

began the composition of a book on this subject, the mere fact that he had set it before his mind means a good deal. He always brought a generous spirit to bear on matters which affected McGill. He regarded his own institution as occupying a distinct place, but also as having relations with other parts of a large scheme. The unity of the educational system meant much to him. Every branch of mental training and every stage of instruction attracted his notice. One might almost say that he attended with equal regularity the meetings of the Teachers' Association and the Convocations of the University. However, we must be content at this time with giving some idea of the special work which he wrought for McGill. What he accomplished can only be understood in the light of the obstacles which he overcame, and these are best explained by a glance at the early state of the University.

The will of the founder, the Hon. James McGill, is dated January 8th, 1811. It "devised the estate of Burnside, situated near the city of Montreal, and containing 47 acres of land, with the Manor House and buildings thereon erected, and also bequeathed the sum of ten thousand pounds in money unto the Royal Institution for the Advancement of Learning." The corporation which bore this ponderous, though stately name, had already existed for ten years, and, while it owned no property worth mentioning, it at least showed that the Protestants of Lower Canada were not dead to the need of creating a college or university. Mr. McGill provided funds for a beginning, but his whole gift, including the land and Burnside House, amounted to but £24,000. Nor could a subsidy be expected from the Provincial Government.

Even when Mr. McGill died in 1813, his legacy was not peacefully paid over. One delay after another postponed the opening of classes till 1829.

McGill College—(for it could not by any stretch of language have been called a university at that time)—began with a small endowment and a very small number of students. During its first thirty six years, 1829-55, the only vital part of the institution was the Medical School. How completely the Arts Faculty languished may be seen from a few facts. Twenty years after, classes were opened in Burnside House, the college proper could only muster thirteen students, and the total revenue derived from fees only equalled one half the sum which is now given to an instructor of the lowest rank. Between 1829 and 1849 the average number of undergraduates, taking one year with another, fell below ten. The curriculum simply covered or attempted to cover the fields of mathematics and classics. Logic and ethics were grouped with mathematics. Little attention was given to English, and none to modern languages and natural science. The course extended over three years, and each session was divided into three terms, bearing respectively the names Michaelmas, Lent and Easter. A secretary's return shows that as late as 1849 instruction was wholly confined to mathematics and classics. A note added to the statement of the course in these branches assures the public that: "In the first and second years the students are exercised in Greek and Latin composition, and go through a course of Ancient History and Geography. In the third year they are exercised in English composition"

Canada had few scholars of her own in those days. Cambridge gave