

funds of the College. At the head of these stands, of course, the founder.

The Honorable James McGill, by his last will and testament, under date 8th January, 1811, devised the Estate of Burnside, situated near the City of Montreal, and containing forty-seven 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," a Corporation constituted in virtue of an Act of Parliament passed in the Forty-first Year of the Reign of His Majesty, King George the Third, to erect and establish a University or College for the purpose of Education and the advancement of learning in the Province of Lower Canada, with a competent number of Professors and Teachers to render such Establishment effectual and beneficial for the purposes intended; requiring that one of the Colleges to be comprised in the said University, should be named and perpetually be known and distinguished by the appellation of "McGill College."

The value of the above mentioned property was estimated at the date of the bequest at \$120,000, but is now valued at about four times as much.

#### THE COLLEGE BUILDINGS.

The William Molson Hall, being the west wing of the McGill College buildings, with the Museum Rooms, and the Chemical Laboratory and Class Rooms, was erected in 1861, through the munificent donation of the founder, whose name it bears.

The Peter Redpath Museum, the gift of the donor whose name it bears, was announced by him as a donation to the University in 1880.

#### PROFESSORIAL CHAIRS.

The Molson Chair of English Language and Literature was founded in 1856, by the Hon. John Molson, Thomas Molson, Esq., and William Molson, Esq.,—\$20,000.

The Peter Redpath Chair of Natural Philosophy, in 1871, by Peter Redpath, Esq.,—\$20,000.

The Logan Chair of Geology, in 1871, by Sir W. E. Logan, LL.D., F.R.S., and Hart Logan, Esq.,—\$20,000.

The John Frothingham Chair of Mental and Moral Philosophy, in 1873, by Miss Louisa Frothingham,—\$20,000.

The William Scott Chair of Civil Engineering, endowed by the last will of the late Miss Barbara Scott, of Montreal, \$30,000, amount not yet received, 1st May, 1882.

#### EXHIBITIONS AND SCHOLARSHIPS IN ARTS.

The Jane Redpath Exhibition, \$100 annually was founded in 1868 by Mrs. Redpath of Terrace Bank, Montreal, and endowed with the sum of \$1,000.

The McDonald Scholarships and Exhibitions, 10 in number—founded in 1871 and endowed with the sum of \$25,000, in 1882, by William C. McDonald, Esq.,—Annual value, \$1250.

The Charles Alexander Scholarship, for Classics—founded in 1871, by Charles Alexander, Esq.,—Annual value, \$120.

The Taylor Scholarship—founded in 1871, by T. M. Taylor, Esq.,—Annual value, \$100—terminated in 1878.

The Scott Exhibition—founded by the Calcedonian Society of Montreal in commemoration of the Centenary of Sir Walter Scott, and endowed in 1872 with the sum of \$1,100 subscribed by members of the Society, and other citizens of Montreal. The Exhibition is given annually in the Faculty of Applied Science.

The Barbara Scott Scholarship of Classical Languages and Literature,—founded by the last will of the late Miss Barbara Scott of Montreal in the sum of \$2,000, amount not yet received, 1st May, 1882.

The David Morrice Scholarship—in the subject of Institutes of Medicine, in the Faculty of Medicine—founded in 1881—value \$100.

The George Hague Exhibition—founded in 1881 in the Faculty of Arts, for the term of four years, value \$125.

In 1881, J. H. Burland, Esq., gave \$100 for a Scholarship in Applied Science, for three years, being \$300.

Besides this several medals and prizes have been from time to time established, as follows:

In 1856 Henry Chapman, Esq., founded the "Henry Chapman Gold Medal," to be given annually in the graduating class in Arts, and endowed it with the sum of \$700.

In 1860 the sum of £200, presented to the College by H. R. H. the Prince of Wales, was applied to the foundation of the "Prince of Wales Gold Medal," in the Honour Class in Mental and Moral Philosophy.

In 1864 the "Anne Molson Gold Medal," was founded and endowed by Mrs. John Molson of Belmont Hall, Montreal, for an Honour Course in Mathematics and Physical Science.

In the same year the "Shakespeare Gold Medal," was founded and endowed by citizens of Montreal, on occasion of the three hundredth anniversary of the birth of Shakespeare.

In the same year the "Logan Gold Medal," for an Honour Course in Geology and Natural Science, was founded and endowed by Sir William Edmund Logan, LL.D., F.R.S., F.G.S., etc.

In 1865 the "Elizabeth Torrance Gold Medal," was founded and endowed by John Torrance, Esq., of St. Antoine Hall, Montreal, in memory of the late Mrs. John Torrance, for the best

student in the graduating class in Law, and more especially for the highest proficiency in Roman Law.

In the same year, the "Holmes Gold Medal" was founded by the Medical Faculty, as a memorial of the late Andrew Holmes, Esq., M.D., LL.D., late Dean of the Faculty of Medicine, to be given to the best student in the graduating class in medicine.

In 1874 a Gold and Silver medal were given by His Excellency the Earl of Dufferin, Governor General of Canada, for competition in the Faculty of Arts, and continued till 1878.

In 1878 the "Sutherland Gold medal" was founded by Mrs. Sutherland of Montreal, in memory of her late husband, Prof. William Sutherland, M.D., for competition in the classes of Theoretical and Practical Chemistry in the Faculty of Medicine.

In 1875 the "Neil Stewart prize of \$20 in Hebrew" was endowed by Neil Stewart, Esq., of Vankleek Hill, in the sum of \$340.

In 1880 a Gold and Silver medal were given by His Excellency the Marquis of Lorne, Governor General of Canada, the former for competition in the Faculty of Arts, the latter for competition in the Faculty of Applied Science.

In addition to these special gifts we may add that the subscription asked for the general endowment fund in 1856 amounted to \$36,000, of which Messrs. Gordon McKenzie, Ira Gould, John Frothingham and John Torrance gave \$2,000 apiece.

In 1871 a fresh subscription was asked, to which Messrs. Wm. Molson, W. C. Macdonald, Thomas Workman and John Frothingham again put down \$5,000 apiece, and a number of other friends contributed to swell the total in this year amounting to \$54,000.

In the last two years \$26,500 has been raised, including gifts of \$5,000 from Hugh McLennan, Esq., \$4,000 from G. A. Drummond, Esq., \$3,000 and \$2,000 respectively from Messrs. Geo. Hague and M. H. Gault, while in this period an additional sum of \$17,000 was subscribed for current expenses. The Faculty of Applied Science was endowed in 1871 by a gift of \$5,000 from Daniel Torrance, Esq., and \$1,000 each from Messrs. Geo. Moffat, Charles J. Bridges and Robert J. Reekie, and a number of promises of annual subscription. The Library and Museum funds have been the object of several handsome donations, among which Mr. Wm. Molson's gift of \$6,000 should be mentioned, while an anonymous lady twice gave \$1,000 for the expenses of the Museum and the purchase of Mining models.

We cannot close this branch of our subject without reference to the recent good fortune which the college has experienced in the legacy left them by the late Major Mills. This gentleman, who died quite recently, bequeathed the residue of his property, after payment of certain specific bequests, in equal shares between the Church of England and McGill University. The sum which will probably accrue to the college from this source is estimated at \$27,000.

We can hardly conclude this article better than by reproducing in part the very excellent lecture delivered two years ago by Principal Dawson, on the

#### FUTURE OF MCGILL UNIVERSITY.

After an introduction dealing with the proper function of a University, so much misunderstood in this country, the Principal dealt as follows with several of the improvements and additions which seemed to lie in the way of the college in the immediate future.

"An important topic to which our attention has often been turned, is the higher education of women. Without referring at all to professional training, which is quite a distinct subject, I would here speak only of general academic education. With reference to this, it is scarcely necessary to argue for the desirableness of securing to women an education equal in quality and extent to that provided for men. This question has now been settled in all the more civilized nations. Two others remain on which there may be difference of opinion. One is as to whether the higher education of women should be precisely similar to that of men; and the other, whether the two sexes should be educated together or separately. In answering these questions it seems to me that if grounds of economy alone were to regulate our choice, we should decide in favor of similar education and co-education. But if we reason on higher and broader grounds, we should prefer a special education in separate colleges. My reasons for this are such as the following:—First, the regular curriculum in our colleges for men is hampered with survivals from past states of society, and with requirements for professional pursuits, while a higher education for women should be more modern in its scope and based on a higher ideal of æsthetic, intellectual and moral culture. Secondly, there are important considerations, both physiological and mental, which render it inexpedient that women should compete with men in the hard and rough struggle of college life as at present constituted, and experience shows that in the education of women the milder and stronger stimuli applied to young men are not needed. Thirdly, there are practical inconveniences and dangers attending the education of young men and women in the same classes, especially when they belong, as is inevitable in this country, to very different social grades. Fourthly, in the United States, where the condition of society is not very dissimilar from our own, both methods are being tried on a somewhat large scale, and the verdict of public opinion seems to be in favour of colleges where a special and distinct education is provided for women alone.

"While stating these reasons, I must admit that the only experiment in co-education which we have carried out, that of the McGill Normal School, has for more than twenty years been conducted with entire success. But here the conditions are peculiar. It is a professional school attended by pupils animated by an earnest desire to qualify themselves for a useful and honorable vocation, and the women are largely in the majority, so that it is rather a question of the education of a few young men in a college for women.

"In one or other of these ways, however, the higher education of women is now provided for in most civilized countries. In this University our action has been limited to three agencies. We have aided and superintended the McGill Normal School, which is in many important respects a college for women. We have assisted the Ladies' Educational Association of Montreal, which has been doing good educational work, and preparing the public mind for something more systematic. We have established higher examinations for women, leading to the title of senior Associate in Arts, which is in some sense an academic degree. As to the future, if a college for ladies were established in Montreal and affiliated with our University, there would be no difficulty in admitting its students to examinations and degrees, without any material additions to our present regulations. Substantial aid could also be given to such an institution in the use of our books, our apparatus and our collections in natural history, as well as in lectures by some, at least, of our professors.

"With increased facilities and means, we might take upon our own staff a large part of the educational work of such an institution. As an example I may mention that the new Peter Redpath Museum is so planned that it will admit of separate classes for male and female students; and I think I may pledge myself that in it, after 1883, ladies can have quite as good opportunities for the study of Botany, Zoology and Geology, as those enjoyed by our male students. Similar benefactions to that of Mr. Redpath, and more especially in of such a nature as to permit the division of some of our present chairs, might enable us in like manner to open classes for women in Languages, Literature, Mathematics, Physical Science and Philosophy; and this without any of the embarrassments incidental to teaching both sexes in the same classes.

"Another question which concerns our future, is that which relates to the employment of native or imported teachers. Of course in a question of this kind extreme views are simply absurd. To determine that we shall never go beyond what our own country can produce, would be to doom ourselves to stagnation and perhaps to retrogression. To determine that we should employ only teachers from abroad would involve us in hopeless difficulties. Wise men and wise nations will do all that they can to develop their own resources, but will seize every opportunity to obtain from abroad that which may tend to progress and improvement. No educational institution can afford, when it has vacancies to fill, to take anything less than the best men it can obtain anywhere. Other things being equal, native learning and ability may claim a preference, and they have undoubtedly the best chances of success. Practically, however, it must be borne in mind, that in this country, few young men can be induced to devote themselves to education as a profession. The work of the merely general teacher has few attractions and holds forth no prizes. The positions requiring special teachers are few in number, and the preparation necessary for them is not within the reach of all, while the talents specially fitting for them are still more rare. It is not wonderful, therefore, that few of our graduates in Arts enter on any special preparation for educational work. A larger number of professional graduates find opportunities for teaching in connection with the pursuit of their professions. On reference to actual facts, I find that in this University, twenty-six of our professors and lecturers are Canadians, and of these the greater part are graduates of our own. Besides these, I have reason to believe, that at least as many more of our graduates hold professorships and other important teaching positions in other institutions. For a University which has been sending out graduates for only a little more than twenty-five years, this is no discredit to its record. In the future I anticipate still greater progress in this direction, and none the less that we may occasionally induce a man of learning from abroad to join our ranks and give to some of our subjects of study a new impetus. As a British American myself, I should deprecate as discredit to my country any attempt to hinder the fair competition of men from abroad with ourselves, or to deprive this country of the benefits it may undoubtedly receive from the occasional introduction of ability and learning from without our borders. No civilized nation indulges in such eccentricities, and in our time even China and Japan would put us to shame were we to impose prohibitory duties on foreign brains.

"Those interested in higher education in Canada have noticed, it may be with some concern, the ventilation in the press of projects for a National Examining University to take all our colleges under its wing, and by securing uniformity and a high standard of degrees to introduce a sort of educational millennium. Such schemes are captivating to enthusiastic minds not aware of the difficulties involved in them:

and they are simulated by the evils which arise from that multiplication of small colleges with University powers which has been carried much too far in some parts of Canada. It may be admitted that with reference to some departments of professional education we need a Dominion Registering Board, which would give a right to practise in any part of Canada, and which might also secure reciprocity in some professions with the Mother country. The Dominion Government should undoubtedly reclaim out of the hands of the several provinces the power, now so much misused in some quarters, to determine professional qualifications to practise, and thus secure to every Canadian a truly national, and not merely a provincial career. This does not require a national university, but merely a Central Board of Registration, having power to regulate to a certain extent the standard of the several teaching and examining bodies, on such broad general principles as those of the Medical Council of Great Britain. Canada will fail to attain one of the most important advantages of union until this reform is effected.

The establishment of a General University is, however, a very different thing, and one involving very serious considerations. The examinations of a General Examining Board must either be fixed at the level attained by the weaker colleges, or these must by legislative provision be raised to the standard of the stronger, or they must be crushed altogether. Any of these alternatives, or any attempt to adopt an intermediate course, must be fraught with danger to education, and would probably lead to bitter and troublesome controversies. Another difficulty would result from the attempt to subject to identical examinations the students of Catholic and Protestant colleges, of those whose course of study is narrow and uniform, and of those which cultivate options and honour studies or have a wider general course. Either grave injustice must be done, or there could be no uniform standard for degrees. Again, in a national university every examination would require to be based on some established textbook or set of text-books. Thus all teachers and their pupils would be thrown on a sort of procrustean bed, where the longer would certainly be cut short even if the shorter were not lengthened. In other words the progressive and original teachers in any subject would be discouraged, while the man of routine would carry the day. Hence such general examining boards are especially obnoxious to advanced educationalists and to the advocates of scientific education. Another evil of a general system of this kind is that it tends to take the examinations out of the hands of the actual teachers and to give them to outside examiners, in my judgment a fatal mistake in any University system. I am glad to say that the statutes of this University recognise the right of the Professors to be ex-officio examiners, though additional examiners may be appointed by the Corporation.

"It would seem, therefore, that with all its evils, whatever they may be, we must cultivate educational competition as the only means of real progress. I would not, however, wish to be understood as objecting to that union of separate colleges around a central University which we have been endeavouring to carry out here, which has long been in operation in the older English universities, and which, in a form very nearly akin to our Canadian ideas, is being introduced in the recently chartered Victoria University of the North of England. This voluntary association of several educational bodies for the common good is very different from the enforced and mechanical union of a national university; and if wisely managed, with mutual forbearance and consideration, and a general love of progress, may produce the best effects. McGill University has so far been more successful than any other in Canada, in this aggregation of teaching bodies. We have not only our four Faculties and Normal school, but two affiliated colleges in the principal seats of Protestant population in this Province outside of Montreal, and four affiliated Theological Colleges. Thus we have in all eleven teaching institutions united in our University system—not by force from without, but voluntarily. In these circumstances we can realize the benefits of union of colleges and examiners, while retaining our independence and avoiding the evils attendant on a single examining board. Looking forward to the future, our system seems much more likely to be successful than the crude and untried projects to which I have referred.

"A project for the future, to which I had wished to direct your attention, is that of a lodging-house for students. This, I believe, will soon be most desirable, if not necessary. It must not be a prison or a monastery, but a home, not a make-shift but thorough and sufficient. If students are to be confined in small unventilated dormitories, serving both for study and repose, and to be herded together like prisoners under compulsory rules, I perceive no advantage that may not be secured in private lodgings, and I see danger both to health and morals. But if I could see, as I have seen in some of the noble college foundations of the United States, halls in which each student might have a separate bedroom and study-room, large, well lighted and well ventilated, and looking out on a pleasant prospect, I should then appreciate the facilities afforded for comfort, work and good conduct. Should the means be given to erect such a building, the plans for its construction and management can easily be matured. In our present circumstances a dining hall alone would be a great convenience, and it might, as in Harvard, be combined with a University theatre suitable