

can universities has unquestionably proved unsatisfactory, so far as thorough and accurate scholarship is concerned. Within the last century no fewer than *five hundred and thirty-six* degree-conferring "colleges" have been established in the United States. Their most prominent educationists admit and deplore the results, and are moving in the matter of securing a national system.

In our Province we have seven such institutions—all but one "denominational." The last charter granted by our legislature was given, it is generally admitted, *as a matter of course*. Consequently, the easiest way to determine the probable increase of colleges in Ontario, is simply to ascertain *how many denominations are yet unrepresented by a university*. The position recently taken by our legislature is *dreadfully impartial*. It is to be hoped that it will be as willing to provide the necessary safeguards, and "make assurance doubly sure" by precautionary measures anticipating and favouring Consolidation. The wholesome restrictions of the latter would naturally check the undue multiplication of new colleges.

(4.) The uncertain value thus given to degrees may seriously interfere with general uniformity and efficiency in our High Schools and Collegiate Institutes. The Head Masters of these institutions are all equal in the eye of the law, whether young graduates of eighteen, or mature experienced graduates of thirty. The evil feared is somewhat checked by the regulation which requires a candidate for head-mastership to produce not only a degree in Arts from some British university, but also a certificate issued by the Minister of Education, showing that he has had experience in teaching; and, secondly, by the discriminating power of trustees. Nevertheless, both these safeguards may be neglected, and work made for future repen-

tance. Some safer guarantee is required, and this is best obtained by giving to University degrees in Ontario, not only a legal, but also a fixed minimum value. Our High Schools and Collegiate Institutes form an integral part of the system. As feeders of the Universities, they may be expected to give freely if in turn they receive freely. This interdependence is sometimes lost sight of by those who can be satisfied with anything less than the highest possible efficiency in our High Schools. The latter replenish the Freshman classes of the college; these soon become Seniors and return, many of them, to the High School to produce more Freshmen. The spring cannot rise above the fountain.

(5.) Under the present system the same individuals may be both professors, and examiners of their own students. They are thus exposed to censure and the suspicion of favouritism. A plan by which *numbers* not *names* should be adopted, and, at least, *associate* examiners appointed. "Why should college professors," it is sometimes asked, "unassociated with others, examine their own students, while High School Masters are prohibited even from being present during the Intermediate Examination?"

(6.) The magnificent endowment set apart by Government for the promotion of higher education is now given exclusively to one institution that is doing less than one-half the *bona-fide* university work of the country. One of two things is true: Either the colleges, other than University College, are *not* doing work recognizable as true university work, or there is an unjust appropriation of a generous and well-intended endowment. If the latter is true, the evil will soon correct itself. If, on the contrary, the colleges are not doing the work to be rewarded, the Government should be consistent, cancel their charters, and turn them into Collegi-