

to be increased 50%, i. e., from £200 to £300 sterling, an increase in the item of high school salaries alone of \$260,000 or more than twice the present cost of our provincial university and more than the combined cost of all the universities of Ontario, in fact we could cover with that also the Arts faculty of McGill. But the expense is not the only consideration. Years must elapse before foreigners can feel the interest in our country which is inbred in the hearts of our own best young men. Then from foreign lands we can rarely hope to draw the best. We must be content with second and even third class. It is only an occasional good fortune that brings us the best and then one half of them soon leave us again even when they come to fill our university chairs. If we had only high school work to offer them second class would be the very best that we could expect. Again of our university graduates not more than twenty five per cent. become teachers. The rest becomes our ministers, lawyers, doctors, engineers, journalists, merchants, bankers, farmers and manufacturers and members of Parliament and civil servants. i. e. the country that maintains its own universities in thorough efficiency not only lays the most economical foundation for the highest efficiency in its entire educational work, but provides itself with an abundant supply of men of the broadest intelligence in all other walks of life beside. It may be thought that we can best supply our educational ranks by sending our own young men abroad. But here again we must look at the practical results. First of all, if we send them to the United States we shall lose a large part of the best of them. If we send them to Europe we at once double or treble the expense of higher education, we deprive the country of the educated work of many of its brightest minds who happen to be born in comparative poverty

and again we increase the expense of our whole high school work to an extent more than sufficient to maintain our university system at home and still fail to secure for our country the rich and varied supplies of higher intelligence which our own university system affords.

It thus appears that whether we study efficiency, abundance or economy in the provision of our educational resources for the country we must lay the foundation for the intelligence of the country in a thoroughly efficient university system. To employ another figure the university is the very heart from which the vital fluid is sent to all the extremities of the body politic and only a feeble embryonic circulation can be maintained even from the heart of the mother country. Again, as the heart gathers in the blood from all parts of the body to send it forth renewed with vital energy so the university becomes the center which attracts to itself the best minds from the furthest extremities of our national life to send them forth again to strengthen and enlarge the intelligence of the whole people. In no country is this circulation more important than in one like ours. By it the unity of national life is maintained, The blood that in its last round supplied the foot in its next may feed the hand or eye or brain. The free, untrammelled, vigorous circulation of the units of national life, of which the university is the center, saves us more effectually than any one other force from the evils of class rule, whether that class be an hereditary oligarchy or a plutocracy. No country can make a wiser investment for its educational future than in the founding of an efficient and freely accessible university.

But having thus posited the university as the fountain head or heart of the educational system it is easy to see that the fountain can be efficient