

UNIVERSITY FEDERATION.—No. 1.

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The submission of the proposed draft of University Federation, marks a most important stage in the progress of Higher Education in the Province. The question merits careful consideration; for the plan now adopted, will affect the form and efficiency of our system for the future. To bind together hitherto isolated institutions doing University work, is in itself a very desirable thing, if, while doing so, no injustice is done to any of them, and at the same time the interests of Higher Education advanced in the Province.

Looking at the proposed scheme in its general outlines from the position of Toronto University, there is very much to be said in favour of the consolidation the scheme implies. To have one degree-conferring power for the Province will secure uniformity in the value of the degrees, and raise the standard to a higher degree of excellence. Then an able University Professoriate supported by public funds, yet available for all the students of the Federated Colleges, will vastly strengthen the teaching power of our system, and give all the benefit of public funds, without raising the vexed question of State Aid to denominational Colleges. The general principle of the scheme is good; and, unless there be very serious practical difficulties in the way, its adoption would benefit all and injure none.

The question whether Ontario needs, or can support, more than one well equipped University is one about which there is difference of opinion. Queen's University thinks it will be the best to have more than one, especially if Kingston be one of the centres. Toronto, Trinity, Victoria Universities, with Knox, McMaster, and Wickliff Colleges have all admitted more or less distinctly in accepting the Federation principle with the centralization it involves, that our purposes will be best served by a single central thoroughly equipped Provincial institution. It is more than doubtful if the wise men on the University question are in the east.

That the Province of Ontario can now, or will ever, be able to support more than one really efficient University is at least very questionable. There is a greater number of students attending any of the larger British or Continental Universities than in all ours together, and it is not at all likely that many students would be deprived of a University were there only one centre. The experience of those who graduate from Toronto is that many parts of the Province remote from Toronto are better represented than even Toronto and its vicinity. Then to provide a proper library, chemical and physical apparatus, as well as an able staff of instructors, requires large expenditure. Neither the public exchequer, nor the private purse, is sufficient to give us more than one, that shall enable us to hold our own with other countries. To unite public and private funds, as the scheme provides for, will give us the best article at the least cost.

The autonomy of the Colleges will be preserved, so that no one of them will lose its individuality. All will stand as honored daughters of an honourable mother, each giving aid and shedding lustre on the other, in a truly Provincial System. Compensation for loss sustained by removal is only just; and in granting it the Legislature will be supported by the people of the Province. If sectional views, political bias, and ecclesiastical leanings are laid aside, and broad generous views taken, a splendid University System is now possible for Ontario.

Look out for announcements of premiums and prizes by the CANADA SCHOOL JOURNAL.

Examination Papers.

SECOND CLASS PROFESSIONAL EXAMINATIONS
AT THE ONTARIO NORMAL SCHOOLS,
DECEMBER, 1884.I. READING (THEORY)—*Examiner: J. F. WHITE.*

1. "The fact is, that the object, word, sentence, script, and phonic methods form one true method in teaching reading." Give your views in regard to the above statement. Clearly explain (1) the sentence, (2) the phonic method, giving the merits and the defects of each.
2. Rapidity and indistinctness are common faults in reading. Show how you would endeavour to correct them.
3. Give the heads of a reading lesson for (a) Class I, Part II, (b) for Class IV.
4. State some rules to be observed for the proper rendering of poetry.

MACBETH;

Go bid thy mistress, when my drink is ready,
She strike upon the bell. Get thee to bed.—
Is this a dagger which I see before me,
The handle toward my hand?—Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heart-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going;
And such an instrument I was to use.—
Mine eyes are made the fools o' the other senses,
Or else worth all the rest: I see thee still;
And on thy blade and dudgeon gouts of blood,
Which was not so before.—There's no such thing:
It is the bloody business which informs
Thus to mine eyes.

- (a). What feelings and qualities of voice should mark the delivery of this passage? Note specially any changes in modulation.
- (b). In lines 5, 8, 14, 16, 18, underline the words requiring emphasis.
- (c). Indicate by means of upright dashes the rhetorical pauses in lines 3, 10, 11, 15, 16.
- (d). Mark the appropriate inflections of "Go," line 1; "dagger," line 3; "clutch," line 4; "fatal vision" line 6; "thing," line 17.

II. PRACTICAL ENGLISH—*Examiner: J. DONOVAN.*

1. Briefly discuss the relative merits of the following forms:—
The house is being built,
The house is building.
2. Distinguish—alone, only; character, reputation; healthy, wholesome; vice, sin; ability, capacity.
3. Mention some of the common faults in speaking and in writing.
4. Indicate the pronunciation of the following words:
Acoustics, Florist, Livelong,
Canine, Gallant, Obscurity,
Discern, Inquiry, Satiety,
Elm, Lieutenant, Wont.
5. Correct or improve the following sentences:
His manners were, in truth, not always of the most amiable description.
He blames it on his brother.
Was the master or many of the pupils in the room?
These orders being illegal, they are generally communicated verbally.
He enjoys bad health.
There is in Boston the Widow of a French general who lives by grinding an organ.
6. Re-write, correctly punctuated:
A simpleton meeting a philosopher asked him what affords wise men the greatest pleasure turning on his heel the sage replied to get rid of fools.