

on their staffs—a narrowness, of course, usually intensified by the limited range of their daily duties. With a low matriculation standard, specialization in the University courses is now allowed altogether too soon. I have dealt with this subject from only one point of view. No one, however, needs to be told that this limitation of culture cannot but affect more interests than those of our schools.

*Plea for Reconstructed Relations.*

Here, let me say, in concluding this part of my address, that many of us who advocate a reform of the relations of the High Schools and the Universities do not take the ground that the Universities are wholly to blame for the present unsatisfactory state of affairs. Under a logical and consistent programme in our Public Schools and with a suitable High School Entrance examination, we believe that a boy should be able to enter a University on the present matriculation course younger and better prepared than at present. You have now before you, at any rate, a draft of the reforms proposed by the Minister of Education in the department directly under his control, and all of you—the University professor as well as the Public and the High School teacher—have been invited to help him with your counsel.

Notwithstanding, however, the defects in the present departmental courses, there is no burking the fact that the Universities of Ontario have been for years encroaching upon the domain of the secondary schools, to the manifest injury of public education. The denominational Universities may do as they please. The Province does not control them. But, at the present juncture we have the right to ask that the University of Toronto, which is supported by public funds, shall cease to duplicate the work which has been long done, and which, from the nature of the case, has been better done in the High Schools. So far, also, as the University of Toronto is concerned, some of us believe that one of the causes of the present difficulties—a Junior and a Senior matriculation—should be abolished. One matriculation should take their place with a more suitable scheme of subjects and a far better standard of examination. In my judgment, *this is the most needed, the most important, and the most far-reaching reform we could secure in the educational system of Ontario.*

I have been emboldened to bring this subject under your notice from the fact that the President of Toronto University, in his