

work is ever apt to lapse into drudgery, unless animated by the enkindling flash of impromptu illustration. Sir John Lubbock justly remarks :—"Our great mistake in education is, as it seems to me, the worship of book learning—the confusion of instruction and education. We strain the memory instead of cultivating the mind." The schoolboy is doubtless as clay in the hands of the potter, but that is no justification of the tendency of modern educational systems to fashion a single departmental mould in which all shall be shaped according to the one regulation pattern.

This evil is to be deprecated at every stage, but in the work of the university most of all. There is a growing tendency to overload every department with an amount of book-work which must reduce the teacher to a mere monitorial drudge, and help to give countenance to the popular idea that any man whose name has figured in the honour lists is amply qualified for a professor's chair. At this critical stage in the history of the University, when not only important additions are about to be made to the Faculty of Arts, but the restored Faculties of Law and Medicine have to be reorganized, its future for another generation depends on the choice of the men who are to constitute the new professoriate. We must have teachers with higher claims than the tests of the examination hall supply if we would escape the risk of stamping a whole generation with the same mediocrity. We want, if possible, for every university chair, men of original power and genius in their own special branches. No one is deserving of so responsible a trust, in which he is to mould and fashion the minds of the most gifted among those who are before long to take the place of our present leaders, who does not himself possess gifts such as no university pretends either to confer or to

accredit by its honour lists. Whatever be the university requirements, no man is worthy of one of its chairs who has not much of his own to communicate beyond any prescribed curriculum. The most valuable influence of a teacher is to be looked for in the sympathetic enthusiasm which he enkindles in the minds of his students, broadening and elevating their aspirations, quickening the dry bones of academic routine, and vitalizing them with living fire.

Once more we welcome in increasing numbers the candidates entering on their undergraduate course, as well as those who now resume the work of later years. Nevertheless it is under such circumstances of assured progress that we to-day hold our last convocation as a college. In the graceful narrative of the University from the pen of Dr. Scadding, he refers to University College as "the concrete presentment of the somewhat abstract entity" to which the University of Toronto was reduced by the Act of 1853. But that state of things has now come to an end. The University is entering anew on its legitimate functions with ampler powers; and practically absorbs the college as a complementary part of its system. The duration of the latter has been brief, if measured by the lifetime of ancient seats of learning. Nevertheless for upwards of a third of a century we have successfully prosecuted the work entrusted to us. The sons of earlier graduates have followed in their fathers' steps; our numbers have progressively advanced till our halls are crowded with students; and the demand is now for ampler room. We have trained two generations from their entrance on an undergraduate course till they proceeded to their degree; and have watched with interest the success achieved by many of them in various spheres of life. Now, as a third gen-