

Prof. D. P. Penhallow, delivered the address to the graduating classes in both Faculties. This was a departure from the usual custom of having a professor from each Faculty address the respective classes. Taking for his subject the question of "Science vs. Classics" Prof. Penhallow gave a lengthy and able paper upon this still interesting conflict, and treated his subject in a manner which reflected the highest credit upon this recent addition to the teaching staff of the College. We give it *in extenso*, on another.

Sir William Dawson, in the course of a speech summarizing the work of the past session said. Apleasing feature was the large graduating class in Arts. More than 500 students had attended lectures in the several faculties, and the financial statement for 1884 showed that \$150,000 had been added to the funds of the University through the generosity of benefactors. The fairest promises were foreshadowed by the success of the first class of women students and the authorities expected that this course would prove to be a source of strength to the Faculty of Arts, rather than of weakness.

The Board of Governors had now to consider how increased accommodation in Medicine, Arts and Science could be provided. The want of a dining hall seemed to be great enough to demand speedy attention, and every effort was being made to arrange for such. It might not be ready for next session, but would be established, he had no doubt, in due time.

The proceedings were closed with prayer by Rev. Dr. Wilkes.

#### ADDRESS.

BY

PROF. D. P. PENHALLOW, B.Sc.

DELIVERED AT THE CONVOCATION OF MCGILL UNIVERSITY, APRIL 30, 1885.

*Mr. Chancellor, Members of Convocation, Members of the Graduating Class, Ladies and Gentlemen:*

In coming before you to-day, I feel that a double responsibility rests upon me, inasmuch as a radical departure from time-honored customs has been made, by uniting in one person the addresses which have formerly been delivered from two faculties. I am thus called upon to serve two causes: to uphold and maintain the interests of arts on the one hand, and on the other to advance the claims of science, and push them with that force which its importance in our modern life demands. During the past year the discussion concerning the relative value of classics and science in education has been continued with unabated vigor, and already have results of a most important and significant character begun to appear through the introduction of practical reforms in the educational methods and requirements of some of our oldest and most conservative universities on both sides of the Atlantic. Were I here to-day to represent a science alone, I could not give her the fullest justification without acknowledging the debt she must ever owe to classical studies, and on the other hand, were I here to represent arts alone, I could not discharge my proper duty without admitting the leading importance of all scientific work, and particularly of scientific methods of thought and reasoning. This inter-dependence of these two important departments of human knowledge is worthy of our most serious consideration, and by virtue of the double office which I fill here to-day, I feel that I cannot do better than briefly touch upon that aspect of the question, "Classics vs. Science," in which the relation of each one to the needs of

practical life shall be briefly considered, and show how far each is capable of meeting those requirements. It is undoubtedly safe to say that comparatively few men are able or willing to seek an education purely for the sake of the culture it will bring. Of those who possess sufficient means to do so, the majority probably look to the future with the hope of adding to their already large possessions, and any means which will secure this end, even by considerable sacrifice in other directions, is most likely to be adopted. For the great majority, therefore, the college training is regarded purely as a necessary means to the end in view. It is so much capital invested, upon which a man desires to realize the greatest returns, and he who really has a serious purpose in view will always choose that course of study which will best prepare him for the use of that capital. It is from such a practical standpoint that the "world as large judges of the merits of any educational system at the present day, without any very special regard for the particular views of the educationalists themselves, and it is a pertinent question if it is not after all to a very large degree, the true standard of judgment. Sentiment may be allowed a certain weight if you will, but it certainly will not answer the requirements of the present day to cherish too fondly our reverence for time honored ideas and for methods which have long since outlived the purpose they were intended to serve. If we scan the history of our modern classical colleges we will find that in many ways and in most cases, they are but the continued expression of ancient ideas. They were founded at a time when science was practically unborn, and even those of more recent date which have sprung into existence since the development of modern science, have been largely founded upon the old id as and run in much the same grooves. In the earlier period of their history these colleges were all important, since they were the only definite channels through which knowledge could be acquired, and that their prescribed course should be composed entirely of language and literature, was a necessity of the times, since these were the only directions in which thought could find healthy exercise. As time went on, however, conditions rapidly changed and the feeling is now prevalent that modifications in the requirements and methods of instruction have not kept pace with this progress, but that undue preference is still given to Greek and Latin over scientific subjects. Hardly yet has the old idea given way to the modern view, that a man may be considered respectably educated without the classics, but happily our views in this direction, as in many others, are becoming broader, and the time is not far distant when those who believe the sum of all knowledge to be concentrated in and about the classics will be relics of the past. But the truly practical test is to be found when we determine what classics, on the one hand and science on the other will accomplish for a man in the way of making him a better citizen, or aiding him to gain a more substantial livelihood. We are first of all confronted with a fact which seems to be very generally admitted at the present day, that with the majority of those who follow a college course their knowledge of the classics, so far as the ordinary affairs of life are concerned, practically ceases on the day of graduation. Such men become absorbed in business or in other pursuits, where Latin and Greek have but little weight in determining the income of the day, and for such men the question as to the wisdom of their spending so much time on those studies, becomes a most pertinent one. When the selection is made that we have overlooked the very important results to be found in culture and mental discipline, we are inclined to reply that other studies than these have an equal value in those two directions, and the weight of argument must then fall to that side which can show the most extended and valuable application to solving the practical problems of life. Of the smaller number of graduates who may be supposed to continue their classical studies and apply them to their professions, we have the clergyman and men of letters, to a less degree the lawyers and certain specialists in scientific pursuits, and lastly, the doctors. We will agree that for all these, the classics may be regarded as possessing some substantial advantages; but if even these were reduced to a proper standard, it would doubtless be found that only a small percentage