

tion in the Legislature until 1843. In the meantime the question had been dissolved. The learned member for Annapolis had possessed for more than a year previous, a monopoly of patronage and power. Some members who had been elected by constituencies friendly to our views had been won over, and a compact majority welded together by political conflicts, defeated us on the college question. But we got a blow from an unexpected quarter. An embryo college had sprung up in Pictou, and my learned friend from that county, though voting with us on declaratory resolutions, lent his countenance to the system we opposed—by accepting a grant of £250 for the use of his own constituents.

Mr. G. R. YOUNG.—Do you say that this is a sectarian institution?

Mr. HOWE.—I say that the Pictou members made the majority of those by which the grants were carried—that they shared the spoil. That the conduct of the learned member on that occasion I am sorry to recall, and wish I could forget. It was bad enough Mr. Chairman, to be beaten by a combination of circumstances, it was worse to have our friends share the plunder with our enemies. At this time Dalhousie was a wreck, and disgusted with the aspects presented on all sides, I scarcely thought of the subject of education from 1845 to 1848. Sometimes perhaps, I indulged the hope that "there was a good time coming." It has come at last. In 1847 the college question was not before the country. In so asserting, the learned member for Annapolis is correct. It may have been discussed incidentally, in a few places—but in many was not even mentioned, and the elections were run on stirring political questions of more prominent interest. But it is here now and must be dealt with. It comes to us, under more favourable auspices. Dalhousie has been rescued, and is about to be brought into activity. Three experienced teachers have been engaged, and an excellent mathematician. We have then, the nucleus of the contemplated Free College, and have now to consider which is the wisest course—to withdraw the grants from the county seminaries, and handsomely endow it, or to permit it to go unobtrusively into operation, continuing to the existing institutions a moderate allowance, until its metropolitan resources are developed, and its capacity to give the instruction they now afford is fully tested. I confess that my own mind inclines to the latter course. We know, by experience, that a large portion of our people favour the denominational mode of education. Though my own opinions are unclunged, I think it would not be wise to revive sectarian bitterness in the country again if it can be avoided. It would be equally unwise to break down seminaries doing much good before we have replaced them by something better—to scatter classes of young men pursuing their studies, until we have made some provision for completing their education. If we decide to withdraw the small grants now given we must at once largely extend the endowment of Dalhousie. We cannot take one part of the scheme of 1843 and

leave the other—we must take the whole or change our policy.

As respects Dalhousie college, I have always relied, under good management, upon the resources which spring naturally from its central position in the bosom of the metropolis. The Institutions at Windsor, Horton, and Sackville, however useful or respectable, stand in thinly populated districts, destitute of the appliances and aids to knowledge supplied by the capital of the Province. Twenty thousand people surround Dalhousie within school going distance. One thousand families, within that space, can afford to send one boy at least into its classes. Hundreds of persons come daily into Halifax who pass the other Seminaries on the road, and hundreds more come by water from the towns and harbours east and west who never see them. Suppose one or both of the Railroads made, the population of Halifax and Dor mouth will be 50,000 in a few years. This population now have a strong claim on the legislature—in a few years they will demand that some provision be made for their Education. But a aggregated numbers are not the only advantage possessed by Dalhousie. If young men are destined for the law, the courts are here—if for the church the pulpit orators of all denominations preach in Halifax from time to time. If the medical profession is preferred, here are the Hospitals and Dispensaries. Young fellows who are intended for tradesmen will learn more in the workshops of Halifax in a week than they could pick up in a village in a year. Those who desire to be merchants or countenances have the flags of all nations floating beneath their eyes every day—and if any of our pugnacious youngsters, with a large development of the posterior region, are ambitious of becoming soldiers, while studying at Dalhousie, they may take lessons in the military art by merely looking out of the window.

Such being the natural resources of a metropolitan college, I am content largely to rely upon and to develop these. All I ask for Dalhousie is, to be let alone, or if moderate academic grants are given in aid of the higher branches of learning, that it should, if it qualifies, be permitted to participate. If it is put into operation without any needless aggression upon other institutions, or any revival of denominational hostility and bitterness of feeling, not only will many Churchmen, Methodists, Baptists and Catholics, send their sons to its classes, attracted by their cheapness and efficiency, but young men who have been trained at Sackville, King's, Acadia and St. Mary's will go there to finish their education: these seminaries will, in fact, become feeders from which the central institution will be ultimately strengthened and nourished. If it gives to the population of Halifax the higher branches of education for £1, which now costs £10 or £15, students will not be wanting, and in a few years its further endowment may be sanctioned by public opinion, and if necessary the grants to the other seminaries be withdrawn. We must either adopt this mode of proceeding or carry out the policy of 1843—to sweep away