

laying the foundations of a power greater and more enduring in its results than that of the sword; I mean the power of knowledge and of intellectual culture. And it is to the lasting honour of this city that, in the comparatively short period covered by the history of this University, so many of its citizens should have given so freely of their time and thought and wealth to consolidate and extend the advantages of sound learning.

Before I close a note of sadness must be touched. Whilst we have been receiving our good things, a sister University, in whose commanding position of usefulness and success all lovers of learning rejoice, is mourning the loss, by fire, of her beautiful buildings, and still more precious library and apparatus. "A national calamity," was the exclamation of everyone, as the startling news was flashed across the land. As in other relationships the law holds "if one member suffers, all the members suffer with it;" so in the commonwealth of learning the same holds good—the loss of one is the loss of all, and the joy of one is the joy of all. It is very gratifying to note the widespread sympathy that has been awakened with those who have suffered this loss; and not sympathy in words merely, but help of a material kind, which will aid in some degree to repair the damage done, in so far as it can be repaired. Let us hope that this fiery trial, through which that honoured University has been called to pass, will prove a source of strength and a stimulus for higher things in the days to come; and that this event, untoward as it may now appear, may serve to bind, in a closer union of sympathy and of labour, our institutions of learning throughout this Dominion. For whilst they may laudably cherish our honourable ambition to surpass one another in doing the best work they can do, the aim and object of each and all alike should be to improve the condition of the community at large by the diffusion of sound learning throughout the land.

Mr. Naismith, B. A., was then called on to present the winner of the Wicksteed medals for physical culture—Messrs. Ross and Jaquays, and that of the prizes in the Donalds Department—Messrs. Williams and Smith.

The degree of M.A. was then conferred upon Mr. Wellington A. Cameron, B. A., and Mr. Arch. McGoun, B.A., B.C.L.

The Principal then announced that the Corporation had granted to His Excellency the honorary degree of LL.D., in recognition not merely of his position as the representative of Her Majesty, and of a family long distinguished for the pursuit and patronage of learning; but as himself a friend and benefactor of Literature and Science, and who had shown himself able and willing to assume that position which had been held by so many of his predecessors, as the leader in the advance of the higher elements of our civilization.

The degree was then conferred and was received with cheers by the students, "Three cheers for the Doctor," said one of the students, and the cheers were heartily given.

Sir William Dawson requested Lord Stanley to say a few words by way of valedictory.

His Excellency then addressed the Convocation to the following effect:

He regretted that the first address he had to deliver to them might be termed a valedictory, but trusted that the word was used in no prophetic sense. It was a standing evidence of the liberality of such institutions that they should admit within their fold one who had not had the advantage of an academic career. After his eloquent predecessors, Lords Dufferin, Lorne and Landsdown, he found some difficulty in finding a subject on which to address them. He was in the unhappy position of being called upon to say "a few words on general subjects." A gentleman who had come to Ottawa to lecture on oratory had said that it was a long time before he could emerge from the list of "and others," as the newspapers summed up the unimportant speakers. He felt sure that after his address he would subside into the "and others." He had tried to think of some new subject that had not been threshed out and it had occurred to him that if he could formulate the difference between some humble animal, say an ascidian and a graduate, he might hit upon an idea that would thrill the world. On second thoughts, however, it occurred to him that if he were brought face to face with the animal it would know as much about him as he would about it. Other thoughts in connection with modern ideas of development had occurred to him; but he had concluded that nothing could be more fitting than to refer to the development of our country and its educational institutions. It took as long, ninety years ago, to go by river from Montreal to Cornwall as it does now to cross the Atlantic. Now there is a network of railways all over the country. Electrical science at the beginning of the century was scarcely known in more than theory, while now messages sent from the old world arrived here before the hour at which they were sent. Hospitals and the treatment of the sick were of the most modest and imperfect description, while now there were buildings thoroughly fitted up and everything possible done for the alleviation of sickness. At that time there was no telegraph, no gas and no anesthetics. He did not know whether it was an improvement that medical science had invited ladies to take part in the work, but the question had resolved from one of principle to one of expediency. The growth of this University was itself an index of our progress. He could congratulate it on the wide scope of its work, extending not only to a very comprehensive course in the Faculty of Arts but to training in so many professors—Law, Medicine, Veterinary Science, Engineering, Mining, Practical Chemistry and other applications of Science to Arts. He felt especial interest in the Donalds special course for women established by Sir Donald Smith. He spoke of the growth of that department and the success of the students as evidenced at this meeting of Convocation. He remarked, too, that out of five medals three were taken by lady students. Referring to the endowments this University had received, he said the college was the creation of the citizens of Montreal. This was an interesting instance of the union of educational and commercial interests. He referred to the permanence of educational endowments in England,