

(2) Should lack of support render it necessary to cut off the Arts work or reduce McMaster to a Junior College, or shut up our academic departments, we would not only be turning back the wheels of progress which were set in motion by the sacrifices of our fathers, not only show that this generation has not the same high estimate of Christian education entertained by our ancestors, but would also break the continuity of our Christian influence on adolescent life, circumscribe the sphere of our religious endeavor, lose to us many a leader for our work and impair the cohesive power which a Christian university gives to the denomination under whose auspices it operates.

We could get rid of our obligations this way without the least appearance of transgressing our principle respecting Church and State but we would relieve ourselves only by evading obligation which we ought to honour, if we are able to do so. There is no investment which pays as large dividends as investments in Christian leadership.

(3) How would federation affect the carrying out of our educational purpose as a Baptist Christian denomination? How would it affect the control of educational facilities? What comparative guarantees could it give regarding the Christian character of teachers, the Christian conditions of academic life and the continuity of such influences? What relief would it bring financially to us? How would it appeal to the heart of our denomination?

As to control, we would surrender our power of conferring degrees in Arts. Our denomination would have no control of the Board of Governors of the University, nor of their appointments of President and university professors and lecturers. Instead of having full control of our courses the only influence we would have would be that of our representatives on the Senate, who would form but a small part of that body. For example, instead of our Alumni having ten representatives as they now have on the McMaster Senate they would have five on a Senate two or three times as large. We would be committed to the highly specialized courses of Toronto University which, after the first year or two, prevent students from getting a liberal education, and are of such a character that educationists like Stanley Hall have advocated the starting of a movement to de-universitize college courses. We would have no control over professors teaching Science, Philosophy, Political Science, History or Mathematics. We would have no continuous control over our students, who would spend a large portion of their time elsewhere and live in a condition of divided interest.

As to guarantees respecting teaching and conditions we could furnish our constituency no guarantee where we had no control. From any constitutional standpoint we could not guarantee the character of