

7. I observe again, that the views maintained in these letters are the best adapted to combine the advantages of sound, classical and mathematical learning with the study of general science. Mr. Langton and Dr. Wilson have said much about teaching the different branches of Natural Science ; and the former has quoted the recommendations of Royal Commissioners in the English Universities in favour of permitting undergraduates a choice of studies in various Natural and Moral Science subjects during the last year of their University undergraduateship. But the Commissioners propose to attain these objects by the very means for which I have contended and which Mr. Langton and Dr. Wilson have opposed—namely, by *raising*, instead of *lowering*, the standard of matriculation in the University, and by raising and concentrating the first two years' course of studies on the essential subjects of classics and mathematics. The Oxford Reform Commissioners therefore recommend not only a matriculation examination before the candidates are admitted into the University at all, instead of what is at Oxford called "responsions"—(an examination required to be passed before the seventh term) but that that matriculation examination should be equal to the former "*responsions*" examination, which has been shown in a previous letter to equal the Toronto pass examination for a degree. The Commissioners recommend, "That there should be a public examination for all young men before matriculation ;" and say, "Our opinion is, that the subjects for this examination should be nearly the same as those now enjoined at Responsions." On this point, Archbishop Whately, (in his evidence quoted by the Commissioners) says—"As far as regards University Reform, I have long been convinced that the very first step should be a University Examination, preliminary to matriculation. If every thing else be put on the best possible footing, and that one point omitted, you will have a plan which will look well on paper, but will never work satisfactorily. If, on the other hand, this one reform were

either Queen's or Victoria College. In 1845 when the first proposal to centralize Collegiate education in Toronto, the present President of University College wrote a pamphlet (entitled "the University Question Considered") against the scheme of centralization. On the two objections above alluded to, he remarks as follows :

"The Head, with four Professors, would be fully equal, for some years, to the discharge of the University duties" (p. 56 )

"In the Faculty of Arts the Professors must for some years be content to discharge chiefly the duties of Tutors ; and under the circumstances, the smallness of their classes is rather an advantage, inasmuch as it enables them to test the preparation and ascertain the deficiencies of the students on every occasion of attendance "

I may add, that it is not the number of pupils or the magnificence of the building that makes either a good School or a good College. There may be a large number of pupils and a fine building, yet an inferior School ; there may also be a small number of pupils and a very plain building, and yet an excellent school. It is so with a College. But the average number of undergraduates in the Canadian Colleges is already larger than in the Colleges of Oxford University.