

## GERMAN.

Third Year.—Class 1st: Chipman (prize).—Class 2nd: Anderson.  
Class 3rd: Court.

Second Year.—Class 1st: Duncan (prize). Class 2nd: Taylor.\*  
Class 3rd: Foster.

## HEBREW.

Senior Class.—Steward, Hart.

Intermediate Class.—Morrison (prize); Dixon.\* Douglass.\*

Junior Class.—Marler (prize); Jackson.\* Laing, Dart, Mitchell and Spong, equal.

## DEGREES IN ARTS.

The degree of B. A. was conferred upon the following graduates:—

*In Honours. †*

William Brewster, of Montreal; Wm. Fowler, of Montreal; Edward H. Kraus, of Frelighsburg; Walter McQuat, of Chatham; and Jas. Morrison, of Waddington, N. Y.

*Ordinary.*

Class 1st: None. Class 2nd: Charles Gibb, Montreal. Class 3rd: None.

*McGill College.*

Class 1st: Caleb Holiday. Class 2nd: John Archibald, George B. Fraser, James Carmichael. Chas. E. C. Brown, and Alexander Duncan. Class 3rd: None.

*Morrin College.*

Class 1st: John McKenzie. Class 2nd: John McD. Patterson. Class 3rd: Wm. S. Russell.

Edward H. Kraus was the graduate selected to read the valedictory, which, both in spirit and language, did him great credit. He was frequently applauded.

The degree of M. A. was now conferred on Mr. Gilman.

Professor Johnson now addressed the graduates in brief and eloquent terms. He said that this day would be an era in their lives, the remembrance of which would not soon pass away. Among the incidents of to-day was their promise that they would endeavour to do honour to this University, and preserve its dignity. He desired to lay before them what this promise involved, and the safest way in which it might be fulfilled. The learned Professor now glanced at the high importance of the existence of Universities for both the progress and maintenance of civilization. Every university had special claims on its own graduates. Institutions of this kind were distributors of knowledge to the community—educating the educators. The leaders in all walks of life here received their training, and those who had never been within the walls of a university had nevertheless been consciously or unconsciously influenced by the knowledge and training therein imparted. From them came the masters of all the higher schools of the country from which went out masters for the inferior schools. We thus saw how universities acted in the diffusion of knowledge and education. Then again, universities had been always the receivers, distributors, and preservers of knowledge. The learned Professor forcibly pointed out the beneficial effects of education in the different nations, observing that the origin of universities was coincident with the termination of the dark ages, and went on to show how the graduates best preserved the honor and dignity of the university, namely, by their exemplary conduct in life. He also ably commented upon the common error involved in expecting that university-bred men should know everything, and warned the graduates against tacitly or openly countenancing such an idea, as persons who did so had their ignorance of many things invariably exposed. The object of university training was chiefly to train the mind and develop all the faculties in due proportion. Another and subordinate object was to store the mind with varied knowledge. The course of studies here was calculated to impress those truths on the minds of pupils. The good effects of this training of the mind were visible in reasonableness of thought, correctness and steadiness of view, and would manifest themselves afterwards in all branches of intellectual occupation. The speaker now touched upon the vices and defects which characterised the minds of those not trained in institutions of learning, a prominent vice being over confidence and presumption. He warned the graduates of making pretence of what they did not know, or of trying to acquire a smattering of everything, advising them to acquire thoroughly that to which they applied their minds. He congratulated them on the completion of their course with such credit to themselves and satisfaction to their professors, and referred to the many blessings and advantages for which

they should be grateful, particularly those of peace and prosperity, while their neighbours were suffering the horrors of war. They owed many of these blessings to being British subjects, and should ever cherish sentiments of loyalty, for which Canada had always been distinguished. They should always love our glorious constitution, under which all enjoyed equal justice, none daring to make them afraid—neither the tyrant monarch, nor the still worse tyrant mob.

The Rev. Professor Hatch, of Morrin College, now came forward and said he scarcely knew what topics to discuss on such an occasion. In the first place, however, he might congratulate Montreal on its University, of which it ought to be proud. But he lamented that the number of graduates and students was not in proportion as it should be. There were many causes which deterred young men, one of which was a doubt as to the utility of a university education, and whether the expense, labour and time expended were adequately rewarded. The rush among young men to take part in the active business of life was doubtless detrimental to learning. It was too much the custom to look on business as the end of life, and to be content to look forward to competence and a respectable position. It was also thought that the object of a university education was to fill men's heads with knowledge, which might possibly be obtained from the private study of books. The real object was not so much to give knowledge as power—to give the student ability to grasp any subject. The great element in university learning was method—to cast the student in a form and mould which could not be attained elsewhere, and made him a better and an abler man. In Morrin College there were only three Professors, yet with these and the one course to which they were limited, he believed they were doing a true work in giving students this power of grasping any subject that came before them. He trusted the time would come when McGill University would have a college in each important division of the country, and when there would be no difference of opinion on the subject of Protestant education—and when there would be only one Protestant University in Lower Canada, thus giving degrees and raising the standard of education. In the political changes about to take place in the country, there might be dangers in the future, but if McGill University went on with her present work and continued in the right path, she might come to be regarded as a public benefactor. He believed those who had this increase of mental grasp would be the ones who would take important positions in the country, which he trusted would become bright, glorious and free.

## HONORARY DEGREES

Were now conferred as follows:

Arts.—Charles F. A. Markgraf, Prof. German Language.

Laws.—T. Sterry Hunt, M. A., TRS.

Principal Dawson, who made the above announcement in terms very complimentary to the gentlemen honored, stated that the Congregational College of B. N. A. had been affiliated to McGill University during the year. They had no Theological Faculty in the University, and could not have one as at present constituted, but could have something larger and better, viz., a connection with any denomination which chose to affiliate its theological institution with the University. In this way and by this means Theological students could here receive their training in Arts which would reduce the expenses to the Theological establishment, which would only be required to maintain a Theological chair. He would like to see affiliated colleges representing all the Protestant denominations in the country. Till this occurred we could not fill the high place we might take in providing liberal education for this country. (Applause.)

Rev. Dr. Wilkes now delivered an able and eloquent address, which was frequently applauded.

A benediction having been pronounced, the proceedings were adjourned till 3 p. m. to-day.

## Notices of Books and Publications.

DAWSON.—Lament for the Right Rev. James Gillis, D.D., and other Poems; By the Rev. Eneas McD. Dawson, 52 p. Ottawa, 1864.

We extract from the notes in this pamphlet the following short biographical sketch of the late Bishop Gillis, thinking it will be equally interesting to our Scotch and Franco-Canadian readers:—

Bishop Gillis was virtually though not titularly Catholic Bishop of Edinburgh and the East of Scotland. He died at the age of 62. "His father was a native of the Scottish Highlands, his mother a French-Canadian; and doubtless his lineage on the mother's side, along with his early training, contributed largely to make him so much of a Frenchman as he was in appearance and manner. He was ordained priest in 1827, consecrated Bishop of Limyra in 1838, acted for several years as coadjutor of the late Bishop Carruthers, and since that greatly beloved

† The order in the Honour List does not imply relative standing.