

France and Germany were examined in detail, the relation of their secondary schools to the university clearly traced, and the distinctive work of the latter compared with that in our universities. It was concluded that if we are to be guided by any such comparisons, the question as to whether our Provincial University should be a teaching body may best be settled by our first deciding whether we are prepared to adopt and maintain the advanced course of instruction of the German university where the teaching is taken up from the point when the student leaves the "gymnasium" and continued until he reaches the "Doctor's Degree"—corresponding to our *post-graduate course*. Until we can aspire to this position, a Provincial University can find no pretext for teaching, while at the head of a system of teaching colleges.

II. *Is such a Provincial system desirable in Ontario?*—Its superiority to our present "system" must first be shown—and in agreeing to a scheme, we must start from some common basis on which all can agree; the problem will never be solved by any exclusive method. Nothing but a want of liberality and breadth of view has hitherto obstructed the progress of this movement. All our leading legislators and educationists have felt the desirability of having one National University to which all the outlying colleges shall be affiliated. But the consummation of this design has been frustrated by side-issues raised in the discussion of details. Every sincere friend of superior education would favor that system which is best calculated to promote sound learning; one in every department characterized by thoroughness and adaptability to our requirements as a people; that system which provides a suitable education for every class; one that is equally acceptable

to all classes; and one that is above the reach of sectarian cavil and political intrigue.

The desirability of inaugurating a new system will be seen by considering some of the most prominent defects in the present arrangements.

(1.) The unnatural chasm between the so-called Provincial University and the rest of the system. No one will dispute the existence of this irregularity, nor attempt to justify the anomaly.

The secret of success in the primary and secondary grades of our school system is the prevailing unity and harmony of their operations. An unfortunate severance here occurs in the chain of our educational agencies. The "missing link" must be restored, and a consistent system secured, extending from the primary grade of the public school to the limits of a national university.

(2.) The natural result—the impossibility of securing a union of effort among university men, or a healthy emulation among the colleges. The system, (or the want of system), on the other hand, favors non-intercourse, creates exclusiveness, intensifies sectarianism, and gives rise to a kind of rivalry that has for its object, not the elevation of the standard of university education, but rather, in consequence of an impoverished and isolated "independence," the employment of questionable expedients to secure the greatest possible number of students.

(3.) An undue multiplication of degree-granting colleges. This results in diffusiveness of the curriculum, in superficial teaching, in degrading the standard, and lessening the value of college degrees. If these disastrous results do not appear in our colleges, their integrity has been maintained in spite of tendencies which almost inevitably lead to such degeneracy. A corresponding system among Ameri-