

clude some forty independent and wealthy colleges, but the necessity of taking the University to the people instead of trusting the people to come from long distances to the University has become so apparent that, during Queen Victoria's reign, the two increased to seven. There is now a loud call for many more, a call which will not be satisfied till every city and every section of England has its great centre of intelligence. When the Imperial Parliament established London University it paid the whole cost. It continues to pay all the annual charges, and in consequence directly owns and controls the institution. No Londoner has ever inferred that the Parliament should, therefore, give to London University alone all the money that England can spare for higher education. Only in Toronto could such an inference get any currency. The Imperial Parliament gives to twenty-four University Colleges in England and Wales and it is constantly reproached for its stinginess, while the example of Germany is being more and more held up to it for imitation.

Looking to the continent of Europe, the best educated and, therefore, the most prosperous countries, are Holland and Switzerland, each little land with four Universities, while Germany glories in having twenty-two. Germany had twenty when its population was one-fifth of what it is now, while never did the public treasury contribute so much to their support as in our own day. Here is an extract from an address by Mr. R. B. Haldane, K. C., M. P., delivered in Liverpool the other day at the invitation of the Council and Senate of that city's University College: "The Germans

grudged expenditure at least as much as we did, but on higher education experience has taught them not to grudge expenditure. Besides the 22 Universities with their 2,500 professors and 22,000 students, and the ten technical high schools with their 850 professors and 11,000 students, there were 18 other technical schools of a lower grade, and also a number of commercial high schools or colleges. Of smaller institutions there were 259 schools of agriculture in Prussia alone, attended by 10,000 pupils, and 1,000 schools where instruction in agriculture was given. Taking primary, secondary, and tertiary education together, the expenditure of public money on education and instruction amounted to £25,000,000 annually!"

So much for the Old World. The same lessons are taught by the New, though in it we find exceptions like that of Michigan, which gives only to one State University, situated—it may be necessary to explain—at Ann Arbor. Strange to say, the example of Michigan is held up to us by some men who boast that "they are British to the core" against the example of the civilized world! What contributions has Ann Arbor made to the development of the human spirit that it should be placed on such a pinnacle? Michiganders themselves are, so far as I have met them, not aware of the proud position which they occupy. So much for the example set us by the best educated nations. The question is important enough to call for another article. G.

The Principal is to give a public address in Convocation Hall on Thanksgivings and Retrospects on Monday evening, January the sixth, at eight o'clock.