

advancement, producing results as diverse as the curricula of the several institutions concerned.

The advocates of consolidation claim that, by a suitable scheme of confederation, our university system would be completed; all degrees granted would indicate equal rank of scholarship, and possess an appreciable value; government aid would be equitably distributed; unpleasant and unprofitable rivalries would give place to healthy emulation, sectarian bitterness to cordial co-operation for a common cause. He believed such a scheme both attainable and practicable, notwithstanding some expressions of doubt and indifference on the part of representative men, friends of Toronto University and of the outlying institutions. These indicate discouragement rather than actual hostility; or, perhaps they are no more than a kind of harmless coquetry on the one side and shy distrust on the other—the one party being really anxious to secure affiliated adherents, and the other waiting only for acceptable terms. If such hopeful views are reasonable, we cannot be charged with dealing in exploded theories, but should be credited with aiding in bringing into quiet waters and safe anchorage this vexed question, which, like a storm driven vessel, has been so many years floating on a sea of troubles.

I. What is the real design of a university, and what are its distinctive functions, in a comprehensive or national system of education?

(1.) The term may suggest that it is a school of universal learning including every department of literature, science, and art; providing for every legitimate profession; supplementing all other institutions in the land, and embracing the utmost limits of human knowledge. (2.) It may refer to the extended area of its influence. Reference was made to

the old European seats of learning, which attracted thousands of students. (3.) It may also suggest the idea of catholicity as a prominent feature of its character and operations—equal freedom and privileges being guaranteed to all duly-qualified applicants for admission. These general characteristics are certainly found in every flourishing university,—a liberal course, a general attendance, and a catholicity of tone pervading all its teachings.

The necessity for these organs of universal learning is never questioned in any civilized and progressive community. It is in harmony with the teachings of sound political economy that the state provide for all its people facilities for securing such an education as will fit them for their several duties as citizens. And, as a necessary result of the subdivision of labour, since there are more limited rounds of duty devolving upon certain classes—the learned professions—it follows that, until their services are dispensed with, ample provision should be made for specially qualifying them for their duties. This principle is recognized in every civilized country, and as nations progress in all that constitutes national greatness, the more extensive and complete is the provision made for establishing and maintaining the universities. How can this knowledge, so amply provided, be rendered accessible? Shall our university merely prescribe a course of study, the colleges to do all the teaching? Does the founding of a national university presuppose and assume affiliated colleges, or is it a function of the former to teach as well as to examine and confer degrees? While we select from European systems what we can profitably appropriate, we should reject all that will not assimilate with our national peculiarities. The systems of England,