

priority of claim is asserted. Now let me say, that should the Government resolve to ignore the claims of its own child, the provincial University, and to provide for an adoptive child, it can be done on one of two grounds. Either the adoption must be complete, and the new member of the family must be subject to full parental control, or else money must be given into the hands of others, without such control, to be expended for its nurture and upbringing. In other words, Queen's University must either be provincialized, so that we shall have two provincial universities instead of one, or else the money of the people must be handed over to an independent corporation to be administered as it sees fit.

I can hardly think that the latter of these contingencies is possible, so repugnant is it to our political institutions, but if possible, and if carried into effect, the Government may well ask itself how it proposes to adjust the corresponding claims from various quarters which will inevitably be made. If on the other hand, it is proposed to provincialize Queen's University and the others whose claims will follow, we shall have two or three or more provincial universities instead of one. It is devoutly to be hoped that the Government and Legislature will not embark upon a policy so extravagant and so surely fatal to higher education. The resources of the province do not warrant it. A first-class university under modern conditions is an expensive affair, and Ontario is barely able to maintain one such institution, with due regard to efficiency, not to speak of several.

I am hopeful as regards the situation. The Government is fully seized of the question, and I think we may confidently look to the friends of the provincial University and to our 10,000 alumni not only to accelerate the day of our financial liberation by their influence and the dissemination of information regarding the great work we are doing, but also, if necessary, to guard the integrity of our provincial non-sectarian system of higher education from aggression from any quarter.

There is a point on which I wish, in conclusion, to make myself perfectly clear. The nature of my topic has led me to show you the dark side of the picture. I have been pointing out defects, and suggesting improvements. It has not been the purpose of my address to call attention to all that is good in our school and university system. And so I should like to say just here that I am not unmindful of the self-denying labours of our teachers in school and university. I do not belittle the results obtained. We have, in spite of the defects pointed out, been enabled to set up a standard of learning that is on the whole gratifying, and, in a country so new as Canada, even surprising. What I have said of university standards applies rather in general to the attainments of the ordinary Bachelor of Arts than to those of our best honour students, in the case of whom we have obtained results of which any country may be proud. But to be perfectly candid I must say that these good results have been obtained under adverse conditions, and I am hopeful that in process of time, with a better understanding of educational problems, and with improved finances, we may approach much more nearly to the ideal which we have set before us, and towards which we are striving.