

The *Edinburgh Scotsman* says that with very little change the Scottish universities could be made the training schools of Scottish teachers, as a large number of Normal students already receive part of their training in the universities, and the number is increasing each year. In two of the Scottish universities there are already professorships of education, and the names of Bain and Meiklejohn are household words in Canada as writers of pedagogical subjects. The *Scotsman's* remark suggests the question whether some such arrangement would not be a good thing for Ontario. At present the Province keeps up two expensive Normal Schools, nominally for the professional training of teachers, really to a large extent for their instruction in science and the ordinary school subjects. If the University Federation scheme goes into effect a chair of pedagogy might be added to the proposed university professoriate, and all who now get their professional training at the Normal Schools could get it in connection with the Provincial University. If they need more advanced tuition in either English subjects or science than they can get in the secondary schools, they could get it in the classes of either the professoriate or of one or other of the colleges affiliated to the university. If the Minister of Education will look carefully into this matter we are satisfied that he will find the arrangement proposed an economical and effective one. The large sum which the Normal Schools now cost the Province annually might then be devoted to the development of the Provincial University, in the benefits of which the teachers would share. The advantage of attending classes in the university, whether pedagogical, literary, or scientific, would be very much greater than the training at present afforded by any Normal School.

#### WHAT WE HAVE AND WHAT WE WANT.

In reviewing briefly the resources of University College and Toronto University we desire to call attention to some things which are absolutely required in order to make the internal economy of University College more perfect and more in keeping with the dignity of the institution. Some, nay most, of these wants will undoubtedly have to be supplied by the Government. But there are a great many little necessities which can and ought to be supplied by the College Council or the Senate. They are essential to the comfort and welfare of the large body of students now attending lectures. That they have not been either asked for before, or supplied without the asking, is a mystery to us. We shall refer to them in detail hereafter.

That our present endowment is inadequate to the pressing and growing wants of our College we think has been incontestably proved. We do not intend to re-enter in this article upon the discussion of our right to further State aid. But we will reaffirm our position, that while the outlying colleges may have—and we do not deny that they have—moral grounds for increased financial aid, University College not only has very strong moral, but also exceedingly strong and incontrovertible, legal grounds for asking for further aid from the State. Our first great want is more money.

Next, we have a handsome and serviceable building. But what sufficed for the requirements of twenty years ago is entirely insufficient for to-day. "The utter inadequacy of Convocation Hall" is a stereotyped expression amongst Toronto University men. Our next want, then, is increased accommodation. This is consequent upon further financial aid.

We have, with one or two exceptions, a distinguished, capable, and hard-working staff of instructors. While we may, and certainly do, regret that Toronto University—through some inconceivable shortsightedness—failed to secure the services of such world-renowned men as Huxley and Grant Allen—both of them rejected applicants for professorial chairs in University College—we can certainly congratulate ourselves upon the possession of several men whose names will always be honored in the highest scientific, philosophical, and literary circles throughout the world. But we need more professors and lecturers. Not until we can have a Professor of Romance Languages and a Professor of the Teutonic Languages will our Modern Language Department receive that attention which its vast and

practical importance demands, and which, we may add, it has not hitherto enjoyed.

We have a large body of students. In capability, activity, and respectability they are the equals (if not the superiors) of those attending any college of the same size in the world. Their number is increasing every year. We have also quite a number of lady students, who have won honorable distinction in the class lists; several of whom are not, intellectually at least, weaker vessels. But our students want organization, social intercourse, and some bonds of union other than mere association in the class rooms at lectures. These desirable results can, of course, be brought about largely by the students themselves. The formation of class societies and, after graduation, the joining of an Alumni Association, would strengthen materially the much-needed *esprit de corps* and affection with which students should be imbued for their Alma Mater. Such societies would undoubtedly foster closer feelings of respect and regard for their fellow students and fellow graduates—at once a source of extreme pleasure and gratification to themselves, and of strength to the University. The students want encouragement.

We have a College Council. To question its *raison d'être* would be high treason. It is, of course, necessary and essential to the good government of the College that its affairs should be entrusted to an interested and efficient body. That, while there is no open opposition, there is a certain want of sympathy between the College Council and the students, is apparent enough to anyone who has mingled with the latter to any great extent. We apprehend that this want of unanimity is due, not so much to any very specific acts of injustice on the one hand, or to insubordination on the other, as to a certain undefined misunderstanding of actions and motives on both sides. The College Council apparently takes no very active interest in the students and their undertakings, and the students certainly do not display much concern in the sayings and doings of the learned body which watches over their conduct. That there are many small-minded and ridiculous rules and regulations enforced by the former, and that there is often a corresponding display of childishness on the part of the latter, nobody will deny. But we certainly think that the initiative to a better mutual understanding and to a restoration of entire confidence between those governing and those governed, lies with the "powers that be."

And now we come to an enumeration of those "wants" to which we referred at the beginning as more especially concerning the general welfare and comfort of the students.

We have no wish to appear to dictate to the College Council the line of conduct to be pursued. Such a proceeding would be unbecoming and impertinent on our part. We, however, feel it to be our duty to refer to the lack of certain and very necessary things and to ask that they be supplied. In doing so we are merely giving utterance to the well-understood wishes and sentiments of the students generally.

In the first place, the want of a dressing room of some sort to which at all times, but especially in wet and wintry weather, students could repair before entering the lecture rooms. The danger of catching cold under the present system is obvious, and can only be remedied by having a room of some sort fitted up as we have described. This is not, perhaps, needed as much as are a sufficient number of pegs to accommodate safely and comfortably the coats and hats of the students. At the lowest estimate 300 undergraduates are in daily attendance at lectures. There are at present 100 available pegs! The inference is obvious, and further comment unnecessary. One great element of success is lacking in student life at University College, and that is sociability. There is nothing which develops character and brings out all that is good in a man so much as friendly social intercourse. By this we do not mean conviviality, but the personal and familiar association of all the students. This cannot possibly be generated in the lecture room or in the corridors. Certainly not in the reading room, for it is not large enough or sufficiently attractive to induce good fellowship. Sociability flourishes best when unrestrained and spontaneous. How can this be supplied? may be very fairly asked. We answer, by the establishment of a College recreation room. By this we mean a room to be given up unreservedly to the students, where they can repair at all times, and where they can indulge in such recreations and