

to sketch their ideal university—a university framed according to the creed that the chief end of man is to get on in the world, and that by getting on in the world is meant a career, looking, in the words of Ruskin, to the “establishment of a double-belled door.” No literature of any kind, either ancient or modern, would be read in it as such, for literature as such is a useless thing. And no doubt across the scheme the wise man would write some such sentiment as that expressed by President Woodrow Wilson of Princeton University, when he said lately, “We must deal in college with the spirits of men, not with their fortunes.”

One aspect of provincialism has just been viewed in connection with the claims and rights of the medical profession. Others might be dwelt on for the sake of illuminating strangers by whom Canada is regarded as instinct with a spirit of democracy that avoids all the baser elements appealing to prejudice and caprice. A degree in Arts from any Canadian university of reputation might be expected to give the holder at least the right of competing for any position in the educational world of Canada to which his academic course had naturally led, whereas the actual condition of affairs is vastly different. There lies before us an official document, dated April, 1899, which comes from the Province of Ontario, and attests the feeling of provincialism with regard to a kind of education that is generally supposed to have a liberalizing influence. Graduates in Arts who have had special instruction in any branches of knowledge taught in schools, with the object of qualifying themselves for higher scholastic work, are debarred from competing for positions as teachers in Ontario unless they happen to have taken their degrees at universities situated within that Province. “In the case of the requirements for Specialists”—so the document runs—“only graduates of Ontario Universities, who have taken a regular Honor course, approved by Order-in-Council, are entitled to the non-professional standing required of Specialists.” We fail to see a glimpse of anything Canadian in that. What is to be said of reasoning which seeks to prove that a university is Canadian because it supplies a province with a large number of teachers, in contrast to McGill, which can perhaps still boast of its solitary headmaster in Ontario? Where the best educational results are to be found in Canada, we are not called on to discuss at the present moment; they are certainly not confined to Ontario. In the free play of educational