

inations would stand out against the union,—that the university professoriate would be composed of Government appointees, and hence there would be danger that politics would appear in the higher education,—that University College, with its larger staff and fuller opportunities, would draw students away from the denominational college,—and that it would be altogether probable that, as a result of federation, the Arts' department of Victoria University would be absorbed in the Provincial University and the Methodist University be reduced to a Theological Hall. The plan of federation was declared to be vague, cumbrous and expensive. The belief was expressed that as a result of the proposed federation, the students would be exposed to many temptations, and that the religious element in education would be gradually eliminated or unduly depressed. The plea was made that a university which had accomplished so much good in intellectual and moral education should not be suddenly turned aside from its accustomed course to enter on a doubtful experiment.

The vote of the Conference on the question was as follows: In favor of removal and federation there were 138; opposed, 113. Of the ministers, 66 voted in favor of the measure, 67 against it. Of the lay delegates, 72 voted in the affirmative, and 42 in the negative.

Some of the arguments in the case were special and local in their nature, others more general in their application. To one at a distance it appears probable that the proposed plan would make University College *facile princeps* in the federation of colleges, and, as a consequence, the others would be relatively weakened; and also that the professoriate of the Central University would always have in the estimation of the students an importance and prestige that would unfavorably effect the federative colleges. As a result, the Arts' department of a university entering the federation would probably be absorbed in the Provincial University, leaving a Theological Hall to represent the denomination in the union of colleges. The division of subjects between the denominational college and the central university will evidently be attended by some difficulties. The division is to be made on the principle that the subjects most intimately connected with religion should be retained in the college, and the others handed over to the university. This plan will naturally suggest to the student a suspicion

that the directors of his college are afraid to trust certain subjects to men who do not have the stamp of their denomination. Such a suspicion will not be a good leaven. The inconvenience which the state finds in sustaining an Arts' college, as compared with a technical school for instance, is that certain subjects which common consent and long usage have marked as indispensable in an Arts' course, will require that instructors should express opinions that will favor some denomination of christians more than others, and thus one of the fundamental principles which limit the functions of the states will be violated. If, in order to avoid this, the professor maintains a sphinx-like silence in the class-room, whenever it is perceived by the class that his subject has a logical leaning on religious belief, this course is quite likely to be interrupted by the students, as meaning that religion is an unimportant affair; and thus by attempting to avoid giving offence to one class of christians, offence is given to all the religious people in the community. Experience has shown that these consequences quite uniformly follow the operation of state universities. The ideal university is one that can deal freely with all subjects, and yet will do this in fealty to religion as the highest concern of man. Such a university must be sustained by men whose convictions agree with this ruling idea, and whose labors, acquirements and possessions are laid under cheerful tribute for its support.

The argument that centralization in education is not desirable is well taken. The highest excellence will rest on variety, not on uniformity. Every institution of learning, if efficiently conducted, makes its own constituency.

The idea that a great federation of colleges will keep the young men of Canada from going abroad to study is probably illusory. The grade of work done after federation will remain what it was before; because it will be determined by the popular demand. The few who wish for something higher will go where they can find it. The process will go on till the country becomes populous enough and wealthy enough to call for a university that shall begin its work where the university of the present leaves off.

It is doubtful how much solid advantage is opened to the student by a practically unlimited range of options in an arts' course. There are some subjects which ought to be included in any course of liberal study.