

buildings, hold in abeyance her University powers, ignore her history and traditions, establish an Arts College (which none of the others will have to do), and supply all the money and appliances necessary to compete with a richly-endowed College having all the *prestige* of State patronage and support.

III. ARGUMENTS FOR CONFEDERATION EXAMINED.

Let us now enquire, What are the grounds on which Victoria University is urged to enter this proposed Confederation? That the friends of Toronto University and University College should desire it, is by no means surprising. It will enable them to secure all the additional State aid that they require, and, at the same time, will take a troublesome rival out of the way. But on what grounds do the friends of Victoria urge the adoption of the scheme?

In the first place, it is urged on the general ground that the proposed plan will be greatly to the advantage of the cause of higher education in this Province, and that from patriotic considerations we should support it. If the plea were well founded it would have weight, but it is a mere assumption, not sustained by facts where the experiment has been tried. The advantages, in the present case, are expected to arise from the centralization of educational work, the co-operation of the denominations, large revenues, association of students from all the Colleges, uniformity of examinations, and unity of degrees. But it may be questioned if any of these causes, or all of them combined, will result in the predicted advantages. As a rule, centralization is an evil and not a good, and nowhere are its effects likely to be more disastrous than in this very matter of higher education. The example of France has already been cited, though the testimony has been by no means exhausted. Dumas, referring to the decline of France, says:—

“If the causes of our marasmus appear complex and manifold, they are still reducible to one principle, administrative centralization, which applied to the University has enervated superior instruction.”

Then citing the example of other countries, the same writer continues:—

“In Switzerland, Sweden, Germany, England and the United States, numerous Universities, diverse in their origin and ten-