

Report should now be forthcoming for each of the twenty-five years that have passed. During this quarter-century literary and scientific research has been more daring and more successful than in any whole century of the elder time. The intellectual activity and productiveness of the German Universities have been truly astounding. A mere enumeration of the brilliant names that, through these years, have given lustre to Berlin and Leipzig would be equivalent to reprinting a long catalogue of the ultimate authorities for nearly all the theological and philological research, and for much of the scientific and historical information that we possess. In our own language, during the same period, many of the very finest minds have anxiously discussed and most strenuously advocated a more philosophic and a more rational system of education; and new foundations have everywhere throughout England been created for the express object of carrying into practice the modern ideal of fruitful instruction. The errors of the old way have been vigorously assailed by Macaulay, Gladstone, Lowe, Grant-Duff, Farrar, Matthew Arnold; by Whewell, Faraday, Herschel, De Morgan, Herbert Spencer, Tyndall, Huxley, Lubbock, Lyon Playfair, and a host of others, whose competency cannot be questioned. Now, amid the tremendous upheavals of these latter days, which have rudely shaken to their base even the revered foundations that were laid deepest down in English history, and amid the wonderful achievements of German Universities, could our University Senate discover nothing for the benefit of their institution worth suggesting to Parliament and the country? From an educated body like the Senate—including among its membership many practised writers—may fairly have been expected a brilliant series of Annual Reports that would have mir-

rored this rapid onset of new ideas, that would faithfully have reflected the steady advance of higher education; that would have resolved into a clear and luminous image even the more remote and nebulous questions in University training. The formative influence of such Reports would have proved as salutary as Humboldt's expositions of his University projects at Berlin.

When Wilhelm von Humboldt, seventy years ago, was laying the lines of the University that was to be launched at Berlin, he boldly took Prussia into his fullest confidence; and, calling to his aid the eloquent pens of Fichte and Schleiermacher, he made his profound views perfectly comprehensible to the meanest intellect in the kingdom. Hence, from the very start, the people regarded the new University as part of themselves; they gladly gave their entire sympathy, and whatever assistance was asked: the University of Berlin thus became not only a cradle of learning, but an inexhaustible reservoir of national energy. Napoleon and his dynasty thus have had ample cause to repent the ruthless severance from Prussia of Halle, the old Collegiate centre. The University of Berlin has faithfully reflected the popular fears and aspirations; hence its immense influence and success. On two memorable occasions it led the nation's uprising against foreign aggression; it now represents the nation's resistance to a despotic government at home. At this moment, the most active defenders of constitutional freedom in the Reichstag are among the most distinguished professors in the University of Berlin. Where an institution thus bursts from the sheath of national life, its evolution and growth are natural and vigorous. With us in Ontario it has most unfortunately occurred that the governing body of the University have uniformly shewn a disposition to with-