

which where'er the teacher goes,

'Will make a desert blossom as the rose.'

The appointment from their own ranks of such a competent man to the most responsible educational position in his province, will be a source of pride and gratification to every teacher on this continent.

COUNTY MODEL SCHOOLS.

Among our correspondence will be found a timely suggestion from Mr. Chadwick to which we respectfully invite the attention of the "powers that be." He proposes that a second session should be established at some of the centrally located model schools for the benefit of those candidates who may for various causes have been unable to attend the first session. We have held in these columns that a considerable reduction in the number of county model schools would be a decided advantage, provided the same sum were still spent on the remainder. The country would get a better return for its outlay, by selecting, say, twenty-five of the best schools and making them still more efficient than they are. The last Report gave 882 as the total number of Student Teachers in attendance for 1882. This would give an average of, say, thirty-five to each model school. If the sessions were still further lengthened, and these schools kept in operation from September to January and February to June, their training power would be greatly increased. In the meantime, the establishment of an extra session at a few of the schools would be a step in the right direction. Examiners would then have less hesitation in rejecting immature candidates, the strong schools would become stronger still, and the standard of requirements might without any injustice be kept "firm with an upward tendency." We notice that out of 6,807 candidates in six years only 317 were rejected, that the number of model schools has decreased from 52 to 46, and that only about 30 of these have complied with the requirements of the Department. We are not in favor of any sudden changes, but the "natural" tendency is a healthy one, and the slight departure indicated would serve as a valuable experiment. No one will deny the immense service these institutions have rendered during their short career, and we have always rendered them full credit for what they have accomplished. But we are far from believing that they have advanced to their final stage of development and reached their maximum efficiency in the brief period of seven short years. We should be glad to hear from Inspectors and Model School Masters the conclusions at which they have arrived, and the suggestions they may be able to make for the further improvement of these institutions.

THE UNIVERSITY QUESTION.

The question of further aid to University College continues to receive active attention from leading minds on both sides of the controversy. But the UNIVERSITY OF ONTARIO does not seem likely to receive birth from the throes of the present discussion. The first plank of a union platform has not yet been even rough-hewed. The representatives of some of the denominational colleges express themselves as ready to give careful

attention to any comprehensive scheme for university consolidation. But we have heard no such scheme propounded, and the sectarian college at Ottawa has maintained profound silence. We are unable to discern any indications of substantial agreement, and for the present we are reluctantly compelled to regard the consolidation of all the colleges under one university as merely a working theory, and outside the domain of present practical politics. The clash of interest and prejudice is still very great, and leaves little hope for an immediate solution to this important problem in higher education. The difficulties do not appear less on closer scrutiny as the discussion proceeds. It seems certain that for some years we must continue charitably to differ and leave the main question in abeyance. Perhaps the actual solution will be effected by men trained in our own secondary schools, less under the empire of foreign prejudices, less influenced by transatlantic ideals, and more united by thoroughly Canadian education and sentiment. Time must be allowed for so great a movement. If we have to wait another twenty-five years for the birth of a great university in this young country, we ought not to be impatient. It will probably live at least a thousand years; and we are already more mature in this respect than most of the states in the American Union who are our seniors by half a century.

Meantime it behooves the friends of higher education carefully to avoid the *role* of obstruction, and to view the question from the stand-point of national good. Higher education has only a few friends among the average citizens. A great majority look upon it as a luxury to be indulged in by the rich, and an actual necessity to the professional class only, a necessary preparation for bread-winning for which they should be willing to pay the full value. The average citizen measures utility by his own standard, which is usually the power of producing cash returns. If, therefore, internecine warfare breaks out between the colleges, the granger will hold the balance of power and the result will demonstrate the folly of parading our differences instead searching anxiously for points of agreement and standing in solid union for the common cause.

The higher education of the country must for some time proceed on the present lines, and we can only hope to pave the way to ultimate union. We are deeply impressed with the idea that reform and progress within Toronto University itself are essential factors of the desired result. She is not now what she was fifteen years ago. The development has been considerable and has strengthened her hold on the country. But bold steps must yet be taken if she is to attract the flower and blossom of our intellectual life to her bosom, and educate within her walls those who will otherwise seek over seas the advantages denied them in their native province. The experience of the United States in this respect is both instructive and warning.

Before the provincial university can properly consider itself the cope-stone of our national system, it must get itself as closely related to the high schools as the high schools are to the public schools of the country. It now holds practical con-