

stable and efficient ruling body, exempt on the one hand from the deficiency of business talent often so conspicuous when merely college men rule, and from the injudicious despotism sometimes practiced by public boards, when freed from college influence. No better system could be devised, in the present circumstances of the university, for avoiding the evils of a double jurisdiction, and for securing vigorous and harmonious action.

But of all that has grown out of the early struggles of McGill College, its broad character as a university, in the fullest sense of the term, is the most important point. No question can now arise as to whether it should strike deep its roots into society by preparatory schools. The success of its high school and its normal and model schools, gives sufficient practical proof of the value of these departments of its work. No question can arise as to whether it should extend its field of operations into the preparation of young men for special professional pursuits. It has already done this more extensively than any other university in British America, and with large and manifest benefit both to society and to its own interests. Nor, on the other hand, can it any longer be maintained that scholastic and professional studies alone are required in Canada. The increasing number of undergraduates in arts shows that classical, mathematical, scientific and philosophical culture are more and more desired, as preparatory to professional and public life.

We have ceased to inquire which of these several things should be done, and have learned that we can do all better than we can do any one alone. Without its course in arts, as at present organized, the institution could not fulfill its functions as a university. Without its schools and professional faculties and special courses, it could not give those kinds of education most urgently required, and could not maintain a prosperous and progressive character. Such conclusions, it is true, do not depend on experience in Canada alone. They rest on the nature of man, and on the structure of society. They have approved themselves to the ablest thinkers on educational subjects on both sides of the Atlantic; and they stand forth as the true mean between that extreme and narrow view which would make the higher education merely industrial, and that equally extreme and narrow view which would make it purely literary and abstract. That there are difficulties attending our position in these respects it would be