

S. Potts moved, seconded by J. Rooney,

"That, in the opinion of this Congress, it would be an injustice to the people, as a whole, that the Government should make grants for the support of denominational colleges or universities, and we think it advisable that a non-sectarian university be supported by the Crown, and made free to all who desire to avail themselves of its advantages."

The mover explained that they all knew that knowledge was power. They awoke to the fact that they were laboring under serious grievances, and the object of their meeting was, if possible, to have these grievances put aside. An agitation had been going on in the newspapers with reference to the university endowment. There were colleges in Ontario which were at the present time making strenuous efforts to get their hands into the public treasury for the support of their own particular views or denominations. This same question was agitated a number of years ago, but the voice of the public was raised against that particular endowment. The Government saw that a little political capital was to be gained, and accordingly sent out circulars to the different religious denominations which had schools, saying, "We will grant you so much for your schools in the event of a certain college in the lower province being endowed." A number of the religious denominations of the Dominion raised their voices against it, and they said, "We will not have any denominational college endowed out of the public treasury." The reason he had brought this question forward was that they might let the Ontario Government see what their views were. He held that one free institution for the higher education of the people was necessary. The educational question had agitated the public mind for half a century or more, and the decision had finally been arrived at that free schools were a benefit to the public at large. They had heard that a grant of land was made by George III. for a specific purpose, viz., the support of the clergy reserves. A protest was raised against that, and the reserves were given up to the people, and the funds derived from them devoted to the education of the masses. A large revenue was now being obtained from the reserves. The present university occupied part of the formerly reserved land, and the city used another part as a public park. This revenue went to the support of the common school system, where everyone could send his child to school, have him educated to a certain point, made fit to occupy a position in life, and, if he had ability, he could go still further. A large proportion,

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