

ous slope;" and, unless a halt is speedily called, we shall actually overtake our cousins in this headlong race. In the United States an ascending movement is already visible. The choicest minds among American graduates have been of late looking to the German Universities as the true seats of higher learning; and after completing their studies at Harvard and Yale, they have recommenced them at Heidelberg, Göttingen, Leipzig, or Berlin. American pride of nationality has already taken alarm at seeing the flower of its youth denationalized by several years' residence in foreign Universities, where the plastic mind acquires a tenacious film of new theories respecting government and society. Harvard and Yale have already instituted *post-graduate* courses of study, and higher Universities after the German exemplar are already springing up. The Johns Hopkins University at Baltimore is such a foundation; and the educational work now proceeding there is of the highest interest and importance. This institution aims to bring together students who are qualifying to prosecute original research in literature or science, and who desire knowledge either for its own sake or for its practical applications. To such students the new University offers the assistance and example of professors who enjoy acknowledged eminence as original investigators, and it publishes an annual *fasciculus* of results reached in each University department,—welcoming, however, also original monographs from eminent scholars throughout the United States. In such a hive of workers—many of the students being teachers of important schools—the *hazing* schoolboy, that increasing pest of American and Canadian Colleges, has evidently no occupation, and the dawdler and the roysterer find no audience for their instructive converse. Washington Irving conjectured

that the "loafer" *must* have been created just to keep up the ancient order of idleness; but, not even as an antiquarian curiosity, is it proposed at Baltimore to tolerate the College loafer. In its main features, and even in some details,—e.g., the philological *Seminarium*—the Baltimore University seeks to reproduce the best points of the German Universities; which, if tried by their results, must be admitted to be the best in the world. We in Ontario would do well to keep our eye on this most important new departure. It is idle to nurture ourselves on the traditions of the old British Universities. Some of the most distinguished sons of Oxford and Cambridge are now most strenuously contending for organic and radical reforms. As one of these reformers forcibly expresses it,—nowadays, an institution cannot remain "unmolested for years or generations after it has ceased to put forth any blossom, or to perfect any fruit;" "it is not sufficient to be respectable and harmless." As the University Act of 1853 declares, our Provincial University was modelled on the University of London, which is certainly the most progressive and the most prosperous of British Universities; but, for many years, 'his ideal has been sadly confused wit' traditions of Dublin, as Dublin was in the festal boy-hood of Charley O'Malley. And as the University and Collegiate functions of Trinity College, Dublin, are combined in the same management, so in Ontario the functions of the Provincial University and of University College, though entirely distinct and easily distinguishable, have hitherto always fallen into a hopeless tangle. This has in the result proved a very serious matter. The impartiality of a University thus identified with one particular teaching body has been distrusted; and the various churches have, one after the other, demanded