

McGILL UNIVERSITY

ANNUAL CONVOCATION

FOR

DEGREES IN ARTS.

APRIL 29th, 1893.

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The members of Convocation having first assembled in the Library proceeded to the Convocation Hall, followed by the graduating classes and students. The space reserved for the public had already been closely packed with the friends of the University.

The Chancellor, Sir Donald A. Smith, presided, and accompanying him on the platform were :

Governors—Mr. J. H. R. Molson, Sir Joseph Hickson, Messrs. Wm. C. McDonald, H. McLennan, E. B. Greenshields, S. Finley.

Principal—Sir William Dawson.

Fellows—Prof. A. Johnson, Rev. Dr. Cornish, Rev. Dr. MacVicar, Mr. J. R. Dougall, Rev. Dr. J. Clark Murray, Prof. H. T. Bovey, Rev. Dr. Henderson, Prof. J. S. Archibald, Dr. S. P. Robins, Dr. F. W. Kelley, Rev. Dr. Barbour, Dr. T. W. Mills, Dr. D. McEachran, Rev. A. B. Love, Prof. C. E. Moyse.

Acting Secretary, Registrar and Bursar—Mr. J. W. Brakenridge.

Officers of Instruction—Professors P. J. Darey, G. P. Girdwood, J. Stewart, G. H. Chandler, D. Coussirat, A. J. Eaton, A. McGoun, C. A. Carus-Wilson, Messrs. F. D. Adams, Nevil Norton Evans, W. E. Deeks.

Graduates of the University—Rev. Dr. W. J. Shaw, Henry M. Ami, M.A.; Rev. Thos. E. Cunningham, M.A.; Chas. J. Fleet, B.A., B.C.L.; Rev. Wm. H. Garth, B.A.; J. A. Nicholson, B.A.; H. Walters, B.A.; Rev. D. J. Fraser, B.A.; A. G. Nicolls, B.A.

Also the following guests of the University: Dr. Sandford Fleming, Mayor Desjardins, Ex-Judge Doherty and Rev. Principal Adams.

The proceedings were opened with prayer by Rev. Dr. Cornish; after which the Chancellor shortly addressed the Convocation, congratulating it on the close of a very successful session, and referring to the return of the Principal in restored health.

Dr. Johnson, Vice-Principal and Dean of the Faculty of Arts, read the lists of honours and prizes, and called up the principal candidates to receive their rewards. He then presented the graduating class as follows:—

M'GILL COLLEGE.

IN HONOURS — James T. Brown, Elizabeth M. Fairclough, Charles C. Gurd, Joseph W. A. Hickson, Annie L. Jackson, Agnes S. James, Mabel Lee, Charles Mansur, Martha Seymour, Albee A. Skeels, Charlotte Smardon.

CLASS I.—John S. Gordon, Mabel A. Boright, H. A. Honeyman.

CLASS II.—David Hutchison, Frances R. Angus; A. H. Farnsworth and Albert Mahaffy, equal; Archibald McVicar, Edith M. Millar, Stewart M. Munn; John A. Dresser and Jessie H. Macdonald, equal; Jerome Internoscia, Thomas A. Sadler.

Class III.—Cecil L. Brown, William Patterson and Francis Pratt, equal; William Donohue and William McN. Townsend, equal; Albert J. Robertson, J. A. McGerrigle, Lovisa E. Hunt; Saumarez Carmichael and Peter D. Muir, equal; Ed. F. McL. Smith.

Aeger—H. M. Killaly, Evander J. MacIver, James Thompson.

MORRIN COLLEGE.

Class I.—Margaret Macadam.

Class II.—Ethel L. Gale, E. J. C. Chambers.

The Principal then conferred the degree, after the affirmation had been administered by the Acting Secretary, Mr. Brakenridge.

The Chancellor then called on Mr. Albert Mahaffy, B. A., to pronounce his Valedictory.

MR. CHANCELLOR, MR. PRINCIPAL, MEMBERS OF CONVOCATION,
LADIES AND GENTLEMEN :—

There has been a tendency in past years to begin the class valedictory with an apology ; but this seems to us unnecessary.

We are accustomed to speak of the endless variety which nature presents to the eye, from day to day, and year to year, ; but the fact is she is simply repeating herself. She has a limited number of materials to work upon, and although she has such an immense workshop, and moulds and patterns in amazing profusion, yet she represents to us the self-same objects in but slightly modified forms. And we are not dissatisfied. She takes a piece of carbon and, mixing with it a few particles of one or two other elements, she fashions with infinite skill, the venerable oak, or spreading elm, and we give her great applause. She takes more delicate quantities of these materials, and, by some subtle means unknown to us, she converts them into the sweet-smelling rose, or leafy fern, and we applaud louder and louder. To change the metaphor, we may say she next draws the curtain over these lovely objects ; but before we have become impatient she presents a new set of figures on the stage, this time attired in a beautiful dark coloured dress, and called Lignite, Bitumen, or Anthracite, and we at 45° N. lat. never fail to show our appreciation. But just as we are about to give vent to new feelings of admiration, she ushers forward a dazzling figure, destined to be the most admired of all, and named Diamond, at sight of which we spring to our feet and rend the air with acclamations of praise and delight. Then the chemist appears on the scene and tells us the essential constituents of all the objects we have seen are identical.

The class of '93 is essentially the same as other classes you have seen before ; and yet we shall be found to differ somewhat from our predecessors. If we are to believe the statements of some of our professors, we are a shade better than any former class. We represent the last state of metamorphism which the heat and pressure of examinations has produced—the analogue of the diamond. And so we feel assured you are pleased to meet with us to-day, to join with us in celebrating this very important day in our lives, and to express by voice and countenance your good will towards us ; and we feel sure you will appreciate the attempt we make to give expression to our gratitude for the kindness you have manifested towards us in the past four years.

Numerically, we are not large. We were once. Some have fallen out of the ranks through sickness, some by the hand of death; but most who have left us are martyrs to their own honest convictions.

As the remainder of us stand to-day at the goal to which our best energies have been directed for a number of years, we have mingled feelings of satisfaction and regret. We feel, with all graduates of McGill, that our course has been a good one, and very worthy of our efforts, and we have special reason for regretting that it is ended, in view of the glorious future that is about to burst upon our beloved Alma Mater.

Taking a retrospective view of our college days, many scenes are presented to our mental vision. We remember the pride with which we took our seats in McGill's time-honored halls; the halo we saw in the vicinity of the professorial chair, till we discovered that its occupant was human like ourselves; the graceful Donalds stirring within us thoughts of the homes we had left behind; and how, in our innocence, we wondered at the decree which prevented us from coming under their benign influence; our struggles with roots and rules, with syntax and syllogism; our rambles amidst fauna and flora; our investigations of the properties of mind and matter; the awe inspiring facts of natural philosophy that have been presented to us, and the never-ending conflicts of mental and moral philosophy. The panorama of the celestial sphere has been explained, and earth has yielded up her long hidden secrets; a master hand has traced for us the rise and fall of nations, and has pointed out the beauties of our English literature. These are some of the pleasures that await the student in Arts.

But in addition to the knowledge she thus imparts, and the mental discipline acquired in the pursuit of this knowledge, the McGill Arts Faculty has that peculiar, subtle power of dismissing her sons and daughters, possessed, not with the idea that they have reached the limits of scholarship and learning, but that they have merely come within sight of these vast domains. Like an ancient patriarch, we have been permitted to ascend an eminence from which we have caught a glimpse of the vast heritage that lies beyond, inviting us to subdue and possess.

During these past four years, too, it has been our privilege to see a surprising internal development of our Alma Mater. Her advance

has been unprecedented. The untiring zeal of our beloved Principal, whose return to our midst has been the signal for universal rejoicing, and the faithfulness and attachment of the members of Corporation and teaching staff have been supplemented by princely generosity, and lavish outlay of money, on the part of our honored Chancellor and a few faithful friends, such as the world has seldom seen. We call them benefactors of McGill. Shall we not rather say they are friends of humanity—benefactors of the world! Especially is this felt when we consider how opportune is the time for such munificence. Never in the world's history has there been such freedom for the pursuit of literary and scientific study as now. At no time has there been less danger of interruption and interference on the part of those who would suppress all speculative thought, retard every wheel of progress, and hurl anathemas at every innovation. This age is free to think and act; to seek for truth outside the cloistered wall, and hoary tradition. Then how great the boon to students of McGill, to the people of Canada, yea, we shall not speak extravagantly, when we say, how great the boon to the world, to receive donations that will place our Alma Mater in the forefront of the educational institutions of the day; with efficient teaching staff, laboratories and workshops fully equipped, library well filled with useful volumes—everything necessary for the elucidation of the world's unsolved problems, and for advancement in all those lines of investigation and research that tend towards the unbinding of fetters of ignorance, and the general amelioration of the state of mankind.

But, while we thus forecast the future, and joyfully muse on the golden period of McGill's history which is fast dawning, we are reminded that we have now to say farewell, and leave these glories behind us. We would feign tarry longer, but after four years' pleasant intercourse together, we are now called upon to sever old ties, and emerge from the sheltering care of old McGill to fight our way independently, and individually, in the sterner school of life.

Ere we go, however, we would tender our Professors our hearty thanks for their kind interest in our welfare. There was a time when we had doubts as to the purity of a professor's conscience, and the tenderness of his heart, but time has revealed to us the fact that though, like Socrates, you have a mania for asking questions that

tends to make you unpopular at times, yet your regard for our progress and general advancement, has been sincere and constant.

For one session only had we the pleasure of listening to our honored Principal. Though his work of lecturing has been carried on most efficiently in his absence, we would fain have heard him speak on a subject in the exposition of which he has long been a recognized authority of the highest order. The class of '93, with every student of the University, will, I am sure, join with me in thankfulness for his restoration to health.

To our friends in the city, who have received us into their homes, we have nothing but gratitude to offer. Not only is Montreal noted among College men, for the generosity of her citizens, but also for their hospitality ; and I believe I voice the sentiments of my classmates, when I say that this constitutes no inconsiderable portion of the attractive power that brings students to McGill. We have to regret that our professors were not of the same mind as you, so that we might have appreciated your kindness better, and responded to your offers of entertainment more frequently.

In saying adieu to the under-graduates of McGill we have no catalogue of precepts to offer. We trust you have been careful to observe the deportment of the class that is now leaving you. Follow their example and your success is ensured. In one word we would say : Try to realize your privilege as a University student, and then make the best possible use of it. It is needless for me to urge you to be faithful in the preparation of your work, and in the support of college societies ; and if you have dealings with the College authorities, think not that you can pour contempt on the enactment that pertains to college habiliment.

And now fellow class-mates as we are about to separate, and enter upon different spheres of labor, you do not expect any paternal admonitions from me. It must be evident to the onlooker that if I should attempt this I should usurp the functions that more properly belong to those of our number whose patriarchal appearance betokens a richer and more varied experience than I possess. Let me simply express the hope that we may go forth wherever duty calls us, determined to make the best possible use of the knowledge we have here acquired, and to put into practice the lofty principles of conduct that have been urged upon us by our professors.

We have sometimes wished that they had trumpet voices so that they might be heard far beyond the College walls. This want is being supplied in part, by the University Extension movement; but our Universities will speak most effectively through the medium of their graduates. Then, classmates, let us be alive to our responsibility. We begin our life's work in somewhat troublous times. We see much restlessness about us. We hear our country calling loudly for faithful servants; for men who have the courage of their convictions—men who will not sacrifice principle and honour, for position and emolument. If we are called to our legislative halls, then let us endeavor to efface the dark blots that disfigure the recent pages of Canadian History, by advancing, and acting upon the noble principles of conduct which we have heard from our illustrious professor of Moral Philosophy. If called to the bar, let the same lofty motives move us, and keep us far from all connivance with duplicity. If we choose the medical profession, let us cause the loftier object of mitigating the sufferings of humanity to overshadow the meaner one of mere personal aggrandizement. If the pulpit claims us, let us manifest that spirit of love and tolerance, that desire for truth, from whatever source it may come, which we ourselves have beheld in our instructors.

Thus let us separate to uphold the right and hate the wrong; to disseminate knowledge and banish ignorance; to assist in harmonizing the discordant notes of the universe, and in removing the reproach of the bard, when he sang of "Man's inhumanity to Man." Thus we shall attain the true object of existence.

"Summum crede nefas animam praeferre pudori, Et propter vitam vivendi perdere causas."

Thus we shall justify the great liberality of the benefactors of our College. Thus we shall glorify Him who has called us into being, and bring honor and renown to our beloved Alma Mater, to whom we must now say with truest filial affection "Fare thee well."

Miss MARTHA L. SEYMOUR, B.A., was then called on for the valedictory on behalf of the graduates of the Donalda Department.

MR. CHANCELLOR, MEMBERS OF CONVOCATION, FELLOW-GRADUATES:

"How singular is the thing called pleasure, and how curiously related to pain, which might be thought to be its opposite; for they

never come to an end together, and yet he who pursues either of them is generally compelled to take the other." Thus said the ancient philosopher, and we echo the words to-day, when, at the moment of our joy at reaching the goal for which we have so long and earnestly been striving, we must turn now to bid farewell to those who have done so much to fill these years with happiness, and to the Alma Mater, "about whom how many sweet thoughts swarm as bees about their queen."

Pleasant it would be to review our class history of these four years ; to cast a lingering glance on each scene as it passes in swift panorama before the vision of our memory. But not to me belongs the skill of painting word-pictures which could catch the full expression of those scenes, or reproduce the glowing tints with which they have been touched by the fingers of our fancy ; for surely such things as these are only for the artist's pencil and the poet's pen.

Some one has truly said, "Every life has its prose translation as well as its ideal meaning." And it is of the prose translation of the brief life of the Donalda Class of '93 that I would speak. On this the red-letter day of our student life, as we look back, how different are the actual facts to the dreams which we entertained when first we sought the halls of old McGill in the pursuit of knowledge and of wisdom ! What an easy possession fame then appeared ! For were we not the largest class yet recorded on the Donalda register ? Above all—for we know that quality is to mere numbers what the costly gem is to the gold-setting by which it is encircled—did we not possess qualities of the mind which would make us the most brilliant of all McGill's long roll of students ?

Yet where now can we find the realization of these visions ? Can we point to any deed which we have wrought that stands out boldly—a sign forever to mark our passage through McGill ? Is there anything in our history which will entitle our class-group to hold the place of honour upon the walls of the Donalda reading-room ? And as they look thereon, can we hope that future generations of students will bestow on us a praise similar to that which Shakespeare puts in the mouth of Hamlet : "Behold a class, we ne'er shall look upon its like again" ? There are endless possibilities in the future, and it may be from its mists and shadows some future bard may yet arise to sing our praises ; but very soon in our course did we learn not to

expect the glittering rewards of fame, and we turned to follow, with single heart and aim, Athena, "the goddess of the cloudy shield and olive crown," content with the thought, "'Tis not in mortals to command success, but we'll do more, we'll deserve it."

Yet often in the prose translation of a poem the meaning of an author may be more easily read and understood ; and so we hope it is with our translation of a university career. We trust that we have caught its true meaning and have clearly shown it forth.

This day, which we call by the name of Convocation, is in some other universities called Commencement Day, and perhaps in one respect this term is more appropriate, for in it the keynote of all education is sounded. The university is a place of preparation for what Herbert Spencer terms "living completely": it is a place where the faculties are sharpened, where the senses are quickened and the sympathies widened for the combat of life ; and not alone is it the aim of a university education to win fame for those pursuing it or to fill them with knowledge that they may become living encyclopædias on all sorts of subjects. These are but the rhetorical figures and ornaments of an university career. Therefore the great benefit which we have derived from McGill is not to be found in the knowledge we have gained ; for although we have learned many things, much will doubtless soon be forgotten and the greater part will have little practical bearing on our future duties. The real gain is in our increased capabilities of acquiring knowledge ; not so much in what we have learned, but that we have been taught how to learn. By patient, continuous study we have been strengthening the memory and training our minds to habits of concentration and of accurate thought, without which no great work can be accomplished. By short glimpses into the wonders and mysteries which surround us on every side our curiosity has been awakened, and a desire has been stimulated to know more of them and of the laws by which they are governed ; and we have been taught how we may obtain this knowledge. We have come to doubt our own wisdom, and so the way has been opened up for truth to enter ; but we have learned to know that all which is given to us as such may not be truth, and if we would have true stability of character, and not be blown about by every chance opinion, we must test and prove all things.

No doubt the same results might be obtained by other methods,

and possibly in a shorter time, by actual contact in the school of life ; but do we not all know how much truth is concentrated in the apothegm : “ Experience is a good schoolmaster, but the school fees are heavy ” ? We are grateful that we have been permitted to learn some things from the experience of others ; that we have been privileged to stand as it were upon a higher platform from which a wider prospect may be gained, and where we may form a clearer and better idea of what life means and what its aims should be.

Again, education in its primary signification means to draw out, and hence the ideal education is that which leads those who seek it out of the narrow bounds of ignorance and selfishness, and makes of them men and women of the highest culture and refinement. This has been the goal of all our efforts, and if in the least degree we have attained it, shall we not think our efforts well repaid ?

Such, then, has been the prose translation of our college life—a peaceful, happy life spent by each of us in the faithful discharge of the duties which each day has brought to us in its wake ; and as in the beginning of our career Hope reigned supreme, and never in our brief course has its light been entirely extinguished, though often the flame has burned very low—when failure seemed inevitable and there appeared no loophole of escape,—so now, when the tale is completed and we leave the past, Hope still shines brightly. We go forth to meet the future, courageously and cheerfully, to cast in our mite in the cause of truth and in the cause of progress which we have learned to discern in all things, graven deeply on our hearts the watchword and motto of our year, “ Onward.” And verily we find, “ In the lexicon of youth, which fate reserves for a bright *womanhood*, there is no such word as fail.”

To our Professors we must now say farewell ; but before doing so we are glad to welcome back our Principal, whose presence has been so greatly missed from their midst this year. We trust many years of health and usefulness and added honor yet remain for him, whose long life of earnest work has blessed not only his own country but the world. Always with the memory of McGill and of our student life will come the recollection of the men who by their toil have made McGill what she is. We hope that for us your labor has not been in vain ; that we have caught a little of the enthusiasm which you have always brought to your work, and we tender you our

kindest thanks for the assistance and sympathy which you have always so willingly given to us, and our kindest wishes for your prosperity and success in the future.

With you, O undergraduates, our brief intercourse together has been very pleasant, and it is with sorrow that we part with you. What to you shall be our farewell message? You are treading the path which we have just passed over, and it may be you, like us, sometimes find it long and dreary. Perhaps you, too, have found that the facts you thought you had mastered so completely have fled from you, and, in your impatience and despair, you have felt that the pursuit of knowledge is a vain thing, and is but the repetition of the Grecian myth of Sisyphus or the ancient fable of the Danaides trying to fill broken pitchers with water. Perhaps you have wondered if you will ever stand where we have stood to-day and receive the little roll of parchment which is the ambition of all students in Arts. Be not discouraged, O fellow students. Like the mirage of the desert, the obstacles which seem now to block your path will vanish into nothingness as you approach. What better or more fitting message can we leave to you than the words of one who knew whereof he spoke, "What one is, why may not millions be?" Press on where others have been before you, and let me remind you that perseverance is the "open sesame" which opens more than one storehouse of enchanted grain.

During the convulsions of the French Revolution a woman silently and secretly recorded all events as they transpired, weaving the story into the pattern of her knitting. As we, dear classmates, now leave McGill's peaceful cloisters to take up the graver duties and responsibilities of our womanhood, what will be woven into the story of our lives?

A thick veil obscures the future, and we know not what awaits us. But this we know—that wherever the lot of a member of the Donalda Class of '93 shall be cast, in whatever sphere she shall be called upon to move—whether she tread the "flowery walk of letters," climb the more rugged steeps of professional life, or fulfil the quiet duties of the home—she will not be found wanting, if each one possesses in her individual character the qualities which, possessed by the class as a whole, have earned for it the reputation it has borne so long—that of a good, steady year. Let each one be loyal to herself, to

her Class and to her Alma Mater, to whom now, as undergraduates, we say—FAREWELL!

The Rev. Dr. CLARK MURRAY then addressed the graduates as follows:

LADIES AND GENTLEMEN, GRADUATING IN THE FACULTY OF ARTS:

You now go out into the world with the official decoration of that culture which our Faculty represents. It is not necessary to remind you that such a decoration is merely a symbol of a reality, without which it can have no significance or value. Symbols indeed play no unimportant function in the world. Human existence would be a poor affair if it were not enriched by those symbolic forms in which the imagination and sentiment of man find a legitimate satisfaction, as well as by that pomp and ceremony which lend an appropriate dignity to the more solemn offices of life. But just because of the value attaching to symbolic forms it becomes important to preserve them from that degradation into which they fall when they are emptied of all living significance. It is this that shocks every earnest sentiment of the human mind on the contemplation of religious rites which have withered into the ghastly corpse of a vanished spiritual life; and a shock similar in kind, if not in degree, is apt to be evoked by the display of decorations which are designed to express scientific and scholarly culture, but have degenerated into meaningless forms. The ignoramus, who parades in the borrowed plumes of the scholar, is, not undeservedly, greeted with a contempt akin to that excited by the hypocrite.

The truth is, that here, as at many other points, intellectual virtue passes over into the virtues of the moral life. In the spirit of the advice which Shakespeare puts into the mouth of old Polonius it may be said, that the only way in which a man can be perfectly true to others is by being first of all perfectly true to himself. And therefore if a graduate desires to be perfectly honest to other men—if he desires to avoid imposing upon the world with regard to the value of his degree,—he must first of all be perfectly honest with himself in his endeavour to realize, in spirit and in truth, the culture which his degree is intended to symbolize.

Such living realization of the significance of his academical stand-

ing is surely to be expected, above all, from the graduate in the Faculty of Arts. For, as we are often reminded, this is, in a very special sense, the Faculty of Culture; it is that department of the University, whose very existence is a perpetual declaration of the value which must be attributed to culture for its own sake, apart altogether from the uses to which it may be put. It is not, indeed, to be supposed that, by thus differentiating the Faculty in which you have graduated to-day, any slight is thrown upon the other Faculties of the University. It is quite true, that in these Faculties scientific and literary attainments are sought, not so much on account of their own intrinsic value, as rather for the purpose of being applied to some extrinsic professional use; but it would be obviously unfair to assume that a man, who applies his intellectual culture to any of the purposes of practical life, is thereby committed to a crass utilitarianism which can see no value in anything apart from the professional gain to which it may contribute. So far is this from being the attitude of the professional Faculties, that they all require a preliminary examination for entrance, which implies a fair degree of liberal culture. But, apart from this preliminary requirement, it ought not to be overlooked that the studies of the professional Faculties are departments of intellectual work, and cannot be successfully pursued without developing a very valuable form of intellectual culture. The truth is, that the real aim of professional training is the personal culture of the professional man, the culture of those intellectual aptitudes by which he may be fitted promptly to apply to the varied exigencies of practical life the teachings of professional science.

But while acknowledging to the fullest extent the value of the liberal culture incidental to professional studies, we cannot ignore the fact, that the distinctive feature of these studies opens the way to some of the unhappy influences that are unfortunately associated with pursuits of an industrial character. For, the immediate end of industrial work being the production of wealth, there is always in industrial society a strong temptation to degrade man into a mere instrument for the attainment of this end; and under such a temptation the value of educational systems and methods is apt to be estimated, mainly if not exclusively, by their efficiency in converting men into instruments for the production of wealth. It is therefore

infinitely important to maintain all those institutions, to encourage all those activities, which tend to remind us that "a man's life consisteth not in the abundance of the things that he possesseth," that man himself is greater than all his possessions, and that it can profit him nothing in fact to gain a whole world of external possessions if he lose possession of himself. This is the true lesson of all culture, whether liberal or professional, whether intellectual, moral or religious. The man who has not learnt this lesson, has learnt nothing of real value ; in reality he *is* nothing, and will continue to *be* nothing until the lesson is learnt.

It is for this reason that all the higher interests of academic life—the interests even of professional study itself—are intimately bound up with the maintenance of the Faculty of Arts in a high state of efficiency. For, however imperfectly the Faculty may fulfil its high vocation, that vocation is perfectly clear. The culture, at which it aims, is not planned, primarily or mainly, for the purpose of fitting men or women to produce wealth,—to add to the abundance of their possessions,—by the practice of any industrial occupation. Its studies are designed to discipline the intellectual and moral energies so as to develop the highest perfection of which humanity is capable, under the conviction that, for all men and women, the production of wealth, as well as every other object in life, must be subordinated to the supreme ideal of a perfectly cultured manhood or womanhood.

But here again the professional mind has a legitimate word of explanation or defence, even though it may be obliged to leave the strictly professional point of view, and take to the common standpoint of all mankind. For it may be said of culture, as it is said of pleasure, that, in order to attain it, you must not make it the direct object of pursuit. The most cultured man is not one who flatters himself with self-complacent reflections on his own personal culture, but rather one who goes out, in self-forgetting activity, to promote the welfare of his fellowmen. Apart from such activity any culture of intellectual life is apt to degenerate into an idle dilettanteism, which is as far removed from true human worth as that spurious development of the moral life, which substitutes a weak gush of maudlin sentiment for the stern force of practical virtue.

It is this aspect of active beneficence, that forms by far the most

attractive feature of professional merit, and evokes the noblest enthusiasms of professional life. One of Bacon's writings gives incidentally a slight, but significant indication that he had clearly seen what must be the inspiration of the highest intellectual work. In the ideal commonwealth, which he constructs under the title of *The New Atlantis*, he places a great scientific institute which, by a pious conceit of seventeenth-century type, is styled The House of Solomon; and in portraying one of the Fathers of this House he notes among his features, that "he had an aspect as if he pitied men." At times when one studies the lives of great scientific toilers, especially among the noble army of those who have devoted themselves to the science of healing, one may surely trace, if not in their external appearance, at least in their internal character, some feature which seems to indicate, that, like the Father of the House of Solomon, "they had an aspect as if they pitied men"; and such pity for men—such an enthusiasm of humanity—forms the only effective and sustained inspiration of any intellectual labour that is worthy of an intelligent being.

The glorious ideal of life, on which this enthusiasm depends, is one that commonly gleams with a more brilliant splendour upon the fresh imagination and sentiment of youthful years. As you travel farther into the cold dull clime of life's uninteresting routine, you may often be dispirited to find that the splendid visions of early life seem "to die away and fade into the light of common day." But, however disheartening this effect may be at times, do not part with your faith in the sublime ideals of youth's generous ardour. These ideals form the light-bringing star that rises over the eastern horizon of human life; and now, as of old, those are wise men who follow the guidance of that star; and now, as of old, they who are wise enough to follow its guidance shall assuredly find that it leads at last to the Light which lightens every man that cometh into the world.

The Vice-Principal Dr. JOHNSON then reported on the past session as follows:—

MR. CHANCELLOR AND MEMBERS OF CONVOCATION :

We all to-day rejoice at the return of the Principal, Sir William Dawson, to resume his functions after his long absence from the University. We all, too, are aware of the serious illness and the

prolonged period of convalescence which were the causes of that enforced absence. It was my office to discharge his duties, as Acting Principal, while he was away, and it consequently devolves upon me now to give an account of the session which is just closing.

Our number of students has increased largely. It is about 100 more than last year, and more than double that of ten years ago. We have now over 900 in all the Faculties, and of these about 500 attend lectures in the Faculty of Arts; 150 of whom, however, belong specially to the Professional Faculties. I use round numbers for convenience.

What are the consequences of this influx? Well, there is one that might naturally be expected—an overcrowding of some of the class-rooms. It so affected the Faculty of Medicine that they were driven to propose an heroic remedy, but they were saved from that. The Faculty of Arts has been so hard pressed for room this session that, although the heroic remedy is out of its power, it may have to adopt a measure equally strong. If there are too many people on an island, some of them must step off. If there are too many students for a class-room, some must stay out. And yet the space accommodation of the Faculty has been largely extended this very year by the occupation of the class-rooms in the East wing vacated by the Engineering students and by the erection of that noble building for Physics. Next year, too, the present Library building will be at the disposal of the Faculty; yet all will not be enough. It is not the cubical space that will be insufficient, but the arrangement of it that will be unsatisfactory. Solid partitions are obstacles to the human voice; and if a lecturer be in one end of a large building while his laboratory is at the other end, the students must be the losers.

The great event of the year has, of course, been the opening of those magnificent McDonald buildings for Physics and for Engineering, which are the pride of Canada and the admiration of the "States." But it is unnecessary to do more than refer to them. Their glories have been told in prose throughout America and even sung in verse. The name of their donor is a household word.

Next in importance in our history was the violent attack on our Medical Faculty, in common with the other Medical Faculties of the Universities of the Province. It failed, as it assuredly deserved to

fail, but it caused us much trouble for a time. There have been, however, compensating advantages. First, it brought the different medical schools of the Province to act together, and so tended to promote that friendly feeling which ought always to exist among men engaged in so noble a profession. Secondly, it showed us that our local Parliament, largely consisting as it does of the French-speaking element, however much it may be likely to go astray when misled by the energetic representations of one-sided views, yet, when the opposite side is made clear to them, is able to rise above the prejudices that have been instilled and to decide on the merits of the case.

I am not sure but that we ought to count the gifts, subsequently, to the Medical Faculty of \$60,000 from Mr. John Henry R. Molson and of \$100,000 from Sir Donald Smith as another compensating advantage. We cannot absolutely say that they were given on account of the persecution the Faculty suffered, but it looks possible, especially when we consider the similar case of the Law Faculty a few years ago, and the gift of \$150,000 from Mr. McDonald.

I may say, parenthetically, that the framers of the English language never seem to have contemplated a case like that of McGill University. Our mother tongue is singularly wanting in a proper variety of adjectives applicable to such gifts, and therefore I have left the statement of them in its unadorned simplicity. They speak for themselves.

It would seem, however, that persecution excites sympathy, and that the compensation for a violent though happily short persecution is valued at about \$150,000 at present. We certainly are not inclined to court persecutions, but under this condition worse things might happen to us. The troubles and anxieties of the Professors are changed by a magic transformation into new professorships, new buildings, and additional students.

Another event, whose consequences may in the future even overshadow these, but of whose actual importance we cannot at present judge, has been the movement to weld the University into one harmonious whole, by inducing the students of the Professional Faculties to study for at least two years in "Arts" before entering on their professional courses. It has given me the greatest pleasure to find how warmly this suggestion has been taken up by the Professional

Faculties, and I was no less gratified yesterday to hear the Dean of the Faculty of Law, himself one of the most distinguished of our graduates in Arts, speak so eloquently in favor of the scheme which would enable men to complete the curricula for the B. A. and the Professional degrees in six years. The idea is being discussed elsewhere on this continent. It is "in the air," according to a common expression, but the quickness with which it has been seized here is one of the most striking indications of the present vigour of the University and one of the most hopeful signs of its future. If it can be carried out, however slowly, it will convert the alumni of a series of professional schools, who, according to the standard of the universities of highest reputation, are university graduates only by a legal fiction, into real university graduates in the fullest sense of the term. In connection with this it ought to be remembered, when we are counting the number of students in the University for the purposes of comparison with other universities, that there are different systems of counting—many universities having the same as ours, while others, and these the highest, would regard the 180 undergraduates in Arts and the Bachelors of Arts who are continuing their studies as the only students of the University.

From this point of view also will be understood a criticism that has been lately made, namely, that in McGill University everything was being strengthened except the University. Of course, the meaning was that the Faculty of Arts, which is sometimes called the University Faculty, was not as well equipped as the other Faculties. This is, no doubt, true, but all the parts of the University cannot be expected to grow simultaneously, and the present condition will, no doubt, soon be changed, judging from the signs of the times.

The liberality with which universities have been endowed in the United States in recent years reminds us strongly of the age of Edward the Sixth and Elizabeth in England, when so many of the great colleges and schools of England were founded. The establishment of the new University of Chicago marks emphatically the presence of this new era in education, which may perhaps hereafter be called the Era of the Great Donors. The salient points which receive attention in this new era are the professors, the students and the graduates. A university ought to have a sufficient number of professors, so that none of them should be loaded down like a pack-

horse with a conglomeration of subjects and an excess of lectures, but that each should have time not only for adequate preparation of his lectures, but also for original work in connection with them during the session. This pre-supposes that the professor is a man of high ability and is relieved from the worries and cares incident to a too narrow income. A professor ought generally to be a man of investigation and research—"Hunc anxietate carens animus facit." To attract such men there must be adequate salaries, and Chicago is acting on this principle. It is easy to call any man a professor, but it is not easy to get one who comes up to the European standard. Two pieces of steel may be so exactly like one another that the eye can see no difference, but the one may be a magnet and the other not. Stroke other pieces of steel with the magnet and you convert them into magnets, but to attempt this with the steel that has not the magnetic power is waste of labour. So is it with the action of mind on mind, of professors on students. But the students must be of the proper material for the professor to act on. You may stroke a piece of soft iron with a magnet until you are weary and it receives no permanent power of attraction. Yet it may look like steel. But the proper test must be applied to decide this. So with candidates for university training of the highest kind; we must select the steel and leave out the unimpressible soft iron by an adequate examination. But in so doing we must keep in touch with the school system of the country as a whole. To fix a theoretical standard for admission which the schools cannot reach is to try to build a university in the air, having no connection with the solid earth. If the laws of nature permitted the existence of such an institution, only candidates possessed of private balloons could reach it.

It is very unlikely, that in this country a university which had a body of well-paid professors and empty lecture-rooms would long continue to exist. There is a barrier, however, to the entrance of clever students which is more difficult to throw down than that of excessive requirements at an examination. The ablest candidates are often unable from want of means to come to the university. It is in the interest of the nation at large that the greatest and most highly cultivated intellectual power should be at its service when needed, and therefore it is, and not for the sake of the individual student, that every civilized nation does its best, through endowments for its uni-

versities, to enable such men to study. When it induces such men to give up some of the best years of their lives to study which has often no pecuniary recompense afterwards, an obligation is conferred by these men on the nation which is at least fully as great as the favour conferred on them personally. From a money point of view they are certainly, as a body, losers by the transaction. It would be well indeed, if we had adequate means for attracting the ablest students from the best schools. Provision is made for this in the best universities elsewhere.

But in this new era the genesis of the professoriate is also provided for. The transition stage between the graduate and the professor is one of peculiar difficulty, and until recently no provision has been made to prevent the men best qualified to be professors, from being diverted or driven to other pursuits. In the United States they have now in many universities fellowships for such men to enable them to continue their studies and to have them in readiness for vacancies. Neither in McGill nor in Canada is there any such provision at present. The loss is very plain to those who are familiar with the facts.

In speaking of this past session, of what the university is and of what we hope it may be, we are necessarily reminded of what it has been; how small it was, less than forty years ago, and how it has grown since. In 1854 it had less than 200 graduates, chiefly in medicine. There were only seven Bachelors of Arts on the register of the University, and yet it had been in existence for thirty-three years, since 1821. A couple of days ago I was told by the Acting Secretary that if he had to send out circulars for any reason to all the graduates the number would amount to 2,500. The number of degrees in Arts conferred on this day only is six times as great as the number in the first thirty-three years. We all know under whose guidance this immense extension has been achieved.

On a late occasion I said that as James McGill was the founder of the University, Sir William Dawson must be regarded as the builder on that foundation—builder and architect as well; while the citizens of Montreal took their share by supplying the materials with which he raised the superstructure. But no one simile would convey an adequate idea of his labours. The vitality of the University was very low when he took it in charge.

He had not only to inspire the people of Montreal with faith in an institution which had been so long among them, showing so little life, and thus get financial aid, but he had also, and this was the harder task of the two, to convince people outside the city that there really was an efficient seat of higher education in Montreal, and so draw students to it. He had to keep the small spark alive from which to kindle a great fire as a source of heat and light. The number of papers and pamphlets of all kinds that he wrote for this purpose in those early days would, I think, prove surprising if collected. Their object was to keep the idea of the University constantly before the public. His subsequent addresses and successful efforts to gather educational institutions of all kinds around the University to give a constant supply of fuel for the flame, cannot be properly known but to those who, like myself, were intimately associated with him.

If it were the fashion in these days, as it was in the Middle Ages, to regard Virgil as a conjuror, and had any one before the middle of this century been inclined to try the "Sortes Virgilianæ" by opening a volume of Virgil at random and selecting the first lines the eye fell upon as an oracular prediction regarding Sir William Dawson's future life, a fitting passage would have been that in which the kindling of a fire is graphically described, when the spark is first caught in leaves and then fuel placed around—

" Suscepitque ignem foliis ; atque aridâ circum
Nutrimenta dedit."

The first clause would be applicable to his writings (leaves were a material for writing, as in the case of the "folia Sibyllæ"), and the second would apply to his subsequent labours in gathering "feeders" round the University.

If on each side of that excellent portrait of him lately painted we had pictures of the College as it was and as it is, this passage from Virgil would, I think, form no inappropriate superscription for the whole.

Pressure of work has compelled me to cast these thoughts hastily in a very rough mould, but it seemed to me that on an occasion like this, when the University at large has no convenient method of expressing its sentiments to Sir William Dawson, I, as one of those colleagues who have been longest associated with him, should endea-

your to show our appreciation of his great services ; and I am sure that the whole of this Convocation—Chancellor and Governors, Graduates and Students, with the friends of the University here assembled—join heartily in thanking him for those services, in congratulating ourselves on his return, and in wishing him a long life, with renewed strength, and that he may still be able to do great services, while the University goes on with increasing momentum on the great career on which he has launched it.

The Wicksteed medals for physical culture were then awarded, the silver medal being given to J. A. McGerrigle, and the bronze to S. Young ; J. T. Brown, Stevenson and Huestis receiving honorable mention.

The degree of M.A., in course, was then conferred upon Messrs. D. J. Frazer, B.A. ; A. G. Nichols, B.A. ; J. A. Nicholson, B.A., and H. Walters, B.A. The degree of B.A., *ad eundem*, was conferred upon Mr. Cameron Waller, B.A., Cambridge.

The Principal announced the granting of the honorary degree of LL.D., to Prof. H. T. Bovey, M. A. in the following terms:—

Mr. Chancellor, I have much pleasure in announcing that the degree of LL.D., *honoris causa*, has been granted by the corporation to Henry Taylor Bovey, M.A. of the University of Cambridge, and Dean of the faculty of applied science. The eminent services of Dr. Bovey to the university and to the engineering profession in Canada are too well known to require mention, and have already been recognized by two of our sister universities in Canada and also in the United States. Dr. Bovey is also the author of two important works on applied mechanics which have been favorably received in England and America, and of several valuable papers on this and allied subjects. I may add that the proposal for the degree was introduced to the corporation by representatives of the whole body of graduates.

Prof. Bovey then came forward and the degree was conferred by the Principal.

The Chancellor then introduced the Mayor of Montreal, remarking on his eminent public services and interest in educational affairs.

The Mayor addressed a few words to the Convocation and Graduates, expressing the high value attached by Montreal to the work of

the University, and congratulating it on the success it had achieved in the past session.

The Chancellor then introduced Dr. Sandford Fleming, C. M. G. the Chancellor of Queen's University, Kingston.

Dr. Fleming referred to the interest he had taken in University matters, and added his congratulations to McGill on its present prosperity. He also conveyed in appropriate terms the fraternal greetings of Queen's.

The Principal then spoke as follows :—

MR. CHANCELLOR AND MEMBERS OF CONVOCATION, LADIES AND GENTLEMEN :—

After a long and in many respects agreeable and profitable sojourn in the sunny south, I rejoice and thank God once more to take my place in McGill, and to greet the old familiar faces of the city and the land I love ; and my pleasure is enhanced by the cordial welcome of colleagues and friends, and not least by the warm greeting of the under-graduates—a reception which renews my youth. It has been a source of much gratification to me to learn from time to time of the continued prosperity of the university and more especially of the golden showers that kind friends have been pouring into her lap. To-day, at the close of one of the most successful sessions of the university, it seems as if its governors and officers had entered into a conspiracy to prove how well they can get on without a Principal. I know, however, how much of care and labor the sudden breaking down of my health last autumn has occasioned to the vice-principal, Dr. Johnson, and to other officers of the university, and we owe sincere thanks to them for the cheerful and able manner in which extra duties have been discharged, and for the evidence that this university is in a position in which the absence or removal of no one man can do it substantial injury. It is true that the liberal gifts by which this session has been signalized have not fallen so much on the central faculty of the university, represented here to-day, as on the professional faculties. We must not, however, forget the opening of that magnificent abode provided by Mr. McDonald for our Department of Physical Science, and the new University Library, the gift of Mr. Peter Redpath, which is to be formally opened in October. Both of these large additions belong

to the Faculty of Arts, the college proper, in which resides all our teaching in pure science and philosophy, as well as in literature; and while we and all friends of education rejoice in the prosperity and extension of the professional faculties, we shall still more rejoice when it comes to the turn of the Faculty of Arts to be raised above its present penury, and to have its staff augmented up to the needs of the time. It must be noticed here that not only is the Faculty of Arts now the largest in point of number of students; but the growing specialization of the literary, philosophic and scientific subjects which it covers, has obliged the universities of the mother country and the United States to divide and sub-divide these subjects in a manner unheard of in former times.

In the new University of Chicago, endowed by one of the millionaires of that city, I find the subjects covered by our Logan chair of geology divided into nine, each represented by a separate man, and some of these men among the best in America in their several specialties. Other chairs are treated in like manner. We in McGill are far at present from such subdivision. But when we think of this, we cannot fail to be astonished by the good work done by our small staff, each member of it burdened with work which might well be divided into several chairs, and in some cases very imperfectly supplied with means and appliances. Viewing the matter in this way and in connection with the small economies we have been obliged to practise, the friends of education should hold our working men in the Faculty of Arts in no small respect and esteem. In my absence these matters have occupied much of my thought. On the one hand I have been amusing myself with jotting down the early history of McGill, its small beginnings and steps of early progress to its present position, and on the other noting the points in which we are surpassed by the older universities and those more recently endowed in the United States. With these details I cannot detain you now, but some day they may see the light in a connected form which will bring the little romance of the early struggles of McGill before the minds of the men and women of to-day. Rev. Dr. Murray has most eloquently presented the paramount claims of that education which forms the character of the man or woman, as compared with that which is merely professional; and Dr. Johnson has clearly stated the wants of the Academical Faculty, in connection

with its early history. Referring to the report for the past session as presented by the vice-principal, the facts that we have had about a thousand students actually attending lectures, that the faculty of arts has had 347 students, and that in this and the previous meetings of convocation we have conferred 135 degrees, 42 of them in arts, constitute a proud record for a Canadian university. I note with especial pleasure in this record the success of our effort for the higher education of women, as evidenced by the large number of students and graduates, and by the high standing they have attained. In the annual report the Vice-Principal has ably treated the seeming paradox that McGill, while receiving so great benefactions, continues to be so poor. The work established by the old board of governors consisted mainly of the primary essentials of a liberal education, and to these the McGill endowment and later benefactions up to recent years were devoted. The later benefactions have been largely for the establishment of new work or for extension of special departments. Hence the older and more general work, always slenderly endowed, has remained unaided, and has even had larger demands made on it by each succeeding benefaction. Thus some departments are practically impoverished and greater stress of work laid on them while others are enriched. It would seem that the heavy end of the log, as well as the shorter levers, belong at present to the older and purely academical branches. We have, however, been accustomed to this in McGill, and, like the school-boy out at elbows, have not been concerned, knowing that the sight of the bare skin would be sure to produce either a patch or a new coat. There has always been on the part of our governors and benefactors that good generalship which can see that one part of our educational army cannot be unduly advanced or another allowed to be beaten back without danger of defeat, and we may be sure that a similar policy will prevail in the future. To the graduates of to-day, I may say that we have full confidence that you will sustain the honor of the university, and will regard the education you have received as a sacred deposit of which you are stewards, and which is to be used for the good of all, for the advancement of your country and for the glory of God.

The Rev. Dr. Adams, Principal of the University of Bishop's College, then pronounced the benediction, and the proceedings terminated.

