

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 recognized in the working of London University. The organization of Owens College, along with other provincial colleges, into a new northern university for England, is one grand protest against the system; and now the cry gains strength in London itself for replacing

its mere senatus and examining boards by a teaching university.

A system of paper examinations, wholly independent of the instruction given to the students, affects some departments much more than others; but every experienced teacher knows the mischievous tendency to substitute cram for genuine study, when the student has to look forward to the chance questions of a stranger, instead of an examination by experienced teachers on the work of the year. This evil will now, I trust, be removed by arrangements which come into immediate force, whereby the examinations of the second and third years are transferred from the university to the colleges. But in bringing about this desirable change, the necessity for which has been long felt, it has been necessary to withdraw the scholarships for those years, in so far as they are provided out of university funds; and the college must now look to the liberality of its friends to replace them. In an appeal that I made during the past year for aid to enable us adequately to equip the department of physics with apparatus indispensable for efficiently teaching electricity, which has now come to occupy so important a place in practical science, I have met with a hearty and gratifying response. I confidently rely on the same liberality to replace the scholarships now withdrawn from the college; and, after the example of Thomas Carlyle, in his gift of the Welsh bursaries, "for the love, favour, and affection which he bore to his own University of Edinburgh," to "furnish the timely aid from whence may spring a little trace of help to the young heroic soul struggling for what is highest." (Cheers.) Already I have the assurance of aid from more than one generous benefactor; which, with other gifts and appropriations at the disposal of the College Council, will, I hope, enable us to