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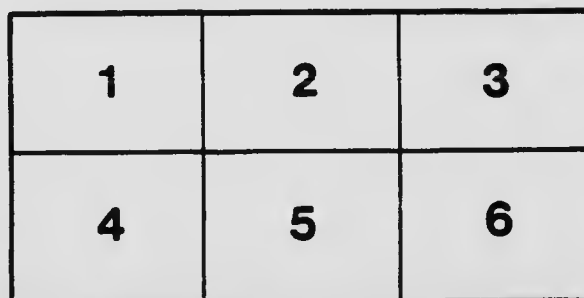
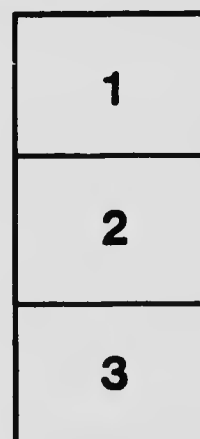
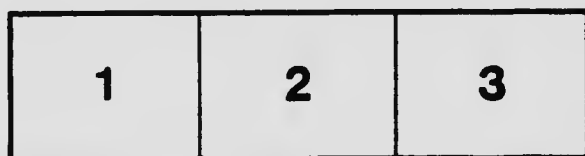
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"OUR SEVENTY-SIXTH ANNIVERSARY."

THE ANNUAL UNIVERSITY LECTURE FOR 1901.

BY

W. PETERSON, Principal of McGill University

Reprinted from the Montreal Medical Journal, November, 1901.

**"OUR SEVENTY-SIXTH ANNIVERSARY."
THE ANNUAL UNIVERSITY LECTURE FOR 1904.**

BY

W. PETERSON, Principal of McGill University.

Members of Convocation, Undergraduates, Ladies and Gentlemen:

The arrangement by which the Annual University Lecture is henceforth to be delivered on our Founder's Birthday marks a new departure in the internal economy of the University; and it may be expedient, by way of introduction, to set forth in a few words the reasons for the change. For several years past this lecture has been given at almost any time of the year that happened to be convenient to the lecturer. He was usually one of the considerable number of new professors who have recently enriched the teaching staff, and, though sometimes pleading for his own sake, in His grace, he was not at heart unwilling to avail himself of the opportunity of setting forth, before an audience intended to represent the whole University, the special importance and attractiveness of his particular subject. With the growing solidarity of the Faculties, and an increasing consciousness on the part of all of us that we belong to one common whole, the view has been expressed, and has found very gratifying support, that the proper way for a great University to begin its annual operations is for all its members to meet together with one accord in one place, and to signify by such meeting their acceptance of the watchword "unity amid diversity." Every year that adds itself to our history witnesses an ever growing complexity in our academic machinery. But it is easier now, perhaps, than it has sometimes been—even notwithstanding the fact that the Molson Hall has become quite inadequate to our needs—to cherish the feeling that we all are members one of another, and that nothing can happen in any

section of the University that is not of interest and importance to the whole.

This being so, the suggestion was received from the Academic Board that our Founder's Birthday, which falls so fitly almost at the beginning of the session, would be the proper occasion for the holding of such an annual celebration. James McGill was born on the 6th October, 1744. It may be said that he "builted more wisely than he knew" when he made provision for the foundation of a college which—though it has reached a development surpassing, in all likelihood, his fondest dreams—is still content to bear his name. In reading recently Mr. Morley's *Life of Gladstone*—a work which, in view of the author's approaching visit to McGill, had for me a double interest, and which has just been characterized by Dr. Goldwin Smith as the most notable event in the publishing world since the issue of the first volumes of Macaulay's history—in reading Gladstone's life, I was much struck by the way in which, under fortunate circumstances, individuals may link the centuries together. Mr. Gladstone's father was born in 1764, and died in 1851. The great statesman himself lived to see his 88th birthday before his death in 1898. James McGill was born 20 years earlier than Mr. Gladstone's father, and, dying in 1813, he might have left a son who could have been with us down to quite recent memory. What changes have taken place within the span of two such life times! It would have been altogether impossible for our founder, when in 1813 he laid down a life full of high purpose, public spirit and honest industry, to forecast the future which we are privileged now to read like an open book. The political destiny of his adopted country must often have seemed to him full of dark and well-nigh insoluble problems. The war which raged round the proposal to found, by the aid of Government grants, a Provincial University, of which McGill College should be a component part, was only an augury of the unfortunate dualism which has since prevailed in regard to educational interests in the province of Quebec. At the time of James McGill's death, the population of Montreal was scarcely 15,000: the extent of its foreign trade may be measured by the fact that nine ships, of an aggregate of 1,589 tons, are reported as having come up from the sea in the year 1813. Our founder's heart would thrill with patriotic exultation if he could come back to earth and witness the gigantic strides which Montreal and Canada have made in all that pertains to material progress and advancement: but may we not well believe that the moment of his greatest rapture would come when he turned to look on the noble pile of buildings, reared by the munificence of others of his own race and speech, and standing on what is, architecturally, one of the finest

University sites on the whole American continent. Conspicuous in the very centre of our common collegiate life, is the spot where now his honoured bones repose: *placida compostus pace quiescit*. The steadfast purpose which he had at heart has been realized increasingly with the lapse of years, and his memory will ever be cherished by a grateful and appreciative community.

Recent research in the Matriculation Register of the University of Glasgow has brought to light the fact that nearly a century and a half ago James McGill, along with his brother, Andrew (with whom he was afterwards in partnership in Montreal) entered as a student at that famous seat of learning, as you are students here to-day.* It was the custom in those days to enter young, and James McGill matriculated at an age (12) at which we should hardly welcome accessions to the college which now bears his name. But the emergence of the date, and of the fact of his connexion with Glasgow University, gives additional point to a passage in the Latin address which was forwarded by Corporation to Glasgow for the celebration of its ninth jubilee, with the acknowledgment that it was from Glasgow that Montreal had received, by the hand of James McGill, "that glowing torch which is never to grow dim or to be extinguished in this land."** This sturdy son of Glasgow knew what its school and college system had done for his native land, and he was anxious to secure to all time the same advantages for the country of his adoption. It is not too much to say that the McGill bequest has proved the "real centre and rallying point" of English education throughout our province.

An important stage in the history of the McGill foundation is marked by the session on which we have just entered. We can now look back on seventy-five years of teaching work. It was in 1829 that, after some litigation on the subject of James McGill's will, the ceremony in connexion with the opening of the new college was held in Burnside House, the former residence of the founder. The institution started with a Faculty of Arts, consisting of the principal and two

* The entries in the Matriculation Album of Glasgow University are as under:

1756 "Jacobus McGill filius nati maximus Jacobi mercatoris Glasguensis."

1765 "Andreas McGill filius nati quintus Jacobi mercatoris Glasguensis."

* Ut enim cum Scotticis Universitatibus summa nobis fuit semper necessitudo ac familiaritas, quoniam qui genere, institutis, studiis quoque academicis haud multum simus dissimiles, ita artiore quodam cognationis vinculo vobiscum consociati sumus, quod Glasgo natus est, abhinc annos amplius centum et quinquaginta, noster ille conditor Jacobus McGill, cuius memoriam grato adhuc animo et summa pietate prosequimur: qui, quamquam iniquo aequoris Atlantici spatio divulsus, moribundus quoque dulces reminiscebatur Argos, et voluit in novo domicilio existere Academiam quae vestrae potissimum Universitatis referret speciem. Iuvat igitur praedicare a vobis nos per illum talem illam lucentem accepisse, quae utinam in his terris numquam obscuretur aut evanescat.

professors; but on the very day of the inaugural ceremony an important accession was received in the shape of a Faculty of Medicine, composed of the four professors who then formed the Montreal Medical Institute. It was mainly through this Medical Faculty, and owing to the reputation its professors had already achieved, that McGill College was able to make any progress at all during the next twenty years. What its later history was after the new charter was received in 1852, and under the long principalship of the late Sir William Dawson, it is needless here to recall. And now a new quarter-century is opening to our view. In many centres this would have been made the occasion of a great celebration, attended by distinguished representatives from other seats of learning, and by graduates from every part of the country. Thank-offerings in the shape of large additional endowments would have poured in from appreciative supporters, and some return in the shape of honorary degrees might have been made to visitors from sister universities. But though a repetition of the university dinner, last celebrated in 1896, is still within the range of possibility, the general feeling seems to be that McGill has not accomplished all she would like to do before inviting the learned world to join her in holding high festival. Those of you who may find it convenient to attend in the year 1929 will probably enjoy an opportunity of witnessing something on a scale adequate to the occasion of what will then be a centennial celebration!

On the fly leaf of an old book I find the following Greek verse:—

ἔργα νέων βουλαὶ δὲ μέσων εὐχαὶ δὲ γερώντων

Below it the scribe has obligingly furnished a Latin translation:—*Consule vir, fac vota senex, juvenisque labora*: The meaning is that youth is the time for work, manhood for counsel, and old age for dreaming and praying. Personally, I have not yet begun to dream, or to limit myself to prayers. But as this session marks the tenth year of my residence in Montreal, it has occurred to me that it might not be considered presumptuous if I were to venture to take a forward view, and to forecast the course of the next twenty-five years in the light of the past decade. It is here that wise counsel will be needed, and prayers as well. I might have chosen as the subject of this address some topic remote from current academic questions. Like other university lecturers, I have my favourite studies, the fruits of which, so far as they can be made of general interest, might not unfitly be served up to an audience on an occasion such as this. But the principal of a modern and progressive university has to live very much in the concrete. Wherever he may go he takes his charge in thought

along with him. And when he has the opportunity of addressing such an audience, and through it a wider public, he may as well try to turn it to good account, for the advancement of the common cause.

Nearly nine years ago, after but a few months' experience of conditions at McGill, I ventured to embody in a similar lecture, delivered before the University, my ideas of what we should mainly aim at in what was then the immediate future. Will you allow me first to take a backward glance, and by a kind of academic stock-taking endeavour to ascertain how far the aspirations then set forth have been realized in fact? They will probably be the best possible introduction to anything I may feel impelled to say of what is still before us as a University.

The subject of my paper was the "Unity of Learning." Even its title may recall some of the associations of former days, and lead to some congratulations among the friends of the University on the fact that things are not now as they may once have been. McGill is "more together" to-day than it used to be. If I have been able to contribute in any way to this desirable end, it has not been only because my instincts pointed in that direction, but because I did not fail to take to heart the wise words of my venerable predecessor in office, when, in his "Thirty-Eight Years of McGill"—the University lecture delivered by Sir William Dawson in 1893—he spoke as follows:—"The operations of McGill are now so extensive and complicated that the dangers of disintegration and isolation have become greater than any others, and the Principal must always be the central bond of union of the University, because he alone can know it in all its parts and weigh the claims, needs, dangers, difficulties and opportunities of each of its constituent faculties and departments." Perhaps it was mainly with this thought in mind that I made the main burden of my own inaugural address, in 1896, an appeal for a greater degree of that recognition of the vital interdependence among all studies on which the feeling of a true University brotherhood must ever rest. Only in proportion as we sympathize with our fellow-seekers after knowledge and truth, even while cultivating for ourselves each his little corner of the fruitful field, do we realize the attitude of mind that ought to be the distinguishing mark of an academic community. There is a certain unity of purpose running through our diverse operations that ought to inspire in all of us a consciousness of common sympathies. If, on the other hand, we lose ourselves in our special pre-occupations, holding as of little account all other studies and pursuits, we shall pay the penalty in a limitation of mental view that will debar us from enjoying the true communion of spirits. Some degree of

specialization is of course a necessity of existence in days when it is no longer possible for a single mind to "take all knowledge for its province." To a large extent we must endure to be practically ignorant of much that lies outside the range of our own immediate studies; but we need not be indifferent to it. A sympathetic appreciation of the spirit and aims of workers in other fields than our own is quite within the range of every one of us—even the youngest! And it is only by cultivating this frame of mind that the individual student can make his own special pursuit a humane study, a collaboration towards universal ends, inspired with the feeling of ideality, as well as with the needed sense of the proportion of the parts to full amplitude of knowledge.

Such an attitude on the part of individuals is the best possible offer on the lips of all of us—the university spirit. May I refer to two concrete manifestations of that spirit which are among the novelties of our recent history, and which have not yet attained, perhaps, their full effect and potency? Though blessed otherwise with an excellent constitution, McGill did not possess, until recent years, any organization through the medium of which the collective wisdom of its professorial staff could be brought to bear on current problems. The individual professor could make his voice heard only in his own separate Faculty or through the mouth of the delegate of that Faculty to Corporation. And so it was open to him to take just as much interest, and no more, in questions of administration as his comparatively limited opportunities allowed of, and at the same time conveniently to disown all responsibility for any mistakes which, in his judgment, might be committed by the University acting in its corporative capacity. All this has been changed by the institution in 1898 of the Academic board, charged with the duty of "considering of such matters as pertain to the interests of the University, as a whole, and making recommendations concerning the same." I do not know of any more important step in the direction of solidarity than this. And we have not far to go in the direction of solidarity than this. And we have not far to go in seeking for an illustration of the opportunities thus afforded. Undoubtedly the greatest boon that has come during recent years to the University, as a whole, is Sir William Macdonald's gift of the McGill Union. There is not a member of the permanent staff who ought not to be interested in the affairs of this institution—whether they concern its constitution, its internal arrangements, or the regulation for its maintenance and administration. The Union is bound to play a most important part in the future in the development of student life at McGill. Well, the Academic Board provides a free outlet for the frank

expression of any views or criticisms which may be entertained by any member of the teaching body on this or any other topic.*

Account has also to be taken of the collective wisdom of the undergraduates themselves. They are, of course, not so permanent an element in the constitution as their teachers: nothing but failure to pass the statutory examinations could retain many of their number in the service of the University beyond the usual four year limit. But their views and opinion on matters of current interest are always entitled to a sympathetic and respectful hearing. The difficulty as to the expression of these views—for “mass meetings” of so large a body are not always an easy or effective or convenient method of giving utterance to permanent policy—has been eliminated by the institution of the Alma Mater Society, corresponding to the Students’ Representative Councils of the Scottish Universities. This body, on which personally I rely very greatly for the possibility of keeping in touch with student feeling, is invested with just as much authority as the general mass of the undergraduates may care to give it. Whether that be large or small, there is surely a great advantage in having an accredited medium, within the limits of the constitution, through which may be expressed any well-considered opinions that may be held by our undergraduates on any topic of current interest.

There remain only the graduates. McGill is rich in the affectionate loyalty of her sons, organized as they are in the various graduate societies which flourish in all the large centres of the Dominion, and also in the United States. We see too little of them here in Montreal.

*Compare the following from the Report of the President of Yale University, 1903-4:—

“The growth of the spirit of co-operation between the several departments has been reflected in the increased interest and importance of the meetings of the University Council. The history of that body has been a little different from what was expected at the time of its foundation. It has less importance as a place for legislative action; it has more importance as a place for the interchange of ideas and the formation of public opinion. As far as the actual work of the government of the University is concerned, the different faculties can meet most of the problems as they arise; and whenever anything comes up where serious conflicts of interest between different faculties are involved, it usually has to go to the Corporation or to one of its committees for settlement, rather than to a body like the University Council. But this very absence of legislative power has increased the Council’s usefulness as a field for the interchange of ideas. Numbering as it does on its roll some of the most influential members of the different departments, it gives to each of them the means of seeing matters of University finance or of inter-departmental co-operation approached from more sides and looked at from more standpoints than would be possible within the limits of a single faculty. The Council has a function analogous to that exercised by the English Parliament in the early days of its history—where the delegates from each part of England presented their views to men from the other parts, and were able to report back to their own constituents the judgments which they had thus been able to form concerning the interests of the commonwealth as a whole.”

Perhaps, if in connexion with our annual convocation at the close of each session, a Graduates' Day could be organized, they would have better opportunities of maintaining their local connexion, and also of offering suggestions for the advancement of McGill interests in the various districts they represent.

It is not without much gratification that I find, on referring to the Inaugural Address of nine short years ago, how much of the progress then foreshadowed has been already realized. Perhaps no more important issue was raised in that Address than the necessity for the extension and re-organization of the Faculty of Arts. If this Faculty receives the foremost place in what must be a very rapid review of our recent history, I am sure I shall have the approval of all who recognize the importance of the Arts curriculum as the essential basis of the whole University fabric. Not only have we received from three different sources the three endowed professorships to the need for which I called attention in 1896—Economics, Philosophy, Zoology—but our generous supporter, Sir William Macdonald, has greatly relieved the finances of the faculty by providing endowments also for the already existing Chairs of Botany and History. Moreover, Arts share with the sister faculty of Applied Science the gratification that another aspiration uttered nine years ago has been fulfilled in the most magnificent way possible, viz.: that the Department of Chemistry should be provided with new laboratories of the approved modern style, and a sufficient staff to run them. Concurrently with this strengthening of its staff and equipment, the Faculty took in hand the reorganization of the academic curriculum; with the result that we may confidently assert that there is nowhere in Canada a stronger body of teachers in this department, or a more satisfactory and "up-to-date" course of study. In this reference I must not forget the organization of the Royal Victoria College, which engrossed in the earlier years much of my time and attention. That it is an important factor in the prosperity of the Faculty of Arts, which it has greatly strengthened, goes without saying. I may be allowed to recall in particular the fact that it was in the Royal Victoria College that a new branch of study, prophesied in my inaugural address, had its birth—a department destined to grow to great proportions in our future work—the Department of Music, represented now by the new Conservatorium on Sherbrooke Street. Of the significance of this new part of our educational programme there is much that I should like to say, but it may be well to reserve further comment for the opening ceremony to be held on the 14th of this month, under the illustrious auspices of His Excellency the Governor-General and the Premier of the Dominion.

The phenomenal success of the Faculty of Applied Science, which nine years ago was still a comparatively new foundation, is one of the brightest pages in our recent history. In a department which owes almost everything to a single giver, as regards both equipment and endowment, it is superfluous to enter into any detail; it should be stated, however, that the complete establishment of the Departments of Mining and Metallurgy, as well as that of Architecture, falls within the period now under review. Sir William Macdonald has his reward—if indeed he looks for any reward—in the unstinted praise which is everywhere accorded to the work of this Faculty, and most recently in the reports of the Mosely Commission. For a time it seemed as if Canada were in danger of being altogether overlooked by Mr. Mosely's Commissioners, and it is a personal satisfaction to me to recall the part I took in bringing about a visit which resulted in the admission that McGill “possesses material appliances for the development of scientific knowledge at least not inferior to any that can be found in the United States.” (Report, page 164). And again: “While thoroughly equipped and doing excellent work on the literary side, McGill is particularly rich in science and applied science, and possesses in physics, chemistry, engineering and mining a staff and laboratories which are unsurpassed by those of any American university” (page 303). The commissioner who was specially charged with the duty of reporting on Canadian institutions, was particularly impressed by the proposal to open a Department of Railroad Engineering, which he characterizes as the most remarkable instance that came under his notice, in the course of his whole American tour, of the growing belief in the value of a college training. “It is significant,” says Dr. Reichel, “that the most remarkable token of confidence in the value of academic work to industrial development has been furnished in connexion with McGill University. The decision of two great railway companies to establish and equip a department of railway engineering at McGill is one of immense importance to Canada. Not only will the new school enable these companies to push on their work in the North-west provinces, but it will also furnish, in the staff of officials of real scientific attainments whom it will train, a body of men who will serve as centres of industrial development of all kinds in the new districts” (page 304).

When I came to McGill the Faculty of Law had only quite recently abandoned its former status as a proprietary professional school, and taken rank as an integral part of the University. For this welcome transformation we know what we owe to our never-failing friend and supporter, Sir William Macdonald. It may be of interest to state that at Yale University a similar improvement was effected only last year.

So in this respect we can say we are more than a decade ahead of Yale. The control of the University over the affairs of the Department of Law is now as complete as in the case of the other Faculties, and the change has been accomplished with the happiest results in the way of the consolidation of mutual interests. Moreover, the successful organization of the Faculty, under a new Dean, has widened the outlook of its members and friends, and should result ere long in securing some enlargement of the sphere of its operations. Till quite recently we have all felt compelled to acquiesce in the view that local conditions naturally and necessarily restrict our Law Faculty to the task of training lawyers for the Province of Quebec. The appointment of one of its best known graduates to a Professorship at Cairo was regarded at the time as a quite exceptional occurrence. In this respect the Faculty of Law has certainly stood in a somewhat different position from the other faculties—say, of Applied Science or Medicine. The young engineer or doctor who finds no room at home can always try his fortune abroad, whereas the young lawyer who has learnt the law of Quebec only cannot expect to have more than one market for his wares. That market is, of course, the Province of Quebec itself. And when we consider how large a portion of the Quebec Bar is French-Canadian, and how natural it is that all but a handful of them should get their law at Laval, we shall not be surprised that—under existing conditions—the number of students in our Faculty of Law is not likely to receive any very large increase. It is true that a few find their way to us from British Columbia, Manitoba and the North-west Territories, where there are in the meantime no organized law schools. But on its present footing the Faculty of Law may be said, speaking broadly, to be a school of law for the lawyers and notaries of the Province of Quebec. This, of course, need not be understood as conveying the slightest disparagement or depreciation. If we confine ourselves in this department to merely provincial aims, so do three-fourths of the law schools on the American continent. We know how thoroughly our Law Faculty enjoys and deserves the confidence of the profession, which regards it as an efficient and well organized school, conferring a degree that ranks second to none. But may we not hope in any way to extend our present boundaries? Not to any great extent, I am afraid, under existing conditions. And yet it is desirable that Canada should possess a law school which shall be a Dominion and not a Provincial Institution. As we grow in nationhood, we shall need more and more trained publicists and civil servants and statesmen. Where are they to get their training? If our Law Faculty is to aid in this work, she will have to add to what she has at present a good deal that she has not.

By way of making a suggestion, let me say that she will need, to begin with, a chair of English Common Law. The possession of such a chair would enable us to attract more students from the West, and would show that the ambitions of our School of Law are not limited by the boundaries of our Province.

I come now to the Faculty of Medicine. The reference made at the outset of my remarks to the inaugural ceremony held in 1829, at which the already existing School of Medicine joined hands with the infant college, will have sufficed to remind you of the fact that the history of this Faculty reaches further back almost than that of McGill itself. And in the early years of stress and struggle, when McGill College seems to have been the wrestling ground of denominational factions, it was the efficiency and prestige of the Medical Faculty that kept the College alive. Let us never forget that much of the progress of this Faculty has been due to the unselfish effort and the devoted sacrifices of many who have been at various periods associated with its teaching. Since 1896 it has seemed to have reached the high-water mark of its prosperity. It has had as many students as it could easily accommodate, and the two great hospitals with which it is so closely associated have stood forth to the world with ever-increasing efficiency as models of what such hospitals should be. Many of you will be surprised, in these circumstances, if I here record my conviction that no department of our work requires more strengthening at the present time than the Faculty of Medicine, and that no claims for large endowments ought to take precedence of those which might be urged by the members of that faculty.

Why do I say this of a Faculty one of whose proudest boasts is that it has always been able to hold its own and to manage its own affairs without being beholden to anybody? Because the facts warrant the statement. In recent years the Faculty has been fortunate in receiving a considerable sum of money from Lord Strathcona and the members of his family, given mainly for the highly desirable and, indeed, a most indispensable purpose of extending and improving the Medical Building. Apart from this, however, and some assistance in the departments of Pathology, Physiology and Pharmacology, the Medical Faculty has in the last nine years received nothing at all from the general public, for which it does so much. If the prevailing impression is that it has no needs, or at least none that it cannot itself supply, the sooner that idea can be dissipated the better. The demands made by the various branches of medicine at the present day—always increasing with the constant advances in medical knowledge—the crying need for more specialized instruction, and for the displacement of the large lecture

by the divisional or unit system, with a greater amount of detailed teaching and more personal supervision on the part of the instructor—all this combines to render the further and fuller endowment of our Medical School one of our most pressing needs, perhaps the most urgent of all. From the very earliest days of its foundation—owing to the excellent clinical instruction provided in the hospitals—our Faculty of Medicine has been a standard-bearer among the schools of the whole American Continent. We want to keep it in the van. That is the motto—*agmina ducens*—which its patron and friend, Lord Strathcona, has chosen for his coat-of-arms in the peerage of Great Britain. We want to have it also for the motto of our Faculty. Though Montreal is not quite so big a place as New York or Boston, or Philadelphia or Chicago, we must not stand idly by and see our great school of medicine lose the lead which it once obtained over the schools which are coming now to be so lavishly endowed and so magnificently equipped in those important centres. Nor do we wish to see our Canadian students of medicine tempted across the line to these or any other schools. That is why it is incumbent on this university, in view of existing conditions, to aim high in what it seeks to do for medicine. It is not enough to turn out each year a stated number of men, who are likely to become thoroughly sound and experienced general practitioners. That is highly important, even essential, for a young and developing country like Canada, but it is not the whole duty of a medical school which aims at first rank. The reputation of such a school must be more than merely local. It will remain comparatively unknown in the greater world of scientific medicine, if it does not train a considerable proportion of men capable of making their mark in other schools, and of becoming leading authorities in some branch of medical work. This is only one aspect of the admitted fact that nowadays a university takes rank not as a teaching machine, but according to the measure of its achievements in the higher field of research and investigation. And so the training of the scientific physician, qualified to make additions to knowledge as well as to impart it to others, must continue to be a leading feature of our school. Here comes in the need for well-equipped laboratories, giving a thoroughly sound scientific training in medicine preparatory to clinical work. This is a costly business, and it will become even more costly than it is at present, with the larger number of classes that will result from the extension of the medical curriculum from four years to five. It is quite conceivable that this forward step, when it comes to be taken, will lose us some students. One of the disadvantages of the present situation is that we have to think too much of that not un-

important factor. About five-sixths of the gross revenue of the Medical Faculty are derived from students' fees; not much more than a paltry \$8,000 is derived from interest on endowments. This is a by no means secure, far less an impregnable, position, and, in my judgment, it should be remedied at the earliest possible moment. Endowments should be sought for to provide, apart from fees, the salaries of the professors who occupy the scientific chairs in the faculty—beginning with anatomy, and including physiology, pathology, pharmacology, hygiene—and salaries large enough to make certain that these chairs shall always be filled by the very best men obtainable. Then it is not quite creditable that lecturers and assistants should be asked to work for practically nothing. How can a young physician be asked to give whole-hearted service to the work of teaching for a few hundred dollars a year? And how can his chief exact from him even the routine duty required in his department, to say nothing of co-operation in research? Everybody knows that to become a first-class physiologist, or anatomist, or pathologist, or pharmacologist nowadays it is essential to devote one's whole time for many years to the one subject. Unless we can encourage our younger men to do this, where are we to look for successors to the present holders of chairs, and how are we to avoid the reproach of going abroad for them?

There is no need of the Medical Faculty—or, so far as I am aware, of any other Faculty—that cannot be supplied by money. Probably over half a million of dollars would be necessary to overtake the objects to which I have referred, and the completion of the buildings—with new dissecting rooms, library, museum, etc.—as well as an adequate fund for maintenance and equipment, would call for as much again. Do not let us be dismayed by the figures. Within this last year Harvard has been assured of no less than ten million dollars for the building and fuller equipment of her medical school, and Chicago—now that the Rush Medical College has been joined to the University—is promised as much and more. There is no department of our work that has greater claims on the good will of the public than that which centres round the art of healing. It is not more doctors that we aim at turning out, but better doctors—men who have had the best available advantages in equipping themselves for the practice of the most honourable—and onerous—of all professions. The McGill Medical Faculty has done noble work in the past, and I am confident that—as soon as its needs are properly understood—it will receive such a degree of support from an appreciative community as shall enable it to keep pace with the ever-growing demands of medical teaching and medical science.

When I say that there is no McGill want that money will not supply,

I do not want to be quoted as implying that money is everything. Dollars will not create the spirit that ought to animate our work—the spirit of earnest devotion to the highest interest of the cause we serve. It is because that spirit already exists in McGill that its friends and supporters may confidently appeal for further financial aid. Gratitude for past favours need not debar us from cherishing a lively expectation of favours still to come. The present administration of the University has received some signal marks of trust and confidence. In looking back on the nine years that have passed since 1895, I cannot forget the kindness of the late Mr. John Henry Molson, who was Chairman of the Board of Governors when I came to McGill. As Chairman also of the Finance Committee, Mr. Molson had a very heavy load to carry. He knew the needs of the University in all its departments, and was greatly oppressed at times—as all finance chairmen must be—by the constant recurring difficulty of making both ends meet. Yet when he died, it was found that he had given the administration a most signal mark of confidence by bequeathing the sum of one hundred thousand dollars for the General Endowment Fund of the University. Some of the greatest gifts he made us during his life time were marked by the same spirit of self-effacing devotion to the general interest. He gave the ground on which the Redpath Library stands, and (in 1893) he gave \$60,000 for the purchase of land and for buildings and equipment for the Faculty of Medicine. If his name is not connected with either of these great donations, his memory remains none the less deep-graven in our hearts. It is on a portion of the lots he acquired on McTavish Street that Mrs. Peter Redpath's most welcome and valuable extension of the Library was erected in 1900.

Permit me now to indicate very briefly the lines on which the consolidation and extension of our work as a University should, according to my best judgment, be made to proceed.

I believe, in the first place, that if the time is not yet come it will soon be at hand when McGill ought very seriously to consider whether it will allow boys to go direct from school into any of the professional faculties without taking at least a partial course in Arts as a preliminary. In Medicine the curriculum has everything to gain by having physics, chemistry and biology eliminated, and taken in the Faculty of Arts as introductory. The best preparation for the law course is a preliminary study of such subjects as History and Political Science. As for the Faculty of Applied Science, if the needs of a developing country have been calling out for young engineers, the dignity of the engineering profession no less demands that they shall be as fully educated as possible. An utterance may be cited in this

connexion which I once heard from the lips of President Eliot, of Harvard: "When all the leading Universities of the country require a degree in Arts or Science for admission to their professional schools—of law, medicine, divinity, teaching, architecture and applied science—an effective support will be given to the Bachelor's degree in Arts and Science such as has never yet been given in the United States; and the higher walks of all the professions will be filled with men who have received not only a strenuous professional training, but a broad preliminary culture." So, too, President Butler, of Columbia: "For a University to admit professional students direct from the secondary schools is to throw the weight of its influence against the spirit and ideals of college training, and to prepare for the so-called learned professions a large body of very imperfectly educated men."

This takes me back to the Faculty of Arts, in the recent reorganization of whose courses we had ever in view the aim of making an organic connexion with the several departments of professional study. One link is still wanting—the Chair of Education that is to lead up to the activity of teaching. When that has been supplied, the holder of the Chair—with the Normal School as his laboratory—will be able to impress himself upon the whole education of the province, if not of the country at large. Meanwhile any prospective donors who may prefer to help us to strengthen and to consolidate work already undertaken will allow us to remind them that the Department of Modern Languages is utterly without endowment of any kind. We ought to have two chairs here, one of Teutonic and the other of Romance Languages and Literature. The energy which Dr. Walter devoted this year to the successful organization of a summer school of French, may be expected to draw fresh attention to the needs of this most important department. I say nothing of classics; that subject would need a lecture in itself. It is possible to obtain that "reasonable tincture of letters" for which Professor Maenaughton pleaded last year without any excessive devotion to classical study. But the friends of the classics may refer, with pardonable pride, to the "rush back to Latin" which is going on at present in the United States, and which seems to amount almost to a rediscovery in that country of what I have elsewhere called the logic of grammar. Another sign of the times is the establishment of two flourishing Classical Associations, the one in Scotland and the other in England, the members of which propose not only to give reasons for the faith that is in them, but also to question others as to theirs. Personally, I should be the last to advocate the claims of classical study if these claims necessarily involved ignorance of the world we live in

and of the natural phenomena that are about and around us. Education is meant to lead us into active life, not out of it. At the same time the brilliant discoveries of natural science, which have taught us much that our grandfathers did not know, need not induce the rapid inference that what our grandfathers did not know must necessarily have been useless knowledge. If my own connexion with the classical department at McGill has resulted in any broader views of classical study—such as I pleaded for nine years ago—then in this department also we may claim that some progress has been made.

The fortunate settlement of the long-standing controversy with Ontario, on the subject of the recognition of McGill degrees for certain purposes in that province, induces the hope that we may witness in future a greater amount of reciprocity among Canadian Universities. In early days it was perhaps not altogether unnatural that our great educational institutions, separated from each other by immense distances, should have lived apart as it were, and should have been tempted to cultivate separate interests. This has not made for unity, either of methods or of feeling and sentiment. Now that we note some slight disposition to lower the provincial boundary-fences we may perhaps hope for better things. The Universities in various parts of the United States can agree to act together, when expedient, on matters of common interest; why should not we? It is not necessary or even advisable that all our Universities should be moulded after the same pattern. They have all their own proper work to do. Each will in all probability develop on the lines that are most suited to its circumstances and its situation. There should therefore be less rivalry, less jealousy in the future—less belittling of each other and a greater effort to present a united front in what is after all a common cause. Some people make a great bugaboo of the British North America Act, which committed the interests of education to the several provinces. In those early days that was probably altogether a wise measure, and the Federal Government must often have had occasion since to congratulate itself that—so far as education is concerned—it could keep itself in a large measure outside the arena of provincial strife. But the education that was thought of mainly at the time of the framing of the Act was school education. The great subject of technical education, for example, had scarcely been heard of. This has been brought home to us in connexion with our new school of Railroad Engineering, which ought to be thoroughly national in character. There is certainly nothing provincial about its origin or its aims. Again, when last year we were forced by circumstances to abandon our Faculty of Veterinary Science, it was not without the hope that it might one

day be revived on a larger scale. In view of the bearing of the teaching given in that Faculty on the greatest of all our national interests—the interests of agriculture—it is matter of great regret that we should have felt obliged to relinquish it. The whole Dominion might profit by the institution—in connexion with one of our leading Universities—of a great national school of Agriculture, or Agronomics, one branch of which, as at Cornell, would be veterinary science. I am one of those who believe that it is the duty of a University to make itself of service to the country at large by associating itself with all its leading interests. In so wide a field as that there is room for all who will co-operate—room for the Federal Government, too, if it can be induced to come in. Meanwhile we ought to cherish, in all that concerns University education, the spirit of co-operation and mutual helpfulness. The need for that in Canada was very much in my thoughts last year when I sat as your representative at an imperial University Conference which met in London. High argument was addressed to the audience by various speakers on behalf of imperial unity in education—the dissemination of a better knowledge of what is going on in our Universities throughout the length and breadth of the Empire, the cultivation of mutual interests, the furtherance of common aims, a sort of Federation of the Empire, in fact, through education. I could not help thinking, as I listened, that here in Canada we had better begin at home. The times are not unfavourable for such a rapprochement. We must not let the Empire get ahead of the Dominion. Here in McGill we have accustomed ourselves to take wide and broad views. That is why we have special reason to rejoice in everything that tends to promote the unification of our national interests, both in act and in sentiment. There have always been some who felt a difficulty over the fact that the educational institutions of our Colonies have been manned to a large extent from the great British Universities. Now, the tide is beginning to flow the other way. Only a few months ago the Royal Society of London came to McGill to borrow Professor Rutherford for the purposes of the Bakerian Lecture. And along with the first flight of Rhodes scholars to Oxford goes our most illustrious alumnus Dr. William Osler. This process of interchange will doubtless go on increasing as the years roll on. “The result,” as our friend Dr. Parkin writes in a paper which he has just forwarded to me, “The result cannot be otherwise than healthy and inspiring. Able men in the Motherland will go abroad more readily when they know that distinction won there counts at the centre. Able men born abroad in the Colonies will know that the pathway to recognition is freely open to them in whatever corner of the Empire they may happen to be.

Everything of this kind counts for the unification of the nation, in work, in interest, in sentiment. It makes for continuity as well. The distinguished Canadian man of science, coming to hold up at Oxford his lamp of knowledge lighted there in the thirteenth century by Roger Bacon is a truer prophecy of the future of the Empire, we may fairly hope, than Macaulay's New Zealander contemplating the ruins of St. Paul's from a broken arch of London Bridge."

Members of Convocation, Ladies and Gentlemen,—I have made it my aim in this address to gather up the lessons of our recent past, and to estimate the educational position which we find McGill occupying after three-quarters of a century of almost uninterrupted teaching. We have much reason to rejoice together over what has already been accomplished, and also to go forward with good hope into the future. In point of solid progress we could hardly wish the record other than what it has been. McGill stands deservedly high among the learned institutions of the Dominion and of the Empire. In this respect it never stood higher than it does to-day. But it is a trite remark that learning is not everything; not all knowledge is power. Perhaps in the time to come, with the greater social advantages that are now to be at the command of the student body—with our Union, and let us hope, soon too, our Halls of Residence—the university may come to be as widely known as a school of manners, in the broad sense of the term, as it is at present for learning and solid work. You know the old motto of William of Wykham, who founded Winchester and New College, Oxford: "Manners makyth man." Too little attention is paid in our educational programmes to the upbuilding of character. When we think of the unspeakable importance of the years which our young men spend at college, as a preparation for their after life, our hearts must yearn to do more for them than under present conditions we are able to accomplish. Manners are formed and personality is built up in the school of life—even the student school. Honesty, purity, reverence—all the moral virtues, in fact, are just as important for the youth of a country as are learning and scholarship. "Manners makyth man." We want to have a hall mark for McGill men, by which they may be known and recognized all the world over. It lies with our students themselves to set the standard. What we wish to do is to give them all the help we can to make the most of their advantages while they are with us. College days are soon over, and they leave with the individual either the satisfaction of strenuous effort or the memory of neglected opportunities. "How truly it is in man," as Mr. Gladstone said to the students at Edinburgh. "in man, and not in his circumstances, that the secret of his destiny resides. For most of you that destiny will

take its final bent towards evil or towards good, not from the information you imbibe, but from the habits of mind, thought and life that you shall acquire during your academic career. Could you, with the bodily eye, watch the moments of it as they fly, you would see them all pass by you, as the bee that has rifled the heather bears its honey through the air, charged with the promise, or it may be with the menace, of the future. In many things it is wise to believe before experience; to believe until you may know; and believe me when I tell you that the ^{lost} of time will repay you in after life with an usury of profit beyond your most sanguine dreams, and that the waste of it will make you dwindle, alike, in intellectual and in moral stature, beneath your darkest reckonings."

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