

profession without bartering religious opinions. The doctor concluded by remarking that their future success depended not so much on the professors as on themselves, that no barrier was placed to that success but idleness, and that what they had to do should be done according to the old Roman maxim—in brief language with heart and soul.

The following students were in attendance during this first session, of whom the first eight graduated at the end of the session: Daniel Chambers, Robert Douglass, Samuel Dunbar, Weston L. Herriman, William Hillier, John F. Mercer, William Sumner Scott, H. W. Spafford, John Bell, Dugald McKellar, Robert Blakely, Francis Blakely, Henry Evans, Oliver Thibodo, William Fraser, George Sparham, John R. Benson, Benj. W. Franklin, J. P. Sutton, Harvey F. Chisholm, Michael Sullivan, Marshall Brown, Wm. Mostyn.

Previous to the commencement of session 1855-56 an annual grant of \$1,000 had been obtained for the Medical School at Kingston from the Government, and accommodation well adapted for teaching purposes was provided in the wings of the building now occupied as College residences. The Government grant enabled the trustees to furnish the funds required for equipment and for the erection of the building now occupied by the Royal College. In the year 1866 it was thought desirable that the Medical Department should possess independent powers, and that it should no longer continue as a Faculty of Queen's University. In consequence an Act of Incorporation was obtained from the Dominion Parliament, and John B. Dickson, John Mair, Fife Fowler, Michael Lavell, Michael Sullivan, Roderick Kennedy, Donald Maclean, Richard A. Reeve and their successors were constituted a body politic and corporate by the name of the Royal College of Physicians and Surgeons of Kingston.

The Royal then became affiliated to Queen's University, and, while undoubtedly there have been dark days, a happy and prosperous union it has been proved to be. The Government grant was withdrawn upon the federation of the provinces, and about that time Queen's College, in consequence of its rapid growth, required for the Arts Department the building now occupied by the Royal. Fortunately a commodious building situated on Princess St. became available. This building was purchased in 1874. There good work was done—the teaching became more and more practical and efficient and the number of students steadily increased. When the new University building was completed, the trustees of Queen's College put the Royal again in possession of their old quarters, since which time the march of improvement has gone rapidly on, and the most sanguine anticipations of success have been realised to the great gratification of its friends and well wishers. Many changes have occurred from time to time in the teaching staff, rendered imperative by the hand of death, by resignations and by additions required to be made in order to keep abreast of the times. The professoriate, which at first consisted of but five actually engaged in the work of teaching, now numbers nearly twenty.

It was a source of deep regret to all connected with the

College when such eminent men in the profession as Drs. Dickson and Yates passed away, and more recently when Dr. Irwin was struck down, whose geniality and kindness of heart endeared him to all, and whose finely balanced intellect made him a greatly valued co-laborer. The loss by removal long ago of Dr. Lawson, the able teacher of Chemistry, was much felt by all who were at that time associated with him, and a great void hard to fill, but now well filled, was left when Dr. Lavell resigned, in consequence of his assumption of an office entailing great responsibility, and requiring in its occupant great tact and executive ability.

The professors of the Royal desire to conduct and uphold the College on the same principles and in the same spirit in which it was founded, in a spirit of friendly emulation and honorable rivalry, with good will towards all the Medical schools of the Dominion, feeling convinced that the interests of students are better subserved, scientific teaching more fully attained, and the standing of the profession better upheld where the teachers know their students personally, can call them by name and bring their personal magnetism to bear upon them, rather than when a heterogeneous crowd is assembled in a vast theatre to listen to one they know only by name, and whom many can hardly hear or see. Germany, where colleges are spread broadcast, bears testimony to this. The brilliant achievements in Medical Science in that land have evoked the wonder and admiration of the world.

FAUST.

A LECTURE BY PROF. MACGILLIVRAY.

Lessing once said of a book, that had appeared, that much of it was new and much true, but that which was new was not good, and what was good was not new. How far such a criticism may apply to this lecture, I need not say. Its application may, doubtless, be left with the gentlemen of the gallery.

It is not my intention to treat of modern languages in any specific manner to-night. I shall not attempt to define their value from an educational or practical point of view; neither shall I endeavor to revive the once famous quarrel of the Ancient and Moderns; nor shall I attempt to give methods of teaching them, for methods must vary according to circumstances.

It is from the literature of one of the modern languages—the German—that I have taken the subject of this address. This is *Faust*, or, as it is often called, *Dr. Faust*. I shall endeavor to briefly trace its literary development till it reaches its culminating point in the *Faust* of Goethe, the masterpiece of German literature, and one of the literary masterpieces of the world.

The main idea of the *Faust* legend existed in somewhat varying forms long before it received this name. Among the Jews it was the rebellion of the angels, or the eating of the forbidden fruit; among the Greeks the struggle of the Titans against Jupiter, or the stealing of the fire from Heaven by Prometheus, attempts followed always by the same disastrous consequences as in the case of *Faust*. This development of the primary impulse, the egotistic principle of man—this desire for unlimited power or untrammelled action first takes form under the