

same relations with it in which an Oxford or Cambridge College is with the University of Oxford or Cambridge. They will lose nothing individually in point of religious or moral character; they will gain collectively all the advantages of a great University. Mere affiliation without migration to the central University would be something, because it would introduce uniformity of examinations, and thus restore in a measure the value of degrees; but it would not give us concentration of resources or much better instruction, and the instruction always drags down the examinations to its level, set your standard as high as you will. The heads of the denominational Colleges might hold University offices—Professorships or the Vice-Chancellorship—as the heads of Colleges do at Oxford and Cambridge. No doubt, rooted feeling and strong local influences are in the way. But the first church which moves in this direction will at once render a great service to the general cause, and increase its own influence in proportion to the improvement which is sure to follow in the training and intellectual power of its young men, besides relieving itself of a burden which hardly belongs to it as a religious association. Theological Colleges, and the theological departments of other Colleges, might of course remain where they are, and continue to do their own work; in the case of theological students seclusion is not a disadvantage. The same may be said of denominational schools, into which the local Universities might perhaps be partly converted.

“At the same time we most earnestly hope that the University of Toronto will not shrink from adapting itself to the general requirements of the country by organizing a thoroughly efficient department of practical science. It was understood to be entering on this path of improvement at the instance of some of the most eminent representatives of practical science among us, who assert that for want of such training great advantages are slipping through our hands. How far the teaching of practical science is suitable work for Oxford or Cambridge is not the question; Universities, like other institutions, must meet the exigencies of the community to which they belong, and in a new country they must, to a certain extent, mix trades. Mere alterations of the curriculum or of the degrees will not be enough. What is needed is an efficient department, not severed from the University, but with a head of its own, a comprehensive master of practical science, with the power of organization, whose special functions need not, however, in any way interfere with the supremacy of the general head of the University. The aid of the Government and the Legislature will, no doubt, be needed, and it could not be better bestowed.”

2. CHAIR OF NATURAL SCIENCE IN TORONTO UNIVERSITY.

We see it announced that the Chair of Natural Science, in the Toronto University, vacated by the resignation of Dr. Henry Nicholson, the celebrated Geologist, has been filled by the appointment of Mr. Ramsay Wright, of Edinburgh. The Toronto University seems fond of Scotch Professors. Dr. Wilson and the Rev. Professor Young are both Scotchmen and University of Edinburgh men, and we need not say they are each of them an honour to their *alma mater*, the country of their birth, and the land of their adoption. Dr. Nicholson is also a graduate of the University of the Modern Athens, and leaves Toronto to take a Professorship in Dublin. He was a man of no common attainments before ever he saw our shores, and his sojourn in this country has added largely both to his knowledge and his reputation. His deep sea dredgings in Lakes Ontario and Superior, and his general geological researches in Upper Canada, as set forth in his address before the British Association at Brighton two years ago—an address, which was in substance repeated afterwards before the Canadian Institute of Toronto—have brought to light many facts of the utmost importance to those who interest themselves in the primeval history of British North America—facts, too, for the discovery of which Professor Nicholson alone deserves credit. He has established, for instance, beyond the shadow of a doubt, that the bed of Lake Ontario must have been at one period of the world's history covered with salt water, or what is equal to the same thing, he has brought to the surface in the course of his dredgings the fossil remains of a kind of crustacea never known to have existed in fresh water—indeed, to which the very presence of fresh water is alleged to be fatal. With equal reason he argues—and geologists have not disputed the logic of the argument—that the water of Lake Ontario must have been salt at one period, although admittedly it was a remote one. Then the Doctor has placed before the world of letters a great fund of information regarding the character of the bottom of our North American Lakes, the different classes of life to be found in them at various depths, and where peculiar kinds of soil predominate in the lake-bed, and the temperature of the water at various distances below the surface and at different seasons of the

year. It is a pity the learned Professor could not have been induced to remain in this country, but there is a consolation left to us in the hope that he may do us some good where he is going. There is little doubt the gentleman selected to succeed him will be in every way worthy of the shoes into which he is to step. He was educated at the High School of Edinburgh, and afterwards graduated at the University of that city.—*Ottawa Times*.

3. HON. E. BLAKE, ON THE EDUCATIONAL FRANCHISE TEST.

In his recent speech at Aurora (County of York), the Hon. Edward Blake thus referred to the educational test for the exercise of the franchise. He also referred to the question of teachers' salaries and attendance at the schools. He said:—

“I desire to speak of one of the truest tests of the right to the franchise—I mean the educational test. There is no doubt that our future will be largely affected by the course we take with regard to the extension of education throughout the land. I agree with many of the remarks of Mr. Mowat on that subject. I commend heartily the public spirit which has led the people of this country to expend such large sums on education; but my information leads me to believe that the people have not done all that they ought to have done. It is not only expenditure which is needed, but it is equally important to take care that when you have the schools, you send your children to them for a proper portion of the year. Then you cannot get good work without reasonable pay. You have improved considerably the rate of pay of your teachers in the last few years. Three or four years ago, after investigating that subject I spoke to my own constituents upon it, and I say now again, that if you want to make all this expenditure effectual, it is a prime duty to consider how much is required in order to obtain a good teacher, and to pay that sum whatever it may be. Without that the whole system is ineffective. The teacher is the key. To what purpose do you build brick school-houses, elect trustees, and send your children to school, unless you have an efficient teacher to instruct them? And you cannot get good teachers at the present rate of pay, increased though it is. Another point is this. In old and well-settled counties where the farms are cleared and the men have become wealthy, where there is no reason, no necessity, for the children being kept at home, how is it that the average period of attendance is so short? In some parts the shortness of the average attendance is positively alarming. I exhort my fellow-countrymen to see to these things. You have established free schools, and you have resolved to tax every-one to maintain them. We are all interested then in this matter, and it is to the general and wide diffusion of instruction and education that we must largely look for the great future that we expect.”

4. PROCEEDINGS OF COUNCIL OF PUBLIC INSTRUCTION.

The writer of “Current Events,” in the October number of the *Canadian Monthly*, deprecates the introduction of reporters at the sittings of the Council of Public Instruction. He says:—

“Upon the meeting of the reorganized Council of Public Instruction for Ontario, a question was raised as to the publicity of its proceedings. Some propose that reporters should be present at the sittings. The question is one which, we may safely say, has very little interest for the general readers of newspapers, who would prefer a column filled with less intellectual intelligence. In fact, if the Council wished to shroud itself in perfect mystery, it could hardly do better than publish a verbatim report of its proceedings in all the morning papers. The throne of the Congress of the United States has in this way become “dark with excess of light,” while the sanctuary of private life, as it stimulates curiosity by its seclusion, is everywhere eagerly penetrated by the purveyors of food for the public appetite. The answer to the proposal of introducing reporters at the meetings of a deliberative Council is, however, one general in its scope, and founded on a fact little noticed, but of no small importance. Where publicity commences deliberation ends. No assembly, the discussions of which are reported, is, or can possibly be, really deliberative. To render deliberation real, every one must be perfectly at liberty to change his mind up to the close of the discussion; but when a member's opinion has once been taken down by a reporter, his liberty of changing his mind is gone. Tentative suggestions, objections thrown out for the purpose of eliciting answers, the characteristic methods of men really taking counsel together, are almost equally precluded, and the so-called deliberation becomes a mere registration of opinions formed before the discussion began. There is not a grain of counsel in all the debates of the British House of Commons or in those of any legislature sitting with open doors. The result is settled beforehand; and if there is any