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EDITORIAL COMMENTS.

On the 24th October, in the Sheldonian Theatre, Oxford, Mr. Gladstone inaugurated a lectureship established by Professor Romanes, of Christ Church. The following quotation from his lecture, which was in the University, will be interesting to us all. Referring to the Universities he said:—"The chief dangers before them were probably two—one was that in research, considered as apart from their teaching office, they should relax and consequently dwindle; the other, that under an undue pressure from without they should lean for ever so little to that theory of education which tried to construct '*machines of so many horse power rather than, to form character, and to rear into true excellence that marvellous creature called man*'—and should seek to prepare for success in life instead of securing that a man shall always be greater than his work, and never bounded by it."

What Mr. Gladstone considers as among the chief dangers threatening the University life and the efficiency of University teaching in the Mother Country may also with more probable cause be deemed by the Canadian and American Universities as among the factors tending to a deterioration of educational standards considered from a purely intellectual but rational point of view. As to the first danger considered by the famous lecturer, namely, the danger of relaxation followed by a consequent dwindling in the results to be obtained in the realms of research, the Canadian Universities have not got perhaps so much cause for fear as the more ancient bodies, such as Oxford.

Ours is a new life, as compared with the ancient institutions on the other side of the Atlantic.

Experience and opportunity, scientific appliances and financial support to enable our educational leaders to carry on original labors in hitherto unexplored regions of scientific and philological research are by comparison in a great measure wanting.

Our seats of learning have been without exception the result of a steady growth from small beginnings. With us the advance in this field has perhaps been almost entirely confined to the so-called "realms of science," *i.e.*, to the development of positive knowledge in the study of the natural sciences, and from the position already attained a retrograde is hardly probable or possible. The field is vast, the laborers are few, and the results to be obtained are so striking as to naturally tempt the ambitious student.

But if we come to consider the second danger mentioned by Mr. Gladstone—"that our theory of education should tend to construct machines of so many horse-power rather than to form character and rear into excellence that marvellous creature — man," what is our position in this respect?

Do we not find this tendency more prevalent and conspicuous in America than in the older world?

Do we not find it especially prominent in the new creations formed all over the country to afford a so-called "University education?"

Truly the plea for a "practical" training is a strong one, but are we not only too apt, in trying to create a standard of knowledge having as its strongest recommendation its high degree of "practicability," to overlook the higher function of a University and the training to be there obtained, namely, the formation of strong characters, and the development of the many different sides of a man's intellectual nature which will enable him to take his position in society as "a man of many parts," as a man of culture?

The University lecture has now come to be recognized as one of the most prominent landmarks of the College session.

Occurring as it does at practically the same period of each year it has come to be looked forward to and considered as the enunciation of the Faculty through its representative of what it considers to be the matter uppermost and most important for the consideration of the students at large.

This year, to a certain extent, a departure has been made, but the subject as presented by the worthy