

so few writers in works of imagination, but rarely do we hear any one lament our poverty in works of science or of erudition. Indeed, our poverty in this respect is a thing we are not a little proud of; it is something to boast about rather than something to be ashamed of. It proves that we are strong practical people who are above mere matters of pedantry. If even a teacher shows signs of industry in scholarly research, he is ranked by the public as unpractical, and to him "plums" rarely fall. The good places in the teaching profession are for the reward of those gifted with powers of discipline and organization. You may hear parents complain that the teacher is lacking in suavity or dignified bearing, but never that he is lacking in scholarship. The most highly honoured teachers in our country are those who have the ability to make the school machinery go at a humming rate. And do we teachers love learning more than the people? Look at the programme of our teachers' conventions. The scholarly subjects do not constitute a tithe. Poor little sickly plants, they dwindle under the superabundance of the pedagogical topics. We are forever discussing how we shall impart the knowledge we do not possess. And our students, how lightly do they esteem knowledge! They will work to pass examinations, or they may do something which does not bear directly on examinations, if it lends itself to dithyrambs, but they have small taste for a piece of plain, honest work, the reward for which will simply be the satisfaction of having acquired new knowledge. There are vast realms of inquiry about which they have not the slightest curiosity. In literature they are fairly willing to go into raptures regarding what they call the beauties of style, even before they have read the authors who are being discussed, but they are not willing to

master the grammar and rhetoric and history of the language in which these beauties of style occur. It has even come to this pass in our universities, that the hero of the class is the athlete, while the butt of the class is the industrious student who bears the dignified name of "plug."

Yes, scholarship is at a low ebb amongst us, and it is no wonder that serious-minded persons are looking for remedies. Some have suggested the establishment of post-graduate courses in our universities, and one university at least in our Province has published its programme of studies for the degree of Doctor of Philosophy and has, I believe, begun to award such degrees. Our subject of discussion to-day is, what should the provincial university do in regard to the matter.

The first thing to be said is that the University of Toronto does now offer in the Faculty of Arts all the facilities it possesses of lectures, library and laboratories to all its graduates with the right of competing for honors in the ordinary undergraduate departments at the May examination.

There appear to be two ideals of university development which we, in this country may set before ourselves: (1) The single-degree system, such as obtains in German universities, and (2) the double-degree system as we find it in certain American universities.

What can be said in favor of, and what in opposition to, each of these? In favor of the single-degree system, it can be said that it involves no outward change and no large extra expenditure of money for some time. We have it now. All that we need to do is to set about raising our standards of matriculation and graduation, which if carried far enough, might in time place us on a level with the great universities of the world. There is also this good thing about