

the renewal of hard feelings between the Colleges. There is an evident appreciation of this side of the case. Those who would like to see their own College extended indefinitely at the public charge feel that an annual legislative contest "would minimize if not utterly destroy the value of the benefit sought," and in stating his own position, one writer, who evidently speaks for others, has asked me to consider it fairly and to give my views a little more fully. I shall do so with the trust that he and his friends may try to look at the subject from our standpoint.

The one argument on which my critics seem to me to rest their case is as follows: University College is the keystone of the Ontario system of public education; therefore, University College and *it alone* should be supported by the Legislature; not only so, but it should be supported *wholly* by the Legislature; and further, it should be extended *indefinitely*, and irrespective of the proportion of the Collegiate work of the country that it does. With submission, I say that such an argument has only to be stated in words to be rejected. Every item of the conclusion would be combatted by men in sympathy with a truly national system of higher education. But, as some might agree with me on one item but not on others, let us look at the conclusions one by one:

1. Does it follow that because there is a public system of education, there should be only one College? That would be the idol of excessive simplification run mad. We have more than a hundred High Schools and Collegiate Institutes. These ought to supply and they do supply students enough for three or four Colleges. There is a limit to the number of students that class-rooms can accommodate, and a limit to the number of students that professors can attend to, unless the students are to be neglected and the professors confined to hack work. *More than one College is needed* in Ontario. Why, then, if public support is to be given, should it be limited to one? Would it not be in true accord with our High School system to have at least two or three Colleges in suitable centres? And if voluntary effort has already established these, would it not be wise and economical on the part of the Legislature to recognize and stimulate that voluntary effort? The Legislature does so in the case of schools of art, mechanics' institutes, and other institutions. Why not in the case of colleges? Must a fetish called the State enter into senseless competition with more than half of the people who constitute the State? Such a position seems to me irrational. A college may have been forced into existence by the unjust attitude of the State; it may have been the first in the country free to all without distinction of creed; it may be completely unsectarian so far as its arts and science courses are concerned; it may be situated in an appropriate centre; it may be open to both sexes and thus to all, instead of half the population; it may have as many professors as University College, or twice as many, and yet it has only to be snobbishly styled "denominational" to be ruled out of court. Is it not about time for men of candour to cease pretending to be frightened by this bogey? What the country needs is not phrases but facts. It needs more than one college. In Great Britain the principle adopted to secure and to perfect the colleges that are needed is that the Government shall help those who help themselves. On this principle it helps all the Scottish colleges, though all of them have theological faculties, and it is now proposing to give \$20,000 a year to a new college in Wales. The same principle is adopted in India, Cape Colony and elsewhere. We are asked to adopt the principle of helping only those who will not help themselves.

2. It is not in accordance with our educational system that schools or colleges shall receive the whole of their support from the Legislature. In the case of common and high schools the people who are chiefly benefited have to contribute the largest proportion of the support. The grant that the Legislature gives to high schools does not amount to one-third of their annual cost. If the Province has more money to give to education, it should first of all give it to improve the High Schools. These need it most and, in fact, the best way to help the colleges is to