks of the defenders.

In saying farewell, can we propose for each other a more honorable aim than to desire that versatillity of genius, which as occasion offers, can weild the pen, shake the forum, or steadily defend the front.

Prof. Torrance then addressed the Graduates as follows:—

MR. CHAIRMAN, GENTLEMEN, AND MEMBERS OF CONVOCATION:—I desire to speak to you on the subject of oratory or elo-

quence—the art of oratory or eloquence. Art itself has lately been defined by John Stuart Mill, the political philosopher, in an address which he delivered to the students of a Scotch University, last February. He defines art as the endeavour after perfection in execution. He says that besides the intellectual and moral education promoted by universities, there is a third division barely inferior to them, and not less needful to the completeness of the human being. He means the æsthetic branch; the culture which comes through poetry and art, and may be described as the education of the feelings, and the cultivation of the beautiful. The art of eloquence is certainly connected with the education of the feelings and the cultivation of the beautiful, and I may therefore define it as the endeavour after perfection in speaking. I cannot agree with those who regard oratory as obsolete. The faculty of speech is one of the noblest of man's gifts, and so long as the living voice appeals as it does to our sympathies and social instincts, the art of oratory or the endeavour after perfection in the use of the living voice cannot be obsolete.

The art of oratory is among the noblest—is perhaps the noblest among human arts. It is also more closely allied, than we often think, to poetry and music; and it is as capable of cultivation as any fine art, like music, painting, sculpture.

In oratory, two things widely different have to be considered.

First—The composition of an oration or speech.

Secondly—Its delivery.

First, as to its composition. I will assume that you have a certain power or copiousness of expression; that you have words at command suited to your subject, though in this respect the resources of men differ greatly. I have somewhere seen it estimated, that a labouring man commands about 300 words, while the average of educated men commands perhaps 3000 or 4000. A poet or orator of distinction will have some 10,000, while a writer like Shakespeare has used not fewer than 15,000.

I will also assume that your mind is replete with knowledge; that your conclusions are taken; that your arguments are ready. This is much, but it is not all. In what manner will your ideas be put forth, what energy or vivacity will there be in your expressions, what elegance or grace?

It is of much importance as regards impressiveness, where you place your key words in a sentence, at the beginning, middle or end, according to the meaning you wish to convey. There should be a complete harmony between the words and ideas, the right word should be in the right place. The ancient orators and poets aimed at an impressive rhythm and a musical effect. An instance of this is given in Cicero in his description of Verres; and a famous instance of accord between word and idea you may remember in Virgil in his description of the galloping of a horse in the second *Æneid*. Here the *sound* of the words is strikingly in unison with the idea to be expressed.

Lord Brougham says, "Our greatest orators have excelled by a careful attention to rhythm, some of the finest passages of modern eloquence owe their unparalleled success, undeniably to the adoption of those Iambic measures which thrilled and delighted the Roman forum, and the Dactylus and Pæonicus, which were the luxury of the Attic Ecclesia. Witness the former, he adds, in Mr. Erskine's celebrated passage respecting the Indian chief, and the latter in Mr. Grattan's peroration to his speech on Irish Independence."

We cannot do better than look at the practice of the ancients in regard to the rhetorical art, in which their remarkable distinction was the natural consequence of extraordinary care and pains. The masters taught that whatever might be the qualities of the intellect and the gifts of nature, these advantages were of no avail if they were not aided by stubborn labor and by persistent exercises in reading, writing, and speaking. Cicero advised never to speak with negligence, and to give conversation the degree of completeness suitable to the subject; but the best method, in the opinion of the teachers, was to write much. "Write," said Cicero, "and in this way you will the better learn to speak." "The pen," he says elsewhere, "is the best master to teach the art of practical speech." Quintilian, the most judicious of counsellors, advised writing, even though the manuscript was laid aside, in speaking. We must write, he said, with much care and very often; without which the gift of improvisation or extemporaneous speaking will be a vain flow of words.

It is interesting to notice that the ancient orators had a great dislike to extemporary speaking. Cicero, even in the busiest period of his life, wrote the most important parts of his pleadings. Augustus committed his speeches to memory. Pliny the younger, who was full of intelligence and grace, only extemporized when compelled by necessity, and said that there was only one way of arriving at good speaking—reading much, writing much, and speaking much.

Another fact which proves the highly artificial and laborious nature of ancient oratory, was the preparation of proemia or introductions of speeches never delivered. Of these proemia many are preserved. It would seem that these introductions were kept for use to meet a demand that might suddenly be made upon a speaker, and for this purpose were held in the memory. Fifty-six of these, written by Demosthenes, have reached us. The elaboration of their compositions by the ancients was most remarkable. Plato, under whom Demosthenes is supposed to have studied, was noted for the care which he took of his diction. Cicero affirmed that Plato wrote by a kind of divine faculty, and it was commonly said that if the Father of the gods had spoken in Greek, he would have used no other language than Plato's. The first of ancient critics said of his diction that it resembled a piece of sculpture or chasing rather than written composition. He continued to polish it till extreme old age; and a remarkable instance is given of a note-book he kept, in which he had written the first words of his *Treatise on Government* several times over in different arrangements.

Another notable characteristic of the ancient orators, was the respect in which they held their audiences, as possessing a true discernment of oratorical excellence. The anecdote is related of Demosthenes, that when Pytheas taunted him with his speeches smelling of the lamp, his answer was, "True, but your lamp and mine do not give their perfume to the same labours." Cicero remarks himself, that it is astonishing that though there is the greatest difference between the educated and the uneducated man in action, there is not much in their judgments. On this Lord Brougham says: "The best speakers of all times have never failed to find that they could not speak too well and too carefully to a popular assem-

bly; that if they spoke their best, the best they could address to the most learned and critical assembly, they were sure to succeed."

"If," says Henry Rogers, in his charming Greyson Letters, "If you would produce any lively or durable impression on any audience (rustic or polished matters not), you must give them thoughts that strike, and these must be expressed in apt words; and to speak in this fashion will require, depend upon it, very careful study."

In connection with this part of my subject, I may be allowed to relate an anecdote of Arago, the great French astronomer, who had many gifts and much success as a popular speaker. His practice in beginning a lecture was to select in the audience the dullest and most stupid-looking person he could see, and during the lecture direct all his observations and appeals to this individual in particular. He was not satisfied that his lecture was successful or produced an effect such as he desired among the audience, until he noticed scintillations of intelligence in the vacant countenance of the one auditor whom he so flatteringly noticed. Following this course one evening in a town in the south of France, where he was lecturing, he spent the next evening in company with some of the townspeople, and among them the individual in question. The latter did not know why Arago had preferred him the night before, but had observed and been singularly flattered by the preference of the great astronomer, and during the evening loudly expressed his admiration of the lecturer, exclaiming that M. Arago was a most charming and fascinating person, for he seemed the night before to address all the observations of his exceedingly interesting lecture to him in particular.

Next as to delivery. This, for success, is as important as the matter and manner of composition. Here we have to consider both the action of the speaker and his voice, and I affirm that the greatest orators have given heed to voice and action as much as famous actors and famous singers. It is related of Demosthenes, by Plutarch, that returning home, when a young man, in discomfiture after failure to obtain a hearing of the people, he met his friend, the comedian Satyrus, who, noticing his despondency, enquired the cause. On being told, he asked Demosthenes to recite

a famous passage in one of their poets, which he did. The actor recited it after him, but in a style, and with an effect so different, that Demosthenes saw at once his own deficiencies in delivery, and resolutely set himself to remedy them. Besides studying under Satyrus, he is also said to have taken lessons from another actor named Andronicus.

His great antagonist, Æschines, was banished to Rhodes after the famous contest for the Crown, and in his exile read to the Rhodians his own speech, which was much admired, and afterwards that of his rival Demosthenes, which elicited still greater applause. Whereupon Æschines, not disparaging or belittling his opponent, as is too often our wont, exclaimed, "What if you had heard the beast himself."

Cicero was equally solicitous about his action and delivery. He studied under Molo, the rhetorician, first at Rome, and afterwards in Greece. Even when holding the office of Prætor at Rome, he attended the school of Gniphos, a celebrated rhetorician, and he is known to have studied delivery under Roscius and Æsopus who were actors, one in comedy, the other in tragedy.

I need hardly remind you of the immortal speech of Hamlet to the players, and his counsel not to tear a passion to tatters—"to suit the action to the word, the word to the action."

George Whitfield, the great pulpit orator of the last century, had a voice of such power and melody, that he could effectively address an assembly of 30,000 people, and he would, it was said, make you weep by his pronounciation of the word Mesopotamia. It was said that so much did his delivery improve by repetition that he did not consider that he had attained to his full power in the delivery of a discourse until he had delivered it 50 times. Dr. Franklin singularly confirms this in his inimitable autobiography, where he says, "By hearing him often, I came to distinguish easily between sermons newly composed and those which he had often preached in the course of his travels. His delivery of the latter was so improved, that every accent, every emphasis, every modulation of voice was so perfectly turned and well placed, that without being interested in the subject, one could not help being pleased with the discourse,—a pleasure of much the same kind with that received from an excellent piece of music."

How much a deficient action and a monotonous delivery mar a discourse, I need not say. "How comes it," said an English Bishop to the actor Garrick, "that though we clergy treat of the most solemn realities in life, we are not listened to at all, whereas you actors, though your subjects have no real existence, are so much run after." Garrick replied, "the reason, my lord, is that we actors play our parts as if they were realities, whereas your clergy deal with your solemn topics, as if you did not believe in them in all."

Let us now take modern instances of men who have distinguished themselves by oratorical power. Without any doubt, the most eminent example of judicial eloquence in England has been exhibited by William Murray, afterwards Earl of Mansfield, and Lord Chief Justice of England. Lord Campbell, his biographer, writes of him: "Those who look upon him with admiration as the antagonist of Chatham, and who would rival his fame, should be undeceived, if they suppose that oratorical skill is merely the gift of nature, and should know by what laborious efforts it is acquired. He read systematically all that had been written upon the subject, and he made himself familiar with all the ancient orators. Aspiring to be a lawyer and a statesman, Cicero was naturally his chief favourite; and he used to declare that there was not a single oration extant of this illustrious ornament of the forum and the Senate house, which he had not, when at Oxford, translated into English, and after an interval, according to the best of his ability, re-translated into Latin."

William Pitt was second to none as a Parliamentary orator in the generation which saw Burke, Fox and Sheridan. Macaulay says: "His early friends used to talk, long after his death, of the just emphasis and the melodious cadence with which they had heard him recite the incomparable speech of Belial. He had indeed been carefully trained from infancy in the art of managing his voice—a voice naturally clear and deep-toned. His father, whose oratory owed no small part of its effect to that art, had been a most skilful and judicious instructor."

Of all the remains of antiquity, the orations were those on which he bestowed the most minute examination. His favorite employ-

ment was to compare harangues on opposite sides of the same question, to analyse them, and to observe which of the arguments of the first speaker were refuted by the second, which were evaded, and which were left untouched.

On one occasion, when a mere youth, he was introduced on the steps of the throne in the House of Lords to Fox, who used afterwards to relate that, as the discussion proceeded, Pitt repeatedly turned to him, and said, "But surely, Mr. Fox, that might be met thus;" or, "yes; but he lays himself open to this retort." What the particular criticisms were Fox had forgotten, but he said that he was much struck at the time by the presence of a lad who throughout the whole sitting seemed to be thinking only how all the speeches on both sides would be answered.

As to forensic eloquence, the eloquence of the bar, the most remarkable example at the English Bar was Erksine, who was for some time a subaltern in the British army. For two years he was shut up in the island of Minorca, and laboriously and systematically went through a course of English literature. Milton was his great delight, and Lord Brougham says, "the noble speeches in *Paradise Lost*, may be deemed as good a substitute as could be discovered by the future orator for the immortal originals in the Greek models." He was, likewise, so familiar with Shakespeare, that he could almost, it has been said, like Porson, have held conversations on all subjects for days together in the phrases of this great dramatist. Dryden and Pope he not only perused and re-perused, but got almost entirely by heart.

I have mentioned the names of actors in connection with the rhetorical art, and the study of action and delivery. It is said of the great Mrs. Siddons that she studied her profession for a number of years, and played her parts in the provinces for a long time, before a London audience would appreciate her merits. It would appear as if the study and practice of many years were necessary to develop her great gifts and demonstrate her extraordinary genius. After the peace of 1815, she visited Paris, and as she stood in the public galleries of the Louvre, viewing the paintings, spectators who did not know who she was, gathered about her, unconsciously struck by the dignity of her carriage and gestures.

The great Napoleon attached not undue importance to his public appearances as the Emperor of the French, and did not hesitate to take lessons from Talma, the celebrated French actor, as to his carriage and attitudes in the Imperial state robes.

I terminate my reference to modern examples by citing from a remarkable letter of Lord Brougham written in 1823 to the father of Lord Macaulay on the education of the latter for the Bar. Brougham first says that the beginning of the art is to acquire a habit of easy speaking in whatever way suits best: next, and the grand one, to convert this habit into chaste eloquence. To this end, he would have young Macaulay become familiar with every one of the great orations of Demosthenes. He took for granted that young Macaulay knew those of Cicero by heart, but he adds that the Greek must positively be the model. "Merely reading it, as the boys do, to know the language, wont do, at all; he must enter into the spirit of each speech, thoroughly know the positions of the parties, follow each turn of the argument, and make the absolutely perfect and most chaste and severe composition familiar to his mind. His taste will improve every time he reads and repeats to himself (for he should have the fine passages by heart) and he will learn how much may be done by a skilful use of a few words, and a rigorous rejection of all superfluities. In this view, I hold a familiar knowledge of Dante to be next to Demosthenes. It is in vain to say that imitations of these models wont do for our times. First, I do not counsel any imitations, but only an imbibing of the same spirit. Secondly, I know from experience that nothing is half so successful in these times (bad though they be) as what has been formed on the Greek models. I use a very poor instance in giving my own experience, but I do assure you that both in Courts of Law and Parliament, and even to mobs, I have never made so much play (to use a very modern phrase) as when I was almost translating from the Greek. I composed the peroration of my speech for the Queen, in the Lords, after reading and repeating Demosthenes for three or four weeks, and I composed it 20 times over at least, and it certainly succeeded in a very extraordinary degree, and far above any merits of its own, This leads me to remark that the speaking off hand is very well

until the habit of easy speech is acquired. Yet after that, he can never write too much; this is quite clear. It is laborious, no doubt, and it is more difficult beyond comparison than speaking off-hand; but it is necessary to perfect oratory, and at any rate it is necessary to acquire the habit of correct diction. But I go further and say, even to the end of a man's life, he must prepare word for word, most of his finer passages. Now, would he be a great orator or no? In other words, would he have almost absolute power of doing good to mankind in a free country, or no? So he wills this, he must follow these rules."

Such were the counsels and the practice of Henry, Lord Brougham, who enjoyed the reputation of being one of the most accomplished speakers and rhetoricians of his day.

In conclusion, you have seen from what I have said, the artificial nature of the excellence of great orators, and in particular that it would appear to be an indispensable condition of success that much labour be bestowed in the cultivation of the art. There must be much reading and much writing and much speaking. Further, it is an art which appeals to the highest faculties of our nature. It appeals to the imagination—to our sense of the beautiful. Would you confer a pleasure in kind like that which has been conferred by a Siddons, a Garrick, a Rachel, a Ristori—more than that wield an instrument capable of effecting the highest good? Cultivate assiduously and with earnest zeal the art of eloquence. Setting before you the grand models which have been preserved for our instruction and delight, enthusiastically imbibe their spirit. In a new country like ours, beginning a new existence, we may safely affirm it is most important that the art we have been considering should receive its fullest development and win its highest reward. Among a free people such as we are, liberty of speech is the heritage of all. Let speech be fully cultivated, and the art of eloquence will win its noblest triumphs. A fine landscape in outward nature—a fine work of art in statuary or painting—a work of genius in literature calls forth our highest admiration. The art of eloquence can evoke admiration as hearty—as intense—as enthusiastic. Follow the example of those great men of old times in Greece and Italy, and France, and England, who have

been the tribunes of the people in the noblest sense—to appeal to the reason of thinking, rational beings—to work upon the imagination—to interest and engage the feelings of men. I do hope and believe that in this new Dominion of Canada men will arise who will honour our new civilisation—who by intellectual accomplishments—by the communication of knowledge by word of mouth as well as by writing—by oratory as by literature, will be the glory of our country and give her a name and place of honour among the civilized nations of the earth.

Principal DAWSON said he had now to make the concluding announcement. Two graduates from this University had attained the Standing required for the degree of D.C.L., namely, the Hon. J. J. C. Abbott and B. Chamberlin, and this degree was now conferred upon them. The University had this year given 69 degrees, being larger than on any previous occasion. The number of graduates of the University was thus raised to nearly 700, certainly a large number for such a new University and new country. In a few impressive words he bade farewell to the graduates now going forth from the University.

MR. DUNKIN, M. P. P., said he had been requested in the absence of the Chancellor to say a few words, as it seemed necessary some member of the Board of Governors should say something. As they met there to day, he could not help hoping that some one would say something to suggest a subject, but it so happened sometimes that our wishes were gratified almost against our will. There was one matter mentioned by the Dean of the Faculty of Medicine. He had referred to an attack made on the Medical Faculty of this University (which was in fact on himself, Mr. Dunkin). He had not followed the ephemeral medical literature of Upper Canada himself and had not heard of it until now; it was stated however, that a certain clause was surreptitiously introduced into the medical Act of last Session; if this was the case it was introduced by himself (Mr. Dunkin). A special committee of nine members of the legislature was appointed to deal with the matter, four from Upper and four from Lower Canada, the Attorney General for Upper Canada having a casting vote, to cheat whom it required a person to get up rather early in the morning. He himself was the mover of the

measure, though at the time the committee heard all that was to be said on both sides of the question, and were ultimately of the opinion that the clause should stand. The construction of the clause was thrown on himself, and no one changed a word of it, and he was satisfied the clause was good, in fact a desirable improvement. Passing from this subject he would say a word or two as to the position of the University and its social standing, and in doing so he did not mean to attempt any thing new or striking, but to draw attention to a matter of the greatest importance, although the public might not think it so. It was this—the masses grew up in the idea that they were not as much interested in a University as in the Common Schools. There was, however, no more utter heresy. In a country like ours, where there was no real disfranchisement of the masses, it was necessary that the greatest number should be brought within the influence of the higher education, and they were anxious to throw open the higher education of the University to all. But how could they do this when they would only be a minority of the community? They must make up their minds to spend a good deal of money; even as in England the liberality of past ages had enriched the Universities there. If they would have Universities here they wanted money, which would have to be expended in libraries, museums, &c., and above all in providing teaching men. In Lower Canada they had to sustain an honourable rivalry with institutions supported under a system which gave them every advantage, and which were worked by men who could live at small expense, and were devoted to their church, their faith and their God. They, the Protestant minority had not that advantage, and if they would do what they ought for the benefit of the many, they ought to liberally endow the highest as well as the lowest educational institutions, and if this was not done they would only languish. He had spoken of the absolute necessity of liberal endowment, and in this connection would refer to the remarks made by the Vice-Chancellor the day previous. As to their peculiar position under the new Dominion, whatever might be said on the subject, there could be no difference of opinion but that all wished the experiment might be triumphant, and they were bound by every duty to make it such. Here in Lower Ca-

nada they laboured under a disadvantage, but they must look at things in a right temper, though they were only a minority among a powerful majority. By the measure of Union, power in matters of education had been given to the Local Legislature; they had therefore to recognize their own duties, and it was simply impossible to attempt to obtain the recognition of old claims, the University might have on the Canadian or Imperial Governments, or even those of other institutions. They had to accept this as a fact, and if they went to work in a right spirit they would have a fair chance of satisfaction. They had to determine that their merchant princes should do what was necessary; they could not count on the support of those near or distant, for they were now thrown on their own resources, and if they coolly and manfully faced their position there was a chance of a satisfactory issue. Referring to the educational system, he would say that a principal difficulty for years past stood in the way of a recognition of the claims which had been urged by the Protestant minority of Lower Canada. The principal demands might have been settled years ago, but for the conflicting politics of Upper and Lower Canada. He had discussed the subject with the leaders of both parties, and they had always shewn a wish to approach the demands so made in a spirit of fairness, but there was always a difficulty in doing anything for our educational system, because it had to run with that of Upper Canada. Both Mr. Cartier and afterwards Hon. L. Sicotte, when leaders of party, shewed themselves equally ready to do what was fair, but the same difficulty always occurred, and it was this Upper Canada difficulty that prevented Mr. Galt's measure from passing last session of Parliament. They must not think they would have their own way in the Local Legislature, but he thought if they met things in a conciliatory temper they would yet do better than in times past. They must, however, be in earnest—not talking, but acting; they must shew their sympathy by liberality, and in conclusion he earnestly trusted that the graduates would maintain the honor of their University.

The Benediction was pronounced by the Rev. Professor Cornish and the proceedings terminated.







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