

with that, a determination on the part of the friends of the other colleges that their favourites would suffer nothing by it in the long run. A cry of "Fair play" would be raised which would bring money to the unaided colleges and which would deal a revengeful blow at the Government subsidized one. The general result would be the same as followed the withdrawal of the legislative grants in 1869. I am not condemning the withdrawal of those grants. On the contrary, considering the abuses connected with them, their continuance became simply intolerable, and the legislature did perfectly right to discontinue them. The operation of "killing or curing" the sickly colleges of those days—blunderingly as it was performed—was nevertheless a necessary one. One of them died; two struggled along half-dead, half-alive, and finally merged their existence in that of stronger ones; while two or three others soon attained such robust health that they speedily entered the lists as competitors for the laurel crown. They now do half of the University work of the Province, and if they get fouled in the race by an unscrupulous competitor they will probably appeal to a higher power than the Legislature for a redress of their wrongs—real or fancied.

The second proposal is that the Legislature should leave all the colleges to themselves, giving aid to none of them. Many people hold the opinion that secondary and collegiate education should be alike self-supporting. They recognize clearly the necessity of providing a free education for every person up to say the fourth class of the Public Schools; but beyond this point, they hold that free tuition should cease, and that parents who wish their sons and daughters to get a High School or University education should pay for it themselves, and not ask the State to contribute one cent. People who hold these opinions are often hard-headed as well as tight-fisted. They claim that the education imparted in our Public Schools up to the fourth class is quite sufficient to qualify a man to discharge all the ordinary duties of citizenship. A man who can read has entered the threshold of the temple of all knowledge; if he wishes to explore it fully, he should either explore its recesses for himself, or pay for guides. The law which taxes all the citizens of a State to pay for educational institutions, of which only a few reap the benefit, is unjust. Only 12,000 of the half million of pupils of this Province attend our High Schools. There are only about 800 students in arts in the colleges of Ontario. Why should people who receive no direct benefit from these institutions be taxed for their support? The state does not tax its citizens for the maintenance of a Theological College, nor a Law College, nor a Medical College, nor a Pharmaceutical College, nor a Veterinary College. Why should it tax people for the support of institutions which educate very largely for the teaching profession in the first instance, and afterwards for the other learned professions? These hard-headed, tight-fisted people of whom I am speaking, assert that a state college is as intolerable and unjust as a state church. I may be a Roman Catholic, and if so will not believe in much of the

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