

be overcome by the forcefulness of leaders in sanitary science. Expounders of new systems of theology occupy a similar position in relation to religious opinion, and by their larger vision forestall the doubts and pitfalls which beset the pathway of weaker men. Every reform in Church and State is first an incarnation and then a reform.

But we want leadership in the political administration of this country based if possible on a well rounded university education. In this respect England is far in advance of us.

For instance, in Lord Salisbury's Government, out of nineteen Ministers all but three were graduates of some one of the universities of Great Britain. The same may be said with regard to the present Government of which Mr. Balfour is the Premier. I saw it stated in an English newspaper that 260 Members out of the 670 in the House of Commons had also received university education. As to the absolute correctness of this statement I am unable to say. Is it not unfortunate for Canada that so few of the graduates of our universities are to be found in the Local Legislatures or in the House of Commons? Queen's has graduated nearly 1200, Toronto about 2400, the other universities,—Trinity, Victoria and McMaster,—at least 1500; or a total of over 5,000, of which I venture to say not 1 per cent. are to-day in the halls of our Legislatures or occupying prominent positions in municipal life. Complaint is sometimes made as to the low standard of political discussions in Canada, and what is still worse, the low standard of political morality. Those of you who have had any experience in political debates, must have noticed how questions of minor

importance were magnified to the exclusion of the larger issues which should influence the opinion of the electorate. The stream cannot rise higher than the fountain; if the leader in a discussion presents small issues to a people, the election will turn on small issues. Public life would be greatly enriched if it had the learning, the wisdom and the equipoise which university education should give to it. Were the people properly educated, the voice of the demagogue would not be so potent, and a political campaign, instead of appealing to passion and prejudice, would be an education in Constitutional History and Economic Reform to the whole body of people. It may be true that the prizes in public life are few and at best not very satisfying, but I am not asking too much when I say that the public has a claim upon University graduates for a certain measure of public service. Great questions are pressing upon us. What are to be our future relations to the Empire or the other Colonies? Should we change our fiscal relations to the Empire or to the neighboring Republic? These are questions the settlement of which can be greatly aided by considering them in their historical perspective. Carlyle said "History was philosophy teaching by experience." The history of the Colonies furnishes much of the experience required in the administration of public affairs at the present day, and while it is important that we should know something of the history and institutions of Greece and Rome and of the mother country, we should not forget to study the evolution of colonial life. To any man who has the means and the disposition, I know of