

quent complaints are heard of over-pressure in the public schools, but much of this I suspect is traceable rather to the lack of interest than to the amount of actual work done. The infant school and the kindergarten may be beguiled by singing and by instruction disguised in sportive forms, but with growing intelligence the powers of the mind must be called forth and quickened by the animating influence of the teacher. And if this is true of the school it is even more so in relation to the higher work of the university. We have by no means escaped this tendency to hamper the instructor with elaborately detailed schemes of study and examination requirements. It necessarily affects some departments more than others, and is accompanied by such a confusion of ideas as is seen in applying the same term "text-book" to a Homer, Virgil, Chaucer or Shakespeare, which do actually furnish a text on which the utmost variety of philological and critical study may be based, and to a Lingard, a Hallam, March or Craik, whose chapters anticipate the lecturer's work, rather than furnish a text for the student's analysis. But even where the term is recognized in its technical sense, the mistake is more and more made of dictating in mass a multitude of texts, irrespective of the time at the disposal of teacher or student; all the historical plays, or the tragedies of Shakespeare, the whole or the chief works of Moliere, or those of Victor Hugo, which in our own library edition are comprised in forty-four closely printed volumes. Such a programme is, at best, incompatible with thoroughness, while it tends to give the examination based on it not a little of the chance aspect of a lottery. One result of the affiliation of St. Michael's College has been to remove from the university programme all prescribed text-books alike in mental and moral science,

and in mediæval and modern history, with results eminently satisfactory to the professors emancipated from their constraint.

In truth, professors and students are alike in danger, under the modern system of elaborated programmes, of recognizing the examiner's report, and the place in the class lists, as the supreme aim and final goal of the academic career. The educational system which drifts into such courses is on the highway to become a mere machine, regulated by the clockwork of some central board, to whom a grand paper programme is the primary essential. It leaves no room for the men on whom the reputation of universities have ever most largely depended, and no time for the wider range of spontaneous and suggestive illustration, best calculated to stimulate the enthusiasm of the gifted student.

The more latitude a more thoroughly qualified teacher enjoys, the greater will be his success in all but mere routine work. His method may fall short of the departmental standard, but it is his own; and it is the one by which he will produce the most successful results.

I have already had occasion to congratulate you on the efficient revival of the medical faculty. This year we hail with no less satisfaction the realization of a long-cherished wish in the appointment of a professor to the chair of political science, not only as the first step in the reorganization of the faculty of law, but as an indication that in that revival we aim at something far beyond mere professional training. Political science in its full compass includes the results of the world's experience through all the centuries of civilized man. It embraces the philosophy of history; it aims at determining the basis of constitutional government and the obligations of the individual to the