

our Common Schools, and rising through the successive stages of High School, Collegiate Institute and University College, what more can be needed or desired save the topstone of a single State University?

As a theory nothing could be finer, but in this intensely practical age, men are very shy of theories which will not bear the test of experiment and matter of fact. They do not ask, Is your system symmetrical? but, Will it meet the needs of the people to the largest extent and in the best way? *When* has it done this? *Where* has it done it? There is but one country—France—where the experiment has been tried, and there the results have been so disastrous that there is a loud outcry for a return to the old system of several independent Universities instead of one controlled by the State. It is easy to say that one State University, richly endowed, would be far better than several independent institutions conferring degrees; but I mistake the drift of sentiment among the people of this Province if they will consent to abandon the real and solid advantages of competing Universities, in different localities, for the very doubtful advantage of having the appliances of higher education centralized in one huge corporation in the city of Toronto."

\* \* \* \* \*

"Immense revenues are supposed, by some to be indispensable to the existence of a great University. This idea is not merely delusive—it is positively vicious. It is admitting into the sacred realm of higher education the fallacy which is the curse of modern society, that everything should be measured by a money value. If the assumption is worth anything, it should be sustained by facts, and its advocates should be prepared to show that richly endowed Colleges have uniformly contributed in large measure to the intellectual development of the race, and that institutions but poorly endowed have as uniformly failed. But can this be shown? Nay; does not the very reverse, as a rule, hold true? The most richly endowed Colleges on this continent to-day are not those that are doing the best work, or the most. In the matter of revenues, however, extremes do the mischief. A University excessively endowed becomes luxurious, indolent and careless; a University insufficiently endowed is too poor to provide the necessary tools. But scholarship, which has often triumphed over poverty, has rarely or never been known to triumph over luxury. Endowments may be made to answer a good purpose, but vast endowments are by no means necessary to success. Given fairly commodious (not costly) buildings, well adapted for their purpose, good scientific appliances, and enough revenue to pay a fair salary to competent Professors, and all else that is needed to make a University a power in the land is—*brains*.

Another ground on which Confederation is urged is, that the association of students from all parts of the country, and from all Colleges, would have a beneficial effect upon their intellectual development. I am not so sure of that. Associate young men to a moderate extent, under good influences, and they become courteous and mutually helpful; associate them in masses, and they become a mob, with all a mob's fickleness, many of its vices, and more than its average passions. God's order is to set men in families, and no good end is gained by associating them in herds. Put a thousand young men into three Colleges, widely apart, and the effect upon both mind and morals will be vastly better than if you crowd the whole thousand into one College. Let it be remembered, moreover, that if this Confederation scheme obtains, the association of all these young men must be among the excitements, the temptations, the vices, of a great city. I confess that at one time I was in favor of removing Victoria University to Toronto, as the centre of business activity and public life of the Province, but

the longer I reflect upon the subject the less disposed do I feel to maintain that preference. If there is one period in the life of a young man when, more than in any other, he should be in the midst of quiet surroundings, and as free as possible from distraction and excitement, it is precisely during the years devoted to College work. And it may be well for the fathers and mothers of this Province to consider whether, for the sake of establishing an educational monopoly in Toronto, they are prepared to expose their sons to the dangers and temptations inseparable from life in a large city."

\* \* \* \* \*

"Touching unity of degrees, a few words may be said. It is confidently assumed by many that the degrees of a single State University would possess a far higher relative value than those of any one of several competing Universities could possibly possess. But what is it that gives value to a degree? Is it the wealth of the University conferring it? By no means. Is it the number of Professors and the amplitude of educational appliances? Not at all. Is it even the distinguished ability of the Professors constituting the Faculty? Scarcely that. Undoubtedly the honorable history and venerable traditions of some of the Universities of Europe give a certain value, in popular estimation, to their degrees, so that a pass graduate of Oxford or Cambridge, though a veritable dolt, will be regarded by the multitude as a highly educated man; but in this land, where our Universities are yet too young to have any venerable traditions, the value of a degree will depend chiefly upon the standard maintained by the University, the comprehensiveness of the curriculum, and the known thoroughness alike of the class-room drill and the final examinations. And all this will be more certainly secured by several competing Universities, whose very existence will depend upon the thoroughness of their work, than by a single institution, whose aim is to produce a few brilliant specialists rather than a high average of general scholarship. To quote again from Dr. Playfair:—

"Any one University may easily raise a fancy standard, and, supported by public funds in the shape of scholarships, exhibitions, and gold medals, make its graduates double-buttoned instead of single-buttoned mandarins, and yet fail in its natural purpose. For the object of a University is not merely to have an honor list, but also to promote efficient study among many, as proved by their attaining degrees on fair and reasonable, though adequate, conditions. Unless it does that, the general higher education of the country is sacrificed to the glory of a few select graduates."

## Prize Competition.

### ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS  
BY SNEY.

1. Express the sum of the sum and difference of MDCCXL and IXCDXXIX in Roman numerals
2. The quotient=3 times the remainder=1728, and the divisor =the difference between remainder and quotient. Find the dividend.
3. (a) How many 100 acre farms in a section of land a mile and a quarter square? (b) How many ditto in a section 1 mile 280 rods one way, and 320 rods the other way? (c) Give the length and breadth of a farm of each section in rods.
4. A boy trundles a hoop from Seaforth to Clinton, a distance of  $7\frac{1}{2}$  miles. If in going over 33 feet the hoop turns round 6 times, how often does the hoop turn round?
5. A prisoner escaped from Kingston penitentiary and travelled 126 miles a day. Four days afterwards a detective starts after him and goes exactly the same route at the rate of 210 miles a day. How many days will the prisoner have been at liberty when he is caught?