

good. A word is, but not the empty phrases and small verbosity with which the present generation is so sadly afflicted. Cultivate then your gift of silence if you have it, and if you have it not, seek for it earnestly."

McGILL COLLEGE, MONTREAL.

THE proceedings of this institution opened with an interesting historical and statistical address from the Principal, Dr. J. W. Dawson, who stated that the number of students in the McGill College, in the session just closed, was 419; and in the affiliated Colleges of Morin, Quebec and St. Francis, Richmond, 55, or 474 in all. The number of degrees in Course conferred at the two meetings of Convocation was 74, and it is to be observed in the present year that no graduates present themselves in Applied Science, in consequence of the Course in that Faculty being extended to four years. After some further remarks from the learned gentleman, the Professor of History and English Literature, Professor Moyse, addressed the graduates in the following words:—

"In the short time at my disposal to-day, I propose to make a few remarks on the latest extensions of University work in England, and to discuss the applicability of some of those extensions to the furtherance of higher education in Canada. I speak of England, because it is evident, at a glance, that Canada imitates and wishes to imitate English methods of teaching in preference to those of the United States. Quite within the memory of the present generation the Universities of Oxford and Cambridge stood isolated, as it were, from the progressive intellectual life of the nation. They were recognized everywhere as institutions whose very age entitled them to reverence; recognized, too, as embodying all that was highest in "culture and scholarship." But a vast section of the teaching power of England viewed them from afar, considering them simply as feeders of the Church and the few large public schools, or as a convenient, not to say fashionable, resort for the sons of the noble and the wealthy. In short, with broad scholastic work they had little to do. Yet, that work had been growing apace and its fruits were claiming acknowledgment at worthy hands. Men who were able to forecast the educational future of the great middle class saw that the old Universities could do a great and noble work by stepping for-

ward to meet the wants of schools whose curriculum implied more than a smattering of the subjects they taught. Bishop Temple and Oxford led the way, and Cambridge soon followed in their steps. Their overtures were welcome for they were opportune. Give us, said the schoolmasters, give us a scheme of school work, examine our boys in that work, and those who have acquitted themselves creditably, send into the world with your testimony that they have attained some degree of proficiency in the subjects you have selected. This was done, and the result was evident from the first; it may be summed up in one word, *success*. To-day the whole of England is thickly dotted with examination centres, and from the Land's End to Berwick there is scarcely a school of repute which does not present every year some of its brightest lads at the Oxford and Cambridge Locals, as they are familiarly called. So rapidly has this wise and great movement progressed that last year not less than one thousand six hundred and seventy boys and six hundred and thirty girls were examined by Oxford, and three thousand and two boys and one thousand six hundred and seventy-nine girls by Cambridge. The good which these examinations have done to the early education of young England is incalculable, the objections which might be made to them in that they lead to cramming, and to an implicit reliance on that educational bug-bear, the text-book: are far outweighed by the thoroughness of the instruction as compared with the teaching in vogue when England was entrusting the children of the poorer classes to the hands of a Squeers, whose picture, as drawn by our great novelist, is not a caricature but a likeness. Now it is this part of the field of education which I believe can be worked with great success by Canada. Here, as in England, we a University, should be constantly checking our own work and playing our important part in the reflex action which is the vital principle of the scheme. We should in every possible way be kept abreast with the times, should foster to the utmost of our power those local centres, of recent establishment it is true, but still of much promise; should welcome the men who demand an opportunity of showing the results of their teaching, remembering that they are in many cases seniors of the University doing their best to present to their *Alma Mater* for her commendation those, in many instances, likely to follow the career of their first instructors. But the parallelism between the Mother Country and the Dominion does not end here; in both the higher education of women has come, or is coming, to the front. No longer is the censure of Slade in the *Spectator* true. There he tells