

the work of regular systematic Collegiate education shall be formally undertaken at Sackville, and that it shall be well done; and their efforts to secure the establishment of a proper University to test that work by a common standard is an unambiguous indication of their good faith in declaring such to be their purpose, and also of their consciousness of ability to fulfil their purpose. This a discerning public will not be slow to perceive. If, therefore, unfortunately as we think for the cause of liberal education in the Province in all time to come, the suggestion should fail of commanding the attention which is claimed for it, and the Government and the Legislature do not provide by legal enactment for the establishment of a proper independent University, such as will be asked for by the Conference through its Committee, and the "Mount Allison Wesleyan College" finds it necessary, as in that case it will, to use the power with which by law it is invested, to grant Degrees and give Diplomas from time to time to those of its Students who may be by it deemed worthy, such Degrees and Diplomas will be found quite as valuable as those which may emanate from any other solitary Provincial College.

In conclusion of this article, which is longer than we intended, we take the opportunity to declare that we have an abiding assurance that the wise and gracious Providence, which has so wonderfully guided our educational enterprise hitherto here, will, if we obediently undertake the work now clearly assigned to us, still conduct us onward in the pathway of success.

[During the last winter an admirably written series of Editorials upon Collegiate Education appeared in the "Provincial Wesleyan." We wish we had room for the whole series. The article below contains the two closing numbers of the series. For it we would earnestly bespeak a careful perusal.—ED.]

(From the Provincial Wesleyan.)

COLLEGIATE EDUCATION.

To thoughtful and intelligent Methodists throughout the Lower Provinces.
FELLOW COUNTRYMEN:

It necessarily follows from our argument in our last article that it is not safe for the Church to hand over Collegiate Education to the entire control of the State, and it is not wise for the State to usurp that control—there is for both a better way. To concentrate upon one great, costly, extravagant Institution all the patronage of the State, is to create, so far as it lies with the State, an odious monopoly, inaccessible to the healthful and stimulating influences of a free and honorable competition, which is productive of such beneficial and splendid results in every other human pursuit. It ought to be the policy of the State to encourage to the utmost the spontaneous outflow of private benevolence on behalf of the Higher Education. If the principle of assessment be good for the School, much more is it good for the College, at least to the extent that those bodies, whether denominational or non-denominational, that desire Collegiate Education, should evince their patriotism and their love of learning by liberally contributing towards the founding and maintaining of Institutions adapted to fulfil their wishes. Let the State determine what sum it can yearly afford to give for the promotion of Collegiate Education, and then let it apportion that sum among Institutions, most of which, perhaps, in any given case, may have been founded by private or denominational benevolence, and which can prove their ability to do the work required. If Theological Institutes be distinct from such Collegiate Institutions, or wholly maintained by the Denominations for whose benefit they exist, the State is relieved from all responsibility regarding the maintenance or teaching of

various and opposing Theological dogmas; and confines its efforts within its legitimate sphere,—aiding Colleges in doing work for the State by imparting literary and scientific culture. This aid should be furnished by some just principle, perhaps in reference to the amount invested in Collegiate Institutions by their friends, or in reference to the quantity and quality of the work done—or with an eye to both considerations. On this principle the largest number of Students possible to be obtained would be procured; and the largest number of Professors would be engaged to teach; and a system of general comprehension under one degree-conferring, study-prescribing, and student-examining body could be devised, affording through the influence of a rigorous competition the highest guarantee for sound scholarship. A Denomination may, if it think proper, forego its claim upon State aid although doing most efficient work for the State; but it possesses a most righteous claim upon the State, which, if presented, can be refused only by an act of tyranny and injustice.

Of this general comprehension of many Institutions under one degree-conferring body the London University is a striking example. The London University is not a teaching body—it is simply a number of gentlemen incorporated by law, and authorized to confer degrees in arts, we believe, also, in medicine. This power involves the right of prescribing the course of study needful to be traversed for the acquirement of a degree, and, of course, the right and duty of examination to test efficiency. To this body, called the London University, nearly forty Colleges, located in various parts of England, are affiliated, sending up their Students for examinations and degrees. These forty Colleges are partly Denominational Institutions, belonging to all the principal forms of Christianity in England—two of them are Wesleyan Colleges. In the "Queen's University of Ireland" we have another example of the same kind in principle. "The Queen's University" was founded by Royal Charter 16th August, 1850, having its seat and holding its meetings in the Castle of Dublin. Connected with this body are the Queen's Colleges of Cork, Galway, and Belfast. These Colleges do not confer degrees—the University does that, having previously prescribed the curriculum and appointed examiners. In the University of Toronto a third instance is found of a corporate degree-conferring body—a non-teaching body intended to embrace under its general supervision all the Higher Education of Western Canada. As yet, however, owing principally to the grasping, extravagant disposition manifested by certain parties, and to the utter absence of all sufficient guarantees for honest, honorable competition before the University Senate, no College has been found willing to hold its own Charter powers in abeyance in favor of University degrees. This difficulty, it is hoped, wise and just legislation will soon remove.

Fellow Countrymen, the time has arrived when for love of your country, your children, and your Church, you ought to take your full share in the noble work of widely diffusing Collegiate Education. The time has come when by every noble motive that can animate Christian men you are called upon to provide for the youth of your communion the best Christian Collegiate Education possible to be obtained by any means within your reach. We entertain not the shadow of a doubt that you can best secure this by fully, energetically, and with all your influence, sustaining and multiplying the educational facilities of your own Institution at Sackville. This is not an opinion peculiar to us. The Wesleyans of England, besides expending large sums of money in obtaining most efficient Common Schools and one of the very best Training Colleges in Britain, together with two Theological Institutions for the education of their ministers, possess also two Colleges which are affiliated to the London University. The Irish Methodists late, alas, too late, impelled by stringent necessity are founding an Institution for Higher Education. The Methodists of Australia have their College. The Wesleyans of Canada possess the Victoria College, which has conferred immense benefit upon the country at large, and has won for itself the eternal gratitude of Canadian Methodism. Our fellow religionists in Canada are now manfully contending in behalf of the just rights of Denominational Colleges against an arrogant, all-grasping, overweening educational oligarchy that claims a monopoly of all State aid, while performing the merest fraction of the Collegiate work, and even that not done in a very masterly manner; wasting upon palatial build-