

grounds, etc., at a cost of \$63,000, while the income had been increased by \$7,650. The budget of the College had increased to \$16,000 or \$17,000, and the staff had been greatly strengthened, a professor and assistant-professor taking the place of the lamented MacKerras in classics, and three additional professors being appointed in science. Further, the new Principal had become known over all Ontario, and was already attracting students. The first large class entered in 1879; from that year onward the numbers increased. In 1882 the Principal started a second campaign. It was for a temporary increase of revenue; an additional \$7,500 a year was needed, and, to get a breathing spell, it was suggested that it be provided by five-year subscriptions. This campaign was carried on mainly among the graduates of the University and was successful. Queen's income in 1883 stood at about \$25,000—as against \$8,500 in 1877.

At this moment a change came over the whole University situation. University College had about the same staff as Queen's, and was doing about the same work; she taught perhaps twice as many students, and had an income of \$65,000, derived from an endowment dating from 1827. Feeling the need for expansion she demanded aid from the Provincial Government, asking for ten or eleven new professors, and certain additions to her equipment; the total extra expenditure would be not far short of \$40,000 a year.

The outlying colleges protested. If the Province was to grant aid to university education—a policy from which it had hitherto abstained—why should so enormous a sum, or rather, why should all the aid, go to University

College, while the self-helping colleges, which were doing a full half of the university work of the Province, were left at once to struggle along on their own resources, and to be exposed to the added intensity of the competition from University College, strengthened by Government assistance? Principal Grant spoke first, uttering a protest in his address on University Day, 1883. A prolonged and bitter newspaper controversy followed. From this contest sprang the Federation issue.

Certain overtures from Toronto University were followed by an invitation from the Minister of Education to the heads of the colleges to a series of conferences, and at these meetings was elaborated the scheme of University Federation, which, after being discussed in private all through 1884, was published in January, 1885. The cardinal point of the plan was that, by means of government aid, the University of Toronto was to establish a teaching faculty, more or less distinct from University College, to deal chiefly with science and mathematics. This faculty was to be open to the students of all the colleges included in the Federation; the colleges were to continue to provide the literary side of the training of their students. To make use of the common University Faculty the colleges obviously must be situated in Toronto; Federation thus meant centralization. Moreover, care was taken that University College should have an influence on the governing body of the reconstructed Toronto University at least equal to that of all the other arts colleges put together.

In Nova Scotia Principal Grant had championed university consolidation;