

18th May, the 22nd May, the 23rd May, and the 28th May, 1877. The whole of the new curriculum was discussed and disposed of in the two middle nights, with portions of the two others. On the first of these part nights, the Senate discussed and disposed also of two important measures that were suggested by Dr. Fyfe of Woodstock: the holding of examinations at affiliated Colleges, and the substitution of numbers for names on the papers of students under examination. The second part night disposed of the entire question of the higher education of women; it also decided the subjects of examination for the new scholarship founded and endowed by the munificence of the Hon. Edward Blake.

Now take the two great questions that were here so swiftly decided, the intermediate and higher education of our sons and of our daughters,—were these two questions of so little consequence to the country that they were settled in less time than would have been devoted to the preliminary argument on two trivial issues in a court of law? In these brief hours, without convocation or the constituencies being apprised of the vastly important measures that were passing, the University Senate decided, it may be, according to the usual practice, for ten or fifteen years to come, the studies that shall be pursued, and the studies that shall be neglected in our High Schools and our Colleges. Printed copies of the proposed statutes were not supplied even to the members of the Senate, which would have afforded them some opportunity for reflection and criticism. The draft of the statutes was simply read aloud from the manuscript, and adopted with or without amendment. Now convocation was created, as we saw a little ago, for the special purpose of discussing such measures, and the constituencies of University electors

were surely intended to consult with and instruct their representatives in the Senate. Consultation and discussion are, of course, impossible where secrecy of proceedings is jealously maintained. Suppose the Minister of Education were some evening in the Assembly, while it was sitting with closed doors, to read from a manuscript a recast of the entire school-system and this were adopted at his reading, and the first public announcement of the revised system were made through the distribution of the statutes of the Session, what a violent outcry would instantly ensue! If the Minister's administration of school affairs commands general confidence, while the University Senate is exciting almost universal distrust, it is simply owing to the difference of procedure. If the slightest modification of the school law is projected, the draft-bill is scattered broad-cast among the constituencies, public discussion is invited, the opinions of practised educationists are carefully weighed. The school-bill in its final form really represents the deliberate judgment of an educated people.

The general absence of non-resident members throughout the entire proceedings of the two years is very marked. With the exception of Mr. Gibson (Hamilton), non-resident members have not often sacrificed—as they are now, it seems, expected to do—their convenience and comfort to attend at eight p.m. in Toronto, a brief meeting of the University Senate. Members thus residing at a distance must defray their own expenses, and it will strike every one as exceedingly discourteous in the Senate to place their meetings at such an hour as must commit many of the non-resident members *to the loss of two days*, with proportionate inconvenience and expense. The Senate have made it rather a costly process to come to their meetings; and, after travelling one or two hundred