

of what He has given to us. That responsibility belongs largely to those who are the men of the future, and they will best fit themselves for the

credible discharge of duty by availing themselves of all opportunities of mental improvement within their reach.—*Montreal Gazette Report.*

UNIVERSITY COLLEGE.

PRESIDENT SIR DANIEL WILSON'S ADDRESS.

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WHEN I entered on my duties here, thirty-six years ago the university, had scarcely begun to realize any direct relations between it and the grammar schools of the country. Upper Canada College was alone looked to as the preparatory training institution for the university. The revolution is a notable one which has replaced that system by one the fruits of which are seen in the annual competition of the collegiate institutes and high schools of the Province at the university matriculation examinations. It began when honour men of our own training, one after another, succeeded to vacant masterships and entered into competition with Upper Canada College in preparing students for the university; but it is due to the present Minister of Education to accredit him with the systematic aim of bringing the studies and teaching of the schools into harmony with the prescribed university requirements, and so more clearly assigning to this university its true place as the crowning feature in the national system of education, in which the people of Ontario feel so just a pride. The masters of our high schools are now represented on the University Senate; and the matriculation requirements have been modified to meet their wishes. The result is a healthful co-operation in their common work of higher education.

With the intimate relations thus established between the two, it cannot be out of place to review certain tendencies of our school system, not without their influence on the university. With the elaborate organization embracing public schools, high schools, collegiate institutes, normal and model schools, with a body of teachers now numbering in all upwards of 7,000, a uniformity in courses of study and specified textbooks, jealously guarded by departmental examinations and inspection, has been even more rigidly enforced. Much of this is unavoidable, but the present tendency is undoubtedly to excess in this direction. In the aim at uniformity we are in danger not only of forfeiting the healthful influence of special ability and enthusiasm in our best teachers, but of disgusting them with the profession and reducing it at best, to a respectable mediocrity. It is beyond the reach of the most efficient normal school, or of any professorship of pedagogy, to beget that innate aptitude of the true teacher, such as animated an Arnold or an Agassiz. Men of such type will accomplish more with the worst programme than a bad teacher with the best. No prescribed course of study, however excellent, will vivify itself. That depends upon the sympathetic fervour of the teacher, and he must have time for its free exercise. Fre-