

cational institutions, were successful. With some this is the closing act of their school career; but the larger number are to-day admitted, as undergraduates, to pursue their studies in this College, and proceed to a degree. We welcome them as an assured evidence of the training now available in so many well-equipped schools; and as they replace those who now go forth from this College to enter on the business of life, we look to them to fill the ranks of our honor men; to reflect credit on their Alma Mater, and in due time to bear a part in the development of Canada. The history of this College has, from the first, been one of progress: progress not merely as indicated by ever-growing numbers, but by more important advances, as experience has guided us in enlarging the requirements demanded alike from professors and students. The Canadian Legislature, aiming in the University Act of 1853, at restoring to the people the full enjoyment of the state endowment; and removing as far as possible all hindrance to united action in the promotion of one system of higher education throughout Upper Canada: separated the University functions assigned by Royal Charter to King's College from those pertaining to its teaching faculties; and constituted the two corporations which have ever since carried on their joint work. The diverse functions of the degree-conferring Senate, and of the College to which alone all teaching was assigned, though manifest enough to those engaged in the work, has been a puzzle to outsiders ever since. Even Attorney-Generals and Ministers of Education have not always mastered the distinction; and so have made confused work of it, alike in orders in council, and in commissions to professors. And, unhappily, while this divorce of University and College has thus perplexed high functionaries, it has failed to accomplish the purpose aimed at in uniting provincial and denominational colleges under one university. To ourselves it has proved an impediment in various respects, but especially from its ever increasing tendency to beget a process of examination based on mere text-books; and not on actual teaching and college work. The mischievous results of such a system, when carried out to its extreme, are now fully recognised in the working of London University. The organization of Owens College, along with other provincial colleges, into a