

make of past conquests the vantage whence to snatch new victories. We must confine ourselves here to one out of these many stages, that of the students who have emerged from the tutelage of the school-room and entered on an academical course. Even of these there are many kinds—students in arts and professional students—and of the latter class there are students in theology, law, medicine, applied science and the art of teaching. What I am about to say should be applicable in some degree to all of these, and both to men and women; but more especially to those who seek collegiate halls for general culture in literature and science. For it must be borne in mind that if we can imagine a man or woman who comes to college merely to learn a trade or profession whereby to earn a subsistence, such a one is not in the highest sense a student. He is in some respects merely an apprentice, or would be so but for the necessity of some general culture imposed on him by the university. At the same time it is and has been recognized as the duty of universities to make such arrangements that this class of students, when aiming at the more learned and scientific professions, should not escape without some share of that general culture which makes the truly educated man and not the mere workman.

It is no doubt highly important to the welfare of every country that it should have well-trained professional men and artisans. So important indeed is this that every civilized nation should devote a large portion of its public funds to the provision of such training, and if in our time the part of the public money so devoted is unfortunately in most countries small compared with that spent on armaments and mere machinery of state, this is an extreme of folly which will cast upon us in the future the reproach of living in a comparatively dark and barbarous age. But however important this practical training, it bears no comparison with that liberal education which elevates the man as a whole, and which fits him for taking his place usefully and agreeably in private and public life, independently of his trade or business, and enables him to use for the best advantage his whole powers for good. It is to this that enlightened educational benefactors and statesmen should mainly direct their efforts, for by this will the real civilization of our country and of the world be best advanced.

It was the object which the prescient founder of this university had in view when he devoted his estate to the foundation of a college for the higher education and the advancement of learning. But I do not mean that they should limit themselves to the narrower view of general education, but should include all that trains the observing powers, the memory, the eye and the hand, and this should, if possible, be preparatory to more strictly professional instruction. It has been our aim in McGill, however imperfectly attained, to make the education in our academical faculty that which will best fit for professional and public life, and to give opportunities for partial studies to those who are unable to take the full course.

In this last arrangement we have aimed to secure one form of that university extension which is now doing so much, more especially in England, and which it is hoped may bring some of the benefits of college education within reach of those who cannot attend our classes. It must, however, be borne in mind that university extension in its highest sense consists in the scattering of our graduates as centres of intelligence and educational movement throughout the Dominion; and in this connection I cannot but attach very great importance to the graduates of our theological colleges and to the trained teachers of the Normal school, who do so much to diffuse the benefits of college education throughout the elementary as well as the higher schools.

Here, and in the mother country as well, in time past general collegiate education has been cultivated to the exclusion of that which is technical or practically scientific. In one sense this was well, but the education was too narrow and its benefits were limited to a few. Therefore it was complained of and the pendulum swung in the opposite direction to a so-called practical and technical education. This has for some time been the fashion in the mother country and in the United States; but it may be carried too far; but, if so, a reaction will surely set in, and in the time on which the students of to-day are entering the man whose education is merely professional and not general may come to be regarded as an uneducated man; and a good academical course, capped by a degree in arts, will be considered a necessary qualification for business, for public life and for all the more important kinds of profes-