

as specially impressed me, and seemed of interest and importance to us as Canadians. Full details may be obtained from one of the College "Registers," to be had on application.

The amount of money left by the founder for the endowment of the Institution was about three and a-half millions of dollars; and perhaps the aims and objects of the foundation cannot be better set forth than they are in the following extracts from the "Register" of 1880-81:

"Among the principles which have been observed from the foundation are these:—

"1. As to *Teachers*.—To select the ablest whose services can be secured; to keep them free from petty cares, and to encourage them to advance, by researches and publications, the sciences they profess.

"2. As to *Scholars*.—To care less for numbers than for merit; to maintain high standards of matriculation and graduation; to allow a wide latitude in respect to the choice of course of instruction, and to give special facilities (such as Fellowships and Scholarships) to those who show unusual ability in any department of study.

"3. As to *Material Aid*.—To provide, on a liberal scale, the halls and laboratories, the books and instruments called for by the actual progress of the work, and to defer, for the present, the formation of museums and the purchase of collections for remote and general purposes, and the construction of costly buildings.

"4. As to *Methods of Instruction*.—To employ whatever agencies are found efficient: lectures, recitations, laboratory exercises, seminars, reading classes, field work, etc., at the discretion of the teachers, and according to the subjects taught.

"5. As to *Researches and Publications*.—To favour the prosecution of research in literature and science, and to aid in the publication of results.

"6. As to *Co-operation*.—To avoid rivalry with other institutions, to accept heartily all the assistance which can be secured from other foundations, and to aid generously in promoting the advancement of the public welfare, so far as it may depend upon University influences."

Who, upon reading this simple, unostentatious announcement, but is ready to exclaim: How broadly laid are the foundations; how liberal the provisions; how far-seeing the wisdom of the conception! But there is something more. Are we not struck with the originality of the scheme? Is not this Institution entirely unique among the Universities of this Continent? Indeed, it is probably the exact fellow of no seat of learning in the world, but is rather the noble embodiment of the most advanced and generous views on education that have yet had place in the mind of man. After looking somewhat closely into the nature and working of this school, or rather harmonious arrangement of schools, I am prepared to say that every statement in the six propositions just quoted is an actually realized fact; for nothing during my stay at the Johns-Hopkins University impressed me more than the quiet, unostentatious, modest bearing of all connected with the place. You may read through the announcement from beginning to end, and then visit the Institution and find all its statements more than realized. There is none of that spread-eagleism, with which we are not unfamiliar in Canada, even in connection with educational institutions; none of it either in the printed calendars, or in the language of professors or students; for spread-eagleism is the outgrowth of conceit, combined with shallowness, and such is wholly incompatible with the profound learning characterizing every department of this great school.

Personally I was, of course, most