

useless to deny. These chiefly concern the Faculty of Arts. They result from the prevalent disinclination to devote the necessary time to a course of college study, and from the necessity on the one hand of maintaining a high standard of classical and mathematical attainments, and on the other of giving that broad, scientific, and literary culture now absolutely required in every educated man. In surmounting these difficulties, the following means are those chiefly relied on. First.—Offering every practical facility to young persons desirous of passing through the course in arts along with professional studies. Secondly.—The influence of good preparatory schools in furnishing students well-grounded in elements. Thirdly.—A judicious combination of tutorial training with professional lectures, according to the nature of the subject studied, and the age and qualifications of the students. Fourthly.—Insisting on a regular and systematic course of study in the first and second years, and permitting options and honor studies freely in the senior years. The details of the arrangements bearing on these points it would be impossible to introduce here. They are contained in the annual publications of the university.

The value of the property bequeathed by Mr. McGill was estimated, at the time of his death, at £30,000; it has since become much more valuable, owing to the growth of the city, and has formed a nucleus for much larger benefactions. The sum was not large in comparison with many other educational bequests; but it would be difficult to estimate its value to Canada in general, and to Montreal in particular. Gathering around it the gifts of other liberal men, it has sustained the McGill University, and carried it on to its present point of usefulness and success as a source of literary and scientific culture. Hundreds of professional men, in all parts of Canada bear testimony to its value; and the city derives from it much of its higher character as a centre of learning and practical science. Indirectly, it has benefited the cause of common and grammar-school education, through the action of the Royal Institution, through the services of students and graduates as teachers, and through the McGill Normal School, which, though supported by Government would scarcely have been established but for the influence of the college. Those who have in these ways received its educational benefits are to be found in all parts of the country, contributing by superior skill and intelli-