

make satisfactory provision during the present year for meeting this requirement.

Another step to which I have now to refer is the revisal of our courses of study. Thirty-two years have elapsed since University College entered on its work as the highest educational institution of this Province. At that period, as already indicated, we were necessarily dependent on the capacity of the High Schools to train their students for matriculation; but a careful review of the successive revisions of our courses of study will show how promptly we have followed up each step achieved by the schools to elevate the standard of the college in every requirement for honors and degrees. A comparison of the subjects prescribed for the entrance examinations and the three years' undergraduate course, to which, in accordance with the requirements of King's College, the candidates for a degree were limited at the outset, with those of the four years' course now required for proceeding to the degree of Bachelor of Arts, will show with what systematic care the college faculty, in co-operation with the Senate of the University, have aimed at maintaining a high standard, and making the degree in Arts a guarantee of sound scholarship. Mr. Langton, of Trinity College, Cambridge—to whose services as vice-chancellor of this University during a most critical period of its history, not only the graduates, but every friend of higher education in Canada, are largely indebted—when giving his evidence before the committee of the Legislature at Quebec, in 1860, remarked:—“The course of study in the college itself must be made to harmonize with the education which can be obtained out of doors. If the college commences at too high a standard for the schools, the great bulk of the youth must be debarred from entering it at

all; or, on the other hand, not only the examination for matriculants, but, as a necessary consequence, the earlier years of the college course itself, will become a mere paper scheme which is not acted upon in practice. The real standard for entering the University, whatever it may be in theory, must be based upon the standard of the schools of a country.” Experience has abundantly confirmed this seeming paradox; and hence the need for a frequent re-adjustment of our standard, not only at entrance, but throughout the requirements of all the years, so soon as the High Schools of the Province were able to send up matriculants adequately prepared for the work. This re-adjustment has accordingly been repeatedly arrived at; as will be seen by a comparison of the college calendars of successive periods, in 1854, in 1859, in 1869, in 1877, and once more in 1885. With this year, accordingly, another cycle is completed; and we anew mark a fresh step in advance by one of those comprehensive revisions of the scheme of collegiate study which—like some of those of earlier years—will largely affect the character of Canadian education. The influence of such revisions on the general education of the Province, alike in the Public and the High Schools, is immediate and beneficial. (Cheers.) Nor are the effects limited to them. For I may, without, I trust, any charge of invidious comparisons, recall the fact that not only in Ontario, but in the Maritime Provinces, in Quebec, and more recently in the young Province of Manitoba, the revised schemes of study for this college have supplied models for the highest educational institutions of the Dominion.

To our own earlier graduates a comparison of our present curriculum with that of their undergraduate course will reveal many evidences of progress; and will have a special