

real things—by coming into contact at first hand with nature. For this, natural history collections, museums, technological models and apparatus are necessary, and these are still more expensive than books. Unless the student have the opportunity to examine and study these during his university life, he will have slight chance to do so after he takes up his arduous professional duties. Note, for instance, Prof. Marsh's noble geological museum at Yale; or Prof. Agassiz' natural history collection at Harvard; or the splendid new scientific collection at Oxford. These multiply the power of the most brilliant lecturer tenfold, and themselves give a character and standing to a university not to be otherwise obtained.

The opinion of the librarian of Columbia University, and of the President of Johns Hopkins University is cited in support of the theory that \$5,000 is enough for a good working library of an undergraduate college. If by that is meant a college that is merely preparatory to a real university, like the *Gymnasias* in Germany, or like many of the "mono-hippous" colleges of the United States, it may possibly be true; but when it comes to the equipment of a university they tell a very different story. This very Columbia College, with its magnificent library of 84,000 volumes, makes an appeal for \$4,000,000 for university work. Yale College, with its magnificent library of 140,000 volumes, its museums, laboratories, college buildings, etc., and its additions to its endowment of \$700,000 in three years, yet says she is "crippled for lack of funds, and estimates her needs to-day at \$2,000,000 more to enable her to efficiently overtake university work." A due proportion of this is doubtless for accessions to the library, museums, etc. Such are the estimates of old and already richly endowed universities of the needs for the future.

The Methodist people of this country, we judge,* will not be willing to contribute the very large amount of money required to adequately equip and endow a first-class university, when by joining their resources with those of the Provincial Institution they can enjoy all these advantages with a moiety of the cost, and at the same time help to build up a great university which shall be a credit to the whole Dominion. It is not remarkable that one of the most distinguished university men in the Dominion, Professor Goldwin Smith, should say in speaking of this very subject: "Long ago the *Bystander* advocated Confederation on the grounds which he has never seen assailed, that the resources of this Province are not more than enough to maintain one university on a proper scale, and that starveling universities must lower the standard and may do social mischief by luring into intellectual callings a number of youths largely in excess of the demand. . . . It is easy to enter into the feelings of those Methodists who on religious grounds cling to the seclusion of Cobourg. But no seclusion short of that which is maintained in a Roman Catholic seminary will suffice. Impose what tests you will, and let your teaching be as rigidly orthodox as it may, with free access to bookstores and unrestricted intercourse, you will find that your separate university is a fortress with gates well guarded but without walls."

President Patton in his recent inaugural address at Princeton wisely remarked, "a million of dollars would make a very meagre university, while half a million may double the efficiency of one already established." Sir Daniel Wilson, with equal truth, in his recent inaugural address, affirms that "the multiplication of inadequately endowed denominational colleges with university powers conferred on them by local legislatures

*If we compare what has been contributed in fifty years for Independence, with what has been done since the General Conference declared for Federation, we shall be at no loss to infer which plan meets the approval of the Church.