

trear, combined in an effort to make the University efficient. The experiment has been successful beyond expectation. That very success involves the necessity for further efforts, the time for which has now come. Let us then follow the example of the mother country, whose Universities owe their rich endowments not to a single effort, nor to a few men, but to a series of efforts and to the liberality of many whose names will live as long as the Universities. Each University, it is true, has had its few great benefactors, pre eminent above others, but they were only leaders in a host. Oxford had its Bodleian and Radcliffe, Cambridge its Downing, Dublin its Erasmus Smith and Baldwin: So Montreal has its McGill and Molson, but more are yet wanted here. Let us then hope that the roll of benefactors in our University Calendar may soon be largely increased.—*Montreal Gazette.*

5. UNIVERSITY EXTENSION IN CANADA.

From the recent annual Lecture of Principal Dawson, we make the following extracts:—

The lecturer commenced by stating that the extension of University education might be taken in various senses. It might refer to the extension of the course of study, or of the subjects of examination, to the increase of the number of students obtaining such education, or to such measures as those recently passed by our Provincial Legislature for increasing the number of Universities. Regarding the last of these, as in our circumstances quite unnecessary, he proposed to enquire as to the two former kinds of extension, especially as connected with Lower Canada, and with the McGill University. As introductory to the consideration of these subjects, he shortly sketched the aspects of University Education in Great Britain, in reference to its extent and proposals for further Extension from the beginning of this century to the present time. He pointed out that the time when McGill College was revived under its amended charter, was a time of change and transition in the University system both in the old and new world, and that various courses were open to the authorities of McGill, between the narrow and limited sphere of study in the older English Universities, and the innovations then recently introduced or proposed in the newer institutions of this kind. He then mentioned the system actually adopted here, an eclectic one, not being similar to any in use elsewhere, but based on a careful study of the results of actual experience here and in other countries, with a view to realizing the best possible practical results. It had been eminently successful in gathering around the University a large and able body of professors and lecturers, and a very large number of students, in the provision of buildings, collections and books in the affiliation of Colleges to the University, in the great educational results directly or indirectly attained, and in laying a sure basis for future effort. Much, however, still remained to be done before the University would attain its full development, either in regard to the extent of its work or the number of its students. It may be thought that the sphere of the University is purely educational rather than practical; but in a country so deficient as this in schools of art and practical science and yet aspiring to success in those industries which without such schools must be crude, abortive and unsatisfactory. It is most desirable that the University should be enabled to do something. He described the schools of practical science in Harvard and Yale Colleges, the recent donation of \$50,000 to found a school of mines in the former; and the School of Technology in Boston, with an endowment of half a million of dollars. The hundreds of young men trained in all the applications of physical and chemical science, going forth from such schools, constitute a power which must always make the country possessing them, and, notwithstanding any artificial stimuli, an invincible competitor to a country which starves its Boards of Arts, and gives no endowments to schools of practical Science and Art. Another way in which the cause of learning might be advanced in this country was by connecting with our Universities annual lectureships on subjects not regularly taken up in the College course, on the plan of the Bampton lectures at Oxford. These lectureships would be useful here on such subjects as the Christian Evidences, Biblical Literature, Local History and Antiquities, Hygiene and Sanitary Reforms, Economic Science, Local Natural History and the Fine Arts. There was much room for improvement in the Collections, Library and Apparatus of this University and its affiliated Colleges. Some interesting details were given as to the accumulation of the present collections and Library of the McGill University, and the recent munificent provision for such objects at Oxford, and in connection with Harvard College were noticed as examples to us. The recent liberal donation of Mr. Redpath to the library of this University was also mentioned, and the offer made to us by Dr. Carpenter of a large collection of shells. The want of an astronomical telescope in our observatory was pointed out as a great deficiency, and a further want was that of a good botanic garden, and more especially a green-house for exotic plants. Elsewhere botanic gardens had been established very early in Uni-

versities. He instanced those of Oxford and Edinburgh as instructive cases in point. The time would also soon come, if it had not already arrived, when sub-divisions of some of the chairs of the Faculty of Arts or aids to the profession, by means of tutors would be imperatively demanded; but this was now merely hinted at in general terms. Turning to that department of extension which related to the increase in the number of persons receiving collegiate education and degrees, he might say that this had been an object constantly kept in view; and to secure it and cultivate a taste for liberal education, the fees had been reduced, free tuition had been granted to deserving students, residence in the College had not been insisted on, partial and occasional students had been admitted, exemptions had been granted to professional students, and the students of affiliated colleges had been admitted to the examinations for degrees. Everything, in short, had been done, short of reducing the standard of actual education. They had, however, steadily refused to receive to examination for degrees, persons whose training was not under the care and supervision of the University, this being a course which would necessarily lead to mere cramming rather than education, and they were not of opinion that in this or any other way the examining and teaching functions of the University should be separated. In order safely to extend the University examinations and to give them a provincial character it was necessary, 1st, that the examining body should have its centre in a strong and vigorous teaching body. 2nd. That it secure the services of practical educationers as examiners. 3rd. That it should require a thorough collegiate training on the part of candidates for degrees. 4th. That it should be independent of the narrowing influence of the smaller colleges, ever ready to lower the standard, under pretence of making it higher in some favourite department. The lecturer held that the system now matured and tested by some experience here, is the only safe and proper one possible in this country. An earnest appeal was then made to the friends of higher education for the endowment of scholarships in aid of deserving students. The lecturer described at length the munificent provision of this kind in Oxford, where £26,000 are given annually in such aids to students; in Dublin, where there are more than 200 such scholarships; and in Edinburgh, where there are 97 bursaries and scholarships. He then noticed the allowance of £1,500 annually for this purpose, in each of the three recently established colleges of the Queen's University of Ireland; and to show the necessity of such provisions at this side the Atlantic, he cited the aids of this kind given in Harvard and Yale, and in the University of Toronto, and other Universities in British America. It should be borne in mind that the success of McGill University had been achieved in the absence of any of these stimuli to learning, which the revenues of the University could not afford, but which might well be furnished by the liberality of friends. Could they be obtained, a great stimulus might be given to the schools and to a better preparation for professional life, and both the extent and elevation of literary culture might be vastly increased. The lecturer then briefly referred to the relation of the University to the schools, and its efforts to aid and improve them, with the need of substantial aid, in order fully to carry out its plans in this respect. He closed by shewing the students and graduates present that, though they had good cause to think well of their Alma Mater, they should hold themselves bound, as her sons, to aid her prosperity and progress. It had been well for Canada if the work of establishing Universities had not been neglected until two generations of men had grown up without their benefits. Had it not been so, there would have been ten educated men in Canada for every one we have to-day, and the whole tone of society would have been elevated and assimilated to that of the Mother Country. This evil the University may now remedy as speedily as may be, and its full results will not be experienced until the success, and wealth, and influence of its own graduates begin to react on its prosperity. Hitherto our Canadian Universities have been like the seed which puts forth from its own substance its rootlets and tender leaves, and which cannot be truly flourishing or bring forth the fruits of its mature existence until it has fixed itself firmly in the soil and draws its nourishment from its bosom. Our work will not be complete and secure until benefactions and endowments begin to flow in from our own graduates. Then we may believe that we are truly rooted in the soil. In the meantime we must appeal to those men of enlarged mind who are sufficiently sagacious and hopeful to see in our present imperfect labours the germs of greater things to come.

III. Papers on Popular Education in Canada.

1. COMPETITIVE EXAMINATION IN GLOUCESTER.

The usual annual competitive examination of the schools in the Township of Gloucester, was lately held at Billings Bridge, Rev. Mr. Fleming, Local Superintendent, in the chair. The examination