

have come so close together (although of different professions) as one in Christ Jesus. Third-day morning came the time for separating, each one bidding the other an earnest farewell, and a silent prayer for the other's preservation in best things. At Freemont, separated from the Lincoln Friends.

Called at Council Bluffs, visiting relations over night and the next forenoon. Thence to Des Moines, Iowa, to visit my niece, R. Alice Mills, widow of John H. Mills, an earnest seeker after truth. Next day she accompanied me to visit an invalid friend whom I had known over 53 years. To my surprise I found him in the hospital. He was deeply moved when he recognized me, yet seemed reconciled to his situation. Left that evening for home, where I arrived 11th mo. 1st, finding all well, and with a thankful heart to the Giver of all good for his many mercies during my absence of nearly four weeks.

JOSHUA L. MILLS.

SPEECH OF G. W. ROSS

AT THE OPENING OF THE WESTERN
UNIVERSITY IN LONDON, ONT.

[We believe many of our readers will be interested in the following notes on university education, from a speech by the Hon. Minister of Education for Ontario, standing, as he does, in the concurrent opinion of all competent judges, at the head of the most perfect educational system in the world.—Eds.]

The speaker said it was a great advantage in a country like Canada to have diversity in its educational system. In unifying a system of education, it might lose its individualizations. For instance, Oxford made a specialty of classics, and Cambridge of mathematics. Each of the great universities of Germany had its peculiarities. With such a faculty and such a magnificent field around them, he was sure the Western would hold up the standard of higher education.

"Where could you have a better field than in my native county of Middlesex? You have around you many of the best collegiate institutes in the Province — an excellent breeding ground for the material of which a good university is made. Your city is a beautiful one, and the country surrounding is rich and full of men of energy, and, I trust, wealth." Mr. Ross said the young people who attended a university sometimes imagined that they would be subjected to a new process of mental development, but they would find it no different from the processes through which they passed in the early stages of their education. There was only one process, and that was self application. "You go to these universities," he said, "to direct your powers of observation, perhaps upon higher planes, but not upon a different plane. You may project them into greater mysteries by the aid of better trained men, but it is by the same power. That is part of our educational system—its continuity. We begin in the universities where we leave off in the collegiate institutes." The speaker described three university methods. One was the fixed method by which a certain amount of Latin, science, mathematics and literature was prescribed. There was also another method, which led very largely by Yale and Harvard, many universities of the world were adopting—the system of options. This, he thought, was overdone. There was another system, which he thought was better, and which was between the other two. Under this the first and second year courses were of a comprehensive, practical character, and the remaining years could be devoted to special optional subjects according to the aptitude of the pupil. If he were fitting himself for a general education, the Minister thought he could derive more benefit from a general and comprehensive course, such as had Oxford and Cambridge 30 years ago, than could be taken from some of the