

been from the beginning, most earnest promoters of the common school system.

*Objection 2.* "Your system will lead to the establishment of too many colleges."

*Answer.* The supply in this respect never has exceeded, and in the nature of things, never will exceed the demand. No denomination or section of the community will incur the heavy expense and obligation of providing buildings and an adequate staff of professors to teach the subjects of the prescribed University curriculum, unless they can command a sufficient number of students to require a college. In Cambridge University there are sixteen competing colleges, and the average number of students annually matriculated in each college, is *thirty-one*. In Oxford University there are twenty-six colleges, and the average number of students admitted per annum into each college, is nineteen. The number of colleges, when not independent Universities, but competing colleges in one University, increases the competition, and therefore elevates the standard and character of the University education given.

*Objection 4.* "The denominations that have no colleges will not share in the University funds."

*Answer.* Certainly not, when the apportionment is upon the condition of work, any more than a school section that does no work can share in the apportionment of the common school fund. But no one ever proposed to apportion the University fund to denominations, but to colleges, whether denominational or not, doing publicly prescribed University work, and on account of doing that work, irrespective of their denominational character or control. The denominations not having, or caring to have, colleges of their own, can send their sons to the colleges of other denominations most agreeing with them, or to the non-denominational college more amply provided and endowed in proportion to the numbers of non-college denominations than any other colleges in the country.

*Objection 5.* "The heads and representatives of the several colleges being members of the University Board, will lower the standard of University education."

*Answer.* The Heads of those colleges have been members of the Senate in past years. It has been proved and admitted that the standard of Uni-

versity education has been materially lowered since 1853, but has been lowered entirely by parties connected with or advocating the monopoly of University college; and not one of the Heads of other colleges has ever suggested or advocated lowering the standard of University education, and some of them have lamented that it has been done.

*Objection 6.* "The Senate so largely composed of Heads and Representatives of Colleges, they will control the University endowment and dispose of it as they please."

*Answer.* It is not proposed to give the Senate the control of the University fund at all, but that the endowment shall be managed, and the fund apportioned, by the Government through its responsible officers, as are the Grammar and Common School Funds.

Be it also observed, that whatever has been said as to the composition of the Senate or any other matter of University reform, has been merely suggested for the consideration of the Government and Legislature, to whose judgment and decision the whole question is submitted.

To conclude. On reviewing the whole question, it must be seen how groundless and unjust are the statements that the advocates of University reform are seeking to pull down a national University and destroy University College at Toronto. Many well meaning men have been misled by the frequency and boldness with which these truthless statements have been made by ignorant or interested partizans. The unanimously expressed judgment and recommendations of the Senate of the University on the subject are our ample vindication and complete refutation of the misrepresentations which have been propagated on the subject.

We confidently appeal to every candid and attentive reader, whether the system of University reform which we advocate does not involve the true principles of nationality, of justice to all parties, of public co-operation with voluntary effort,—of unity in what is essential, and liberty in what is circumstantial—of a high standard of University education, and the most economical and efficient means of widely diffusing it.