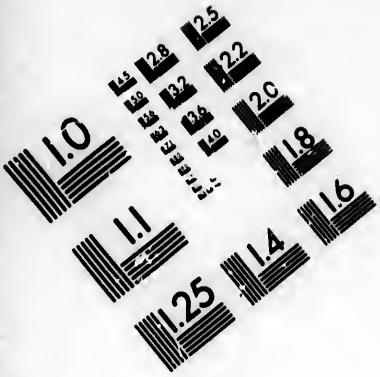

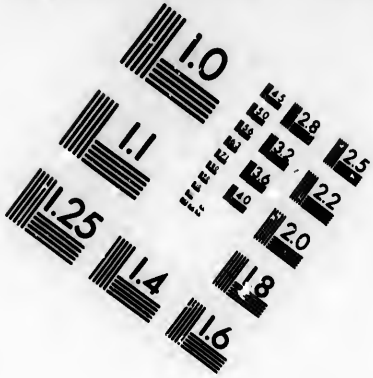

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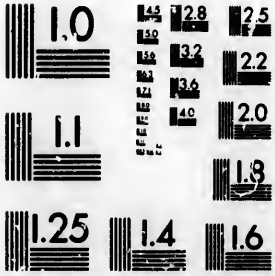

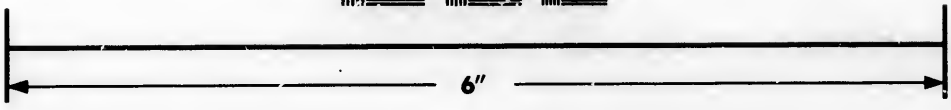

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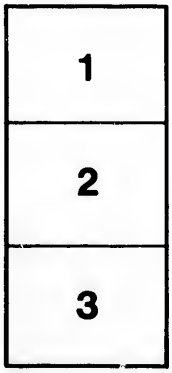
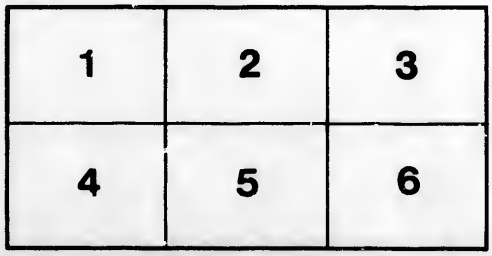


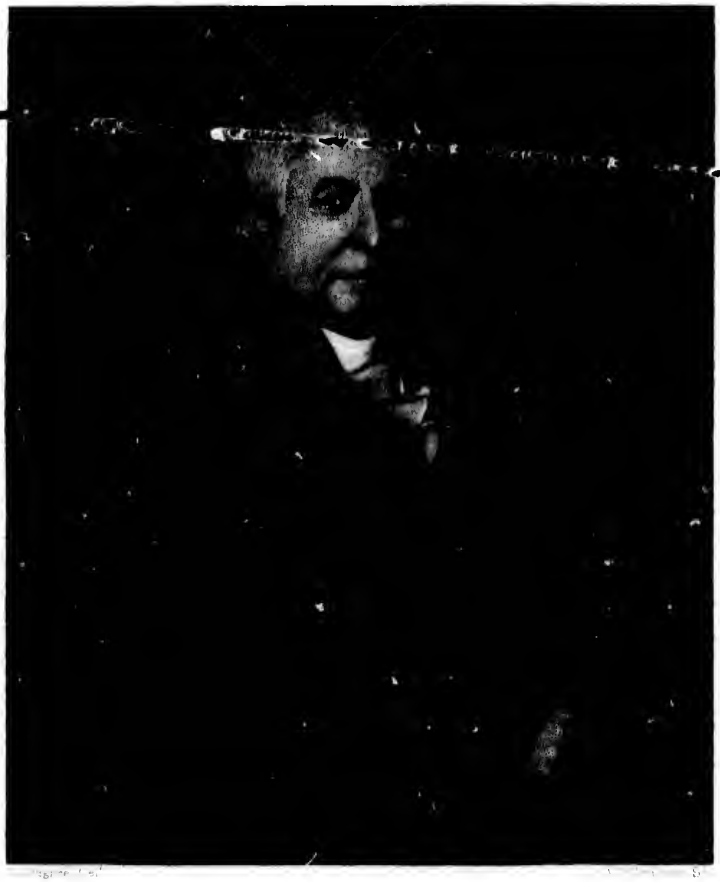


Biographical Sketch

OF

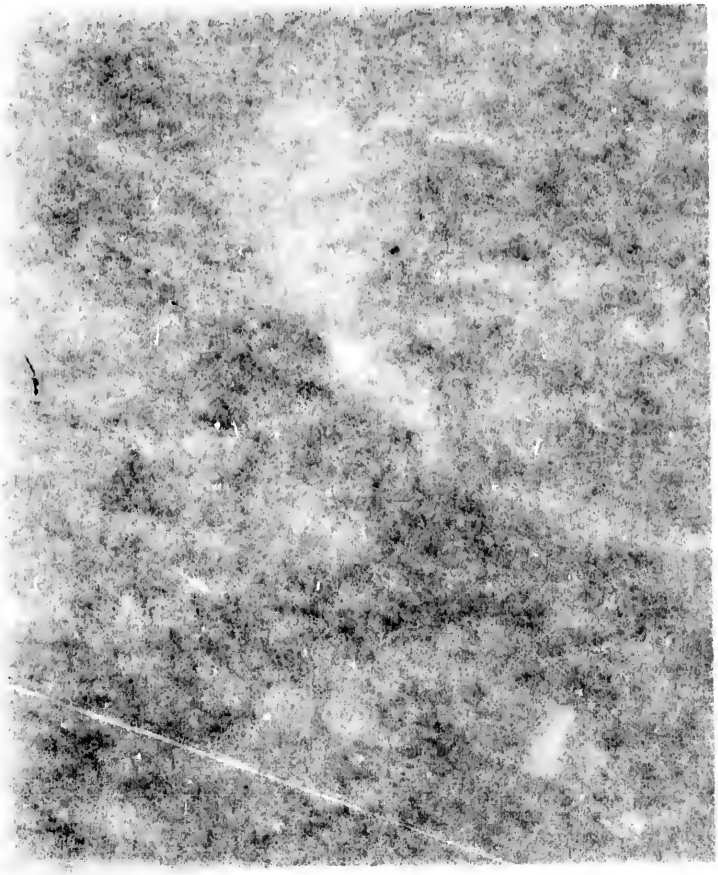
JAMES McGILL.

[Reprinted from Barnard's American Journal of Education for September, 1859



James McGill

FOUNDER OF THE UNIVERSITY OF McGILL COLLEGE MONTREAL P.Q.



V. JAMES McGILL AND THE UNIVERSITY OF McGILL COLLEGE, MONTREAL.

BY J. W. DAWSON, LL. D.

In the British American colonies there have been few founders of educational institutions. This may have arisen in part from the rarity of ample fortunes, in part perhaps from the tendency of amassers of wealth in colonies to regard the land of their paternity rather than that of their adoption as their country, but more than all from the incessant demands which the material progress of new countries makes on the capital of their inhabitants. The gentleman whose name stands at the head of this article, has hitherto been the most eminent exception to this general statement, and deserves, on that account, honorable mention among American founders. But great though the benefits are, which he has conferred upon his country, his life was one of those which, in their quiet and uneventful tenor, afford few materials for biography; and I can but present on this subject a very few facts and dates, for some of which I am indebted to a valuable series of articles on the colleges of Canada, now in course of publication by the Hon. Dr. Chauveau, in the "*Lower Canada Journal of Education.*"

James McGill was born in Glasgow, Scotland, on the 6th October, 1744, and received his early training and education in that country. Like many of his countrymen, he emigrated, when a young man, to the new world, in search of fortune. He settled in Montreal, and engaged successfully in mercantile pursuits. In 1776 he married a lady of French parentage, the widow of a Canadian gentleman, and whose father had held some of the highest positions in the colony. His long residence in Montreal, his integrity, public spirit, and practical good sense, gained for him the confidence of his fellow-citizens. He was elected the representative of Montreal in the provincial legislature, and was subsequently appointed a member of the legislative and executive councils. In the war of 1812 he acted as a colonel and brigadier-general of militia. His contemporaries describe him as a man of large and liberal heart, social and public spirited in disposition, of moderate ability, but of sound practical judgment, and extensive information. He died in Montreal, on the 19th December, 1813, at the age of sixty-nine years.

Not having any children, he had determined to devote a large portion

of his fortune to some object of benevolence connected with his adopted country; and in his last will, made two years before his decease, he set apart his beautifully-situated estate of Burnside, on the slope of the Montreal mountain, with a sum of £10,000, for the foundation of a university, one of the colleges of which was to be named the McGill College. The management of the endowment was to be confided to a public board, then recently established by act of Parliament and named the Royal Institution for the Advancement of Learning, the function of which was the management of all schools and institutions of royal foundation, and of estates or property devoted to educational uses, and the establishment of free schools throughout the province. Mr. McGill's bequest was to take effect on condition that there should be erected, within ten years, on the estate of Burnside, "a university or college for the purposes of education and the advancement of learning in this province, with a competent number of professors and teachers to render such establishment effectual and useful for the purposes intended." In the interim the property was left in the hands of trustees, who were the Hon. James Richards, James Reid, Esq., Rev. John Strachan, and James Dunlop, Esq.

Unfortunately, the relatives of Mr. McGill's widow were induced to dispute the validity of the will, and a protracted litigation ensued, which was not terminated till 1835; though in 1829 the landed property had been surrendered, and in the same year the college was formally organized under a royal charter which had been obtained in 1821, in anticipation of the issue of the dispute respecting the endowment. The board of royal institution had been constituted in 1818. Under the charter, the governor of Lower Canada, the lieutenant-governor of Upper Canada, the bishop of Quebec, the chief justice of Montreal, the chief justice of Upper Canada, and the principal, were ex-officio governors of the college, and were to elect its officers, and in conjunction with the fellows to constitute the corporation of the university, for the framing of its statutes and general management of its affairs. The royal institution was to retain a visitorial authority.

Under this constitution, the college entered on its existence with much apparent vigor and promise of success. The opening ceremony was held in Burnside House, the former residence of the founder, and was largely attended. The inaugural addresses of the principal and other officers, were characterized by a broad and liberal spirit and practical good sense, which augured well for the success of the infant institution. The faculty of arts, as organized on this occasion, consisted of the principal and two professors; and on the day of the inauguration an important addition was made to the university, by

the union with it of the Montreal Medical Institute, as its faculty of medicine. This institution had already four professors and an established reputation. Dr. Holmes, now the dean of the faculty of medicine, was one of these professors, and is the only officer of that date who remains in connection with the university.

As might have been anticipated, from the fortunes of similar efforts elsewhere, the prospects of the young university were soon overcast, and it had to struggle through a long period of difficulty and danger. Mr. McGill had given his endowment under the expectation that, in accordance with the provisions of an act passed several years before his decease, and in the preparation of which he no doubt had a part, large grants of public land would have been placed at the disposal of the royal institution to supplement his bequest, as well as to provide for the general interests of education. This, however, the legislature failed to do, and for a long time the McGill endowment constituted the only source of revenue to the university. Nor has this failure been fully remedied up to the present time. While the legislatures of the neighboring provinces of Upper Canada and New Brunswick have, without any aid from private benefactors, bestowed large permanent endowments on provincial universities, Lower Canada has allowed the McGill College to struggle on unaided save by precarious annual grants, burthened with a large number of government scholarships; and even these grants have, in great part, been given only within the last few years, when the increasing importance of the institution forced its claims on the government. Probably in no other part of America would a benefaction so munificent have been so little appreciated; and the reason is to be found, not in any indifference to education, but in the numerical weakness of the British and Protestant population of the province, for whom the university was chiefly designed; and in those divisions of race and creed which have hitherto operated as barriers to vigorous and united action in behalf of education in Lower Canada. Left to its own resources, the governing body found it necessary to expend a large portion of the available means of the university in buildings, and were unable at that early period to obtain from the landed property any considerable amount of annual income. The charter also had many defects, and was altogether too cumbrous for the management of an infant institution in a colony. These disadvantages, and the errors of judgment, and differences of opinion, inevitable in a new educational experiment in untried circumstances, long rendered the efforts of the royal institution and the board of governors of little avail; and for more than twenty years the university lingered on with little real growth; though, during a part of this period, it was attended by what, for the time,

might be regarded as a respectable number of students in arts; and the medical faculty continued to maintain its reputation, and to increase its classes.

For a long time the languishing condition of the university was a subject of deep regret and uneasiness to the friends of education in Montreal, many of whom were earnestly desirous for its revival, and fully impressed with the importance of the public benefits which might result from an efficient college; but there appeared to be no practicable means of elevating it, under the existing charter and with its want of a sufficient revenue.

At length, in 1850, a number of gentlemen, resident in Montreal, determined to grapple with these difficulties. The character and result of their efforts may be learned from the following statements by Hon. Justice Day, LL. D., one of their number, and now president of the board of governors, in an address to His Excellency Sir Edmund W. Head, on occasion of his presiding as visitor at the inauguration of Burnside Hall.

The utterly prostrate condition of the university at length attracted attention, and, in 1850, the provincial government was moved by a number of public spirited gentlemen to aid in an endeavor to place it on a better footing. As a strong antagonism had always existed between the royal institution and the majority of the governors of the college upon subjects essentially affecting its conduct and prosperity, it was deemed advisable, as a first step, to reconstruct the board of the former corporation. New appointments were therefore made to the royal institution, of persons selected on the score of their interest in the cause of education. Of these, several entered upon the duties of their office with zeal and energy. They drew up an elaborate report on the condition of the university, and the course which they thought should be followed for its amelioration, and their recommendations were made the basis of all that has since been done. A draft of a new charter was prepared, which was finally adopted, and executed by Her Majesty in 1852; and thus the college, by its improved constitution, was placed in a position to be revived, and to enter upon a new and useful career. The new charter was received in August, 1852; its most prominent and important provision is that by which the members of the royal institution are made governors *ex-officio* of the university. This provision, vesting the whole power and control of the two corporations in the same hands, removes all possibility of the recurrence of the difficulties which prevailed under the old system. Before the arrival of the charter in this province, a full board of managers of the royal institution, ten in number, had been constituted. Immediately upon its reception, the governors began the labors of their trust. There was a great deal to undo, and much to build up. The college was involved in great pecuniary embarrassment, chiefly from the accumulation of arrears of the salaries of its officers; and its income fell far short of its current expenditure. The college buildings were incomplete; and, from their situation and construction, so ill-adapted for their intended purposes that it became at once evident that a new building must be erected. As to its character and usefulness in the business of instruction, it had none. In so far, then, as the state of the university was concerned, the prospect was sufficiently discouraging; but the governors possessed certain extrinsic advantages, which justified a hope of success. The provincial government was favorably disposed to aid them in their undertaking; and there seemed to be abroad a general feeling of approbation of the choice made of the persons to constitute the board, and of confidence in their earnest endeavor to discharge the duties of their trust efficiently. The first step taken was, at once to stop all useless expense. The only salary continued was one of small amount to the vice-principal, which was necessary, in order to prevent the college doors from being closed. A law was obtained modifying

the statute of 1801, under which the royal institution was erected, and introducing a more simple and convenient machinery for the exercise of its powers; and authority was also taken to sell such portions of the real estate bequeathed by Mr. MacGill as the governors might deem advisable, for a perpetual ground rent, with permission to mortgage the college property in security for a loan to the amount of £3,000. Under the sanction of this law, sales have been effected of a sufficient extent of the college lands to yield, when added to the former income, a revenue of £900. Application was also made to the legislature for pecuniary aid, and the sum of £1,300 pounds was granted: £1,000 to be applied toward the payment of the debts of the college, and £300 to meet its annual outlay. This sum, although far below what was necessary to place the institution in the position which the governors wished, was nevertheless of great assistance in diminishing its liabilities nearly one-half. It also enabled them to make arrangements for avoiding immediate pressure, and gave an opportunity to begin the work of providing an efficient and liberal course of instruction. With a view to that end, the statutes of the university were completely recast, in a manner to introduce a more simple administration, and absolutely to do away with all religious tests and privileges.

In the year 1854, an urgent appeal was made to the provincial government, setting forth at length strong grounds of claim for liberal pecuniary assistance. The memorial then presented shewed that the university could not be organized and maintained upon any proper footing of efficiency unless a grant of at least £4,000 were made toward the reduction of its debts, and £1,000 given annually, to aid in defraying its current expenditure. In the following year the application was renewed. The result was partially successful. It is due to the head of the government and gentlemen who composed the provincial ministry at that time, to say that a friendly interest was manifested by them in our efforts, and every disposition shewn to extend to us all the aid which circumstances permitted them to bestow. The sums received were, however, very much less than those specified, and they were inadequate to the necessities of the institution, and the importance and magnitude of the objects to be accomplished. The governors continued nevertheless to advance in the course originally determined upon, of modifying and enlarging the system of education in the university, and they have gone on, until it has attained a completeness for which three years ago they scarcely dared to hope.

As reorganized, under its amended charter, the university rests on the broad basis of British protestantism, without sectarianism; and endeavors to embrace within itself all the elements of a collegiate and professional education, on the methods of the British universities, but modified with especial reference to the condition and requirements of the people of Canada.

The college proper consists of the faculties of law, medicine, and arts; and, in connection with the latter, are special courses of engineering, agriculture, and commerce; the students in which, in addition to the more practical subjects of study, are required to take such classes in the ordinary course as are appropriate to their future pursuits. The faculty of law has at present five professors, the faculty of medicine nine, and the faculty of arts eleven. In the faculty of law, the course is arranged, in accordance with the requirements of the profession in Lower Canada, under the following subjects:—Public and criminal law, commercial law, civil law, jurisprudence and legal bibliography, customary law, and law of real estate. The course extends over three years, and entitles to the degree of B. C. L. In the faculty of medicine, the course of study extends over four

years, and includes all the ordinary studies of a medical education, with chemistry, zoölogy, and botany. It entitles to the degree of M. D. In the faculty of arts, in addition to the ordinary classical and mathematical studies, the subjects of mental and moral philosophy, physical and natural science, and the modern languages, have been liberally provided for. The course extends over four years, and entitles to the degree of B. A.

The high school department, added to the university on its reorganization in 1852, is an important auxiliary, as a preparatory institution and as an English and mathematical school of high grade for those who do not desire to enter the college. Its staff consists of a rector and five assistant teachers, beside instructors in French, German, music, and drawing. Examinations are annually held for the pupils of this and other schools, and certificates granted to successful candidates.

The McGill Normal School is affiliated to the university under the joint control of the superintendent of education and the corporation of the university. It has four professors, beside teachers in drawing and music, and teachers in the model schools. It gives a course of study of one year, entitling to an elementary school diploma, and of two years, entitling to a model school diploma. It is intended for both sexes, and especially for the English and Protestant population of the province.

The number of students and pupils in all the faculties and departments in the present session (1858–9) is as follows :—

Faculty of arts,	46
Faculty of law,	31
Faculty of medicine,	97
Total of college students,	174
High school,	247
Teachers in training, normal school,	83
Pupils in model schools,	300
Total,	804

Under the provisions in its statutes for the affiliation of theological seminaries and colleges, the university has at present but one affiliated college, that of St. Francis, Richmond, a young but flourishing institution, intended more especially to minister to the educational wants of the eastern townships of Lower Canada.

In the management of the university, the governor-general of British America represents the crown as visitor. The business management is vested in a board of ten governors, appointed by the provincial government. In the properly educational affairs of the university, the governors have associated with them the principal, the

deans of the faculties, the rector of the high school, the principals of affiliated colleges, and the fellows, of whom three are appointed by the convocation of graduates, and five others may be appointed from the body of graduates by the governors; the whole constituting the corporation of the university. Under the statutes and the regulations of the corporation, the principal has the general supervision of the university; each faculty being subject to the immediate management of its own dean, acting under regulations prepared by the faculty and sanctioned by the corporation. The power of granting degrees resides in the corporation; which, however, must have regard to the representations of the faculties in each particular case.

In the matter of buildings, the university is almost destitute of a local habitation. The original college buildings, pleasantly situated on the slope of the Montreal mountain, but still in an unfinished state, are used as residences for professors and students. The grounds surrounding them have recently been planted and laid out in walks; and it is hoped that in a few years it may be possible to complete the original plan, and transfer the class-rooms of the faculty of arts to these buildings. In the mean time, the faculty of arts and the high school department are accommodated in Burnside Hall, a plain but capacious brick building, provided with all the modern appliances for work and comfort, and placed for greater convenience on that part of the college property nearest to the center of the city. Burnside Hall was destroyed by fire in 1856, but has been rebuilt on the same site, and with many improvements. In this building are the library and apparatus of the faculty of arts, and the collection in natural history, which consists of a series of typical specimens intended for class-room use; a large collection of foreign and Canadian mineralogy, purchased by the university from Dr. Holmes; a collection of Canadian fossils, presented by Sir W. E. Logan; the herbarium of Dr. Holmes, presented by him to the university; a collection of Canadian insects, by Mr. Couper, of Toronto; and the principal's collections in geology and paleontology. The facilities for instruction in natural history have recently been greatly increased by the removal of the collections of the natural history society of Montreal to a new building on the college property; a building lot having been given by the university, on condition of access for educational purposes to the museum. By this arrangement an important benefit is rendered to a society which has done more than any other for the promotion of natural history in Canada, while its extensive collections are rendered useful to students.

The revenues of the university are principally derived from the property bequeathed by Mr. McGill; and, though still insufficient, are con-

stantly increasing. The government of Canada, as already stated, have never adequately acknowledged the importance of the McGill endowment, or the efforts of the college authorities; but the citizens of Montreal have, within the last few years, nobly emulated the liberality of the founder, by contributing, by voluntary subscription, an endowment fund of sixty thousand dollars, of which twenty thousand dollars were given by the Messrs. Molson, to endow a chair of English literature.

It appears, from the above statement of the history of the university, that its present prosperity dates from its reorganization under its new charter in 1852. The contrast between that time and the present is sufficiently striking. In 1851, the committee of the royal institution reported that the buildings were unfinished and threatening to fall into decay; the grounds were uninclosed and used as a common. The classes in arts contained only six students. Even the students in medicine, owing to the establishment of a rival school, had fallen off to thirty-six. Only one course of law had been delivered in connection with the university. It had no preparatory school. Its total income was estimated at £540 per annum, while the expenditure, even with the small staff then employed, amounted to £792. There was consequently a large and increasing debt. The medical faculty was self-supporting, and maintained a high reputation. The faculty of arts was sustained solely by the exertions of the vice-principal.

In 1859, the university presents a different picture. Its original buildings are still unfinished, but are kept in use and in repair, and others more suitable to the present wants of the university have been added. Its grounds are inclosed and improved. Its faculties are fully organized and largely attended by students. It has a flourishing preparatory school, and affiliated normal and model schools. Its revenues from property and fees of tuition have been increased more than tenfold. A library, apparatus, and collections in natural history have been accumulated. It has a staff of thirty-two professors and regular teachers, and eight hundred persons derive benefit from its teaching. This great expansion has been achieved in seven years, by the ability and energy of the governing body, and by the liberality of the citizens of Montreal, sparingly assisted by public grants; but the university must still be regarded as but in its infancy, and as destined, under the blessing of Providence, to attain to still greater usefulness and importance.

I have avoided dwelling on the early history of the university in detail. Its struggles and its failures are profitable now only for the lessons that they teach. But in this point of view they are not unimportant. The questions then agitated respecting the religious char-

acter of the university--the best method for its establishment, whether by commencing with a preparatory school or by organizing a collegiate faculty or faculties as an initial step—the policy of erecting expensive and imposing buildings, or of waiting until the staff of the college should be efficiently organized—the proper form and constitution of the governing body—were all of vast importance, and all of such a character, that gentlemen interested in education, and regarding the subject from different points of view, might be expected, previous to experience, to answer them differently. They were here, as in most similar cases, slowly and painfully worked out by long discussion; and the present position of the university owes much of its stability to the fact that the ground has been prepared by this long conflict of opinion.

With respect to its religious aspect and its form of government, it is remarkable that this university has, as the result of these controversies and experiences, arrived at a position not precisely identical with that of any similar institution in British America. Two of our universities, that of Toronto, and that of King's College, New Brunswick, are altogether national in their character. The others are all connected with special ecclesiastical bodies. MacGill College occupies an intermediate position. Under the control of no particular church, and perfectly open in the offer of its benefits to all, it is recognized as an institution concentrating the support of all the Protestant denominations, and representing their common views as to the nature of the higher education. I confess that on many grounds I prefer this basis, both to those that are narrower and those that are wider. It is exempt from the contracting influence and limitation of field incident to the former, and from the opposing opinions and interests that are so liable to clash in the latter; and it is especially suited to the present condition of society in Lower Canada, where the Protestant minority is united on this subject by being imbedded in a Roman Catholic population, which provides for its own educational wants on its own principles.

The form of government of this university is another result of long trial of an imperfect system. The management of its financial affairs by a resident body of educated and business men, who have associated with them, in the more purely educational business, representatives of all the faculties and departments and affiliated institutions and also of the body of graduates, affords a stable and efficient ruling body, exempt on the one hand from the deficiency of business talent often so conspicuous when merely collegemen rule, and from the injudicious despotism sometimes practiced by public boards, when freed from college influence. No better system could be devised, in

the present circumstances of the university, for avoiding the evils of a double jurisdiction, and for securing vigorous and harmonious action.

But of all that has grown out of the early struggles of McGill College, its broad character as a university, in the fullest sense of the term, is the most important point. No question can now arise as to whether it should strike deep its roots into society by preparatory schools. The success of its high school and its normal and model schools, gives sufficient practical proof of the value of these departments of its work. No question can arise as to whether it should extend its field of operations into the preparation of young men for special professional pursuits. It has already done this more extensively than any other university in British America, and with large and manifest benefit both to society and to its own interests. Nor, on the other hand, can it any longer be maintained that scholastic and professional studies alone are required in Canada. The increasing number of undergraduates in arts shows that classical, mathematical, and philosophical culture are more and more desired, as preparatory to professional and public life.

We have ceased to inquire which of these several things should be done, and have learned that we can do all better than we could do any one alone. Without its course in arts, as at present organized, the institution could not fulfill its functions as a university. Without its schools and professional faculties and special courses, it could not give those kinds of education most urgently required, and could not maintain a prosperous and progressive character. Such conclusions, it is true, do not depend on experience in Canada alone. They rest on the nature of man, and on the structure of society. They have approved themselves to the ablest thinkers on educational subjects on both sides of the Atlantic; and they stand forth as the true mean between that extreme and narrow view which would make the higher education merely industrial, and that equally extreme and narrow view which would make it purely literary and abstract. That there are difficulties attending our position in these respects it would be useless to deny. These chiefly concern the faculty of arts. They result from the prevalent disinclination to devote the necessary time to a course of college study, and from the necessity on the one hand of maintaining a high standard of classical and mathematical attainments, and on the other of giving that broad, scientific, and literary culture now absolutely required in every educated man. In surmounting these difficulties, the following means are those chiefly relied on. First.—Offering every practicable facility to young persons desirous of passing through the course in arts along with professional studies. Secondly.—The influence of a good preparatory school in

furnishing students well-grounded in elements. Thirdly.—A judicious combination of tutorial training with professorial lectures, according to the nature of the subject studied, and the age and qualifications of the students. Fourthly.—Insisting on a regular and systematic course of study in the first and second years, and permitting options and honor studies freely in the third and fourth years. The details of the arrangements bearing on these points it would be impossible to introduce here; but I beg leave to quote, in conclusion, and in illustration of the general educational policy of the university, a few paragraphs from an address delivered to its patrons and students, on the occasion of the inauguration of the new Burnside Hall:—

On this subject I may explain, in the first place, that this institution is not merely a college, but a university; and a university, not merely in the sense of an institution having the power of conferring degrees, or even in that of a combination of colleges, all having the same range of studies, but in that higher sense which regards the university as the *universitas literarum*—an institution not only giving a general collegiate education, but opening up the way to the practical cultivation of the sciences and scientific arts. This character was impressed on this institution by the energetic development of the medical and law faculties and high school department, at a time when the faculty of arts was almost dormant; and it has been followed up in the spirit rather of the German than of the English universities, and in so far with results which promise to establish its suitableness to the state of society in this country, by the sure test of extended usefulness and success. With us it can not be a question whether the classics and mathematics should begin and end our course of study. The real question is, whether this narrow platform is as much superior in its results in scholastic training as it is confessedly inferior in breadth of adaptation to the exigences of human life; whether, in short, we shall lose in depth more than that which we gain in width. This is assuredly a grave question, and it presents itself in several aspects.

In the first place, it may be asked, is there not danger that the collegiate course may degenerate into the mere communication of varied information, without that training which is the special work of the educator. I answer, that we obviate this tendency by the division of labor in such a manner that any one instructing officer shall have only those branches to which he has most fully devoted himself. In this way only can we secure that zeal and enthusiasm which make the true teacher, and in this way we can also secure an individual attention to the progress of students, as well as mere lecturing. A distinction is, however, sometimes made here which should not be admitted to its full extent. It is quite true that information and training are not identical; but it is equally true—and this is the really practical point—that the good teacher must always train while he informs, and inform while he trains. It is further true that those studies which commend themselves to the mind of the student as of the greatest interest and value, have the strongest effect in training his powers; and, however useful or interesting the subject, a knowledge of it can be communicated with advantage only when the faculties of the student are drawn forth and exercised upon it. Every study should be made a means of training, and the studies employed should be selected, not merely as being in themselves useful, but as giving an equable and general exercise to all the mental powers of the student. And it is here that a varied course of education excels one that is more limited. Exclude natural history from your course, and you leave out one of the best means of training the observing and comparing powers, and of cultivating taste, by the study of the noblest and most beautiful works of art—those of the Great Artificer of the Universe. Exclude mental science, and you shut out the student from the most exalted exercises of intellect, as well as from the sources and springs from which the streams to which you lead him are supplied. Is there not a training and forming of mind by communion with the great men of modern literature and science, as well as with those of antiquity; by studying with those who have traced the orbits of the

planets and the undulations of the light-giving ether, as well as with those who wrought out the geometrical principles which form the alphabet of such readings of nature. It would be idle to follow such comparisons further. But again it may be objected, that if our course should not thus degenerate, it will lose the power of conferring profound and accurate scholarship obtained by a more limited course, while it may not attain to the extended knowledge of literature and science at which we aim. This we endeavor to avoid by securing a high standard of matriculation, by means of our preparatory school, and by directing the earlier part of our four years' course principally to the ordinary studies, while we introduce scientific studies and optional branches more fully in the later years. If, then, we are successful in our efforts, we shall secure respectable mathematical and classical attainments in our undergraduates, along with much additional cultivation, and in the latter part of the course some studies leading directly to practical applications of learning. It must be observed, however, that on this subject, also, much misapprehension exists. It is in some cases possible, by exclusive attention to a small range of subjects, during the whole period of study, to attain to a very high proficiency in one of these; but, in attaining this, we do not give an education in the sense of a training for general usefulness and happiness. You produce a specialist, and in a majority of cases a specialist in departments to which in after life little attention may be given, the whole benefit being the training received, and this of a limited extent. The true theory of a collegiate course, on the other hand, is, that it should educate the whole man, and leave him afterward to cultivate the special fields to which taste and duty may direct him;—not educate him a specialist, and leave him afterward to obtain, as he best may, general culture and intelligence. I desire not to be misunderstood in this, as if disregarding instruction properly elementary, or depreciating classical or mathematical learning, for it is true that education must begin with steady attention to a few elements, and in most men it results in ultimate devotion to a few subjects; but, nevertheless, in that part of education which lies within the sphere of the college, it is a principal object to enlarge the field of mental vision, and give breadth of view. The early education of the school must carefully lead the pupil through those narrow and easy paths which his unpracticed feet can tread with advantage; but the college should carry him to the open mountain-brow, whence he can survey the land that lies before him, and discover at once the beginning and the end of any way that he may select for himself. Admitting, then, the full extent and importance of sound elementary training, and of those subjects of the college course which have long been valued as the means of conferring that training and maturing it into scholarship, we also maintain the necessity, not only for practical purposes, but also for the proper formation of the mental character of the student, of a broader course of study.

We shall, then, direct our students to the graces of classical literature, but we shall link these on the one hand with the treasures of that ever-beautiful and ever-changing Nature, from which the poets and orators of old drank in their inspiration, and with that modern literature which, springing from the classic stock, now waves its foliage over our heads, and feeds us with its rich and varied fruits. We shall discipline their minds to abstract thought by the study of mathematics, but we shall connect with this abstract truth its magnificent application to science and the scientific arts in our own time, and with its still more magnificent application in Nature, before man was here to reason.

It may be further asked, will the extension of the collegiate course be successful in attracting those little desirous of the higher education; and may it not rather lose the support of those who are friendly to collegiate education of a less extended character? I answer that we act in the belief that the greater part of educated and thoughtful men are with us in this principle, and that the love of higher education is growing and will grow among all classes in the community. We disclaim, however, any intention of bidding for mere popularity. We are content to collect a large body of able instructors, and to offer their services to the public. If these services are largely accepted, we shall be happy and grateful; if not, we shall mourn the loss to the public more than that to ourselves. I believe, however, that we shall be successful, and that the past history of this university, the success of scientific courses elsewhere, and the failures that have occurred in narrower systems, give us good reason to hope for that best kind of popularity which rests on extended usefulness.