

and obtained of the Legislature independent University powers. Even, however, in the present anomalous state of affairs, the Senate of Toronto University largely controls the whole educational policy of this Province. Whether any branch of instruction is neglected in our Colleges and schools, or is effectively and productively taught, must largely be governed by the question how that branch is *honoured* in the University curriculum. It is thus of vast consequence to this country that the statutes of the University Senate represent the results of the most recent research and the most improved educational methods. This can be most readily attained in just the same way that the statutes of our Legislative bodies are kept up with the requirements of the time—that is, by publicity of discussion, by close criticism within the deliberative body itself, and by the outside criticism of persons whose training, or whose studious pursuits or professional employments afford them special insight into the questions discussed. If our House of Assembly sat with closed doors, excluded the press, published no journals, no statutes, no sessional papers, what would our representative system of government be worth? Yet here we have in this University Senate an Educational Parliament elected by qualified voters to represent various Educational constituencies; holding its meetings without public notice, at uncertain intervals and dates, and generally not in the University buildings at all; excluding the public and the press, publishing no statutes, or minutes or documents, other than a decennial or quinquennial curriculum. In mere forms of procedure the Provincial Government should certainly have no occasion to interfere. In this particular aspect of the University Question all requisite legislation is already on the statute book; a very moderate degree of respect for the electors should suffi-

ciently direct the Senate without the necessity for Ministerial pressure. There is no enactment requiring the Legislature itself to throw open its galleries to the public, or its records to the press; these are by common consent admitted to be necessary results flowing from the representative composition of the Assembly. It will not be seriously said that the University Senate, while either in general session or in committee, discusses questions more momentous than does the Legislature itself, whence the Senate borrows its powers? On the principle that the greater includes the less, the University Act of the Assembly must contain all that the Senate has since evolved from its provisions, and *probably a good deal more!* Nor can the Senate possibly discuss questions more personal in their complexion. In all our Legislatures—Imperial as well as Colonial—the personal attributes of the members themselves are often dissected with unlimited range of inquiry, and portrayed with unqualified ease of expression!

There is an express enactment requiring the Senate to “annually report to the Lieutenant-Governor, at such time as he may appoint, on the general state, progress and prospects of the University, and upon all matters touching the same, with such suggestions as they think proper to make, . . . and copies of such annual reports shall be laid before the Legislative Assembly at the then next session thereof.” (16 Vict., Cap. 89, s. 26; Revised Statutes, Cap. 210, s. 50.)

Now, in this clause is supplied a valuable opportunity of annually presenting the wants of the University; of rallying around it all the cultivated minds of the Province; of powerfully influencing academic and public opinion towards great educational reforms. It demands no great practical sagacity to see all this. An Annual