

lution France had twenty-three autonomous universities in the provinces. Napoleon desire^d to found a great University at Paris, and he crushed out the others with the hand of a despot, and remodelled the last with the instinct of a drill sergeant. The central University was so low in 1868 that only £8,000 was spent upon it for true academic purposes. Startled by the intellectual sterility shown in the war France has made gigantic efforts to retrieve her position, and has rebuilt the provincial colleges at an expense of £3,280,000, while her annual budget for their support now reaches half a million pounds. In order to open the provincial colleges to the best talents of France more than 500 scholarships have been provided at an annual cost of £30,000. France now recognises that it is not by the number of men under arms that she can compete with her great neighbor Germany, so she has determined to equal her in intellect." These are weighty words, and prove to us that even in these days brains count for something in winning battles. "Providence," runs a trite saying, "is on the side of strong battalions." This must now be altered to "Providence is on the side of educated brains." His Excellency draws for us a dreamlike ideal picture of what our University may and ought to attain to. With chairs of research, as well as of tuition, with plentiful endowments, with liberal "subvention by the State," with numerous scholarships to fill the classes, with "no limit to expansion," with "well-appointed observatories and laboratories, extensive libraries and museums, and even workshops," with university teaching "brought within the means of all who are fit to profit by it," with affiliated colleges where religious bodies may prepare their students for instruction, he sketches for this colony an ideal which is as bewildering as it is fascinating. But this fancy sketch is steadily becoming a reality. Our University is making rapid progress. It is telling upon the life of the community. It has already passed the years of feeble infancy, and is advancing towards maturity. In its youth it may be guilty of a few indiscretions, but its work

is, on the whole, noble and satisfactory. It is to be hoped that others of our wealthy colonists will follow the example set by Sir Thos. Elder, Sir W. W. Hughes, and Mr. Angas, and will do something to render His Excellency's picture of the "University of the Future" a practicable accomplishment of the present.
