

THE UNIVERSITY QUESTION.

A meeting of graduates and supporters of Trinity College was held on the evening of Tuesday, 5th inst., at the Synod office for the purpose of considering the question of the proposed application by the University of Toronto to the Ontario Government for additional State aid. The chair was occupied by Hon. G. W. Allan, Chancellor. The chairman stated that letters had been received from the Bishops of Toronto and Huron and several friends, expressing their regret at not being able to be present at the meeting. He then, in an eloquent speech, protested against the proposed grant to University College, and in able *resumé* of the history of that foundation showed how its present demands were not only unfair to the other Universities in the Province sustained by private contributions, but had not been deserved by the work done. The Chancellor was followed by the Provost, who, in the course of an admirable address, defended Trinity in regard to her curriculum, saying that personal knowledge enabled him to state that curriculum compared very favorably with that of Cambridge. With regard to Honour Courses the speaker said that the dangers of one too extended had already been experienced in Cambridge where after some years trials the extended Mathematical course had been almost unanimously given up. With regard to the Endowment of University College the Provost drew attention to the very different circumstances attending the passing of the first Endowment Act, and those now prevailing, and to the fact of a sectional feeling existing then which accounted for no provision being made for religious training in University College, but which has now passed away. After paying a high compliment to Bishop Strachan, the Provost concluded a long and able address by calling on the friends of Trinity to carry out that work which had been begun to its completion. The Bishop of Niagara then moved the following resolution, seconded by Mr. S. J. Vankoughnet, the following resolution:

That this meeting, representing the graduates and supporters of the University of the Trinity College, Toronto, expresses its emphatic protest against the proposal to deal with the University question now before the public by the partial method of simply increasing the income for endowments of the University College of the University of Toronto, for the following reasons:

That in considering any proposal to go beyond the original endowment handed over to the University of Toronto by the legislation of 1851, and to obtain for it further State aid, regard should be had to the changed circumstances of the colleges at the present time.

That less than one-half of the graduates in Arts are graduates of the University of Toronto, and still fewer have been trained in University College, results which directly contradict the expectation of the Legislature in founding the Provincial University in 1851.

That the attempt to settle the question of religious teaching in university education by excluding Christian instruction from the curriculum has not met with the approval of the Christian people of this province is plainly shown by the successful efforts which have been made to provide efficient university education which shall not be divorced from religious training.

That the present growth of the province renders it necessary to have more than one college and one teaching faculty to adequately meet the needs of higher university education, and that this question is altogether separate from that of the desirableness or the reverse of federating the several colleges now possessing university power into a new university body.

That the other chartered universities of the province—whose hold

upon the affections of the people is proved by their training a majority of the graduates of the province, and by their having received of recent years voluntary endowments to the extent of \$600,000—have done work which is absolutely essential to the intellectual welfare of the province, and which, had it not been done by them, would have entailed upon the State enormous additional expenditure.

And that this meeting is of the opinion that if the University question is re-opened by the State no settlement can be considered satisfactory which is not of a comprehensive character, having due regard to the work actually accomplished by other chartered universities of the province and their rightful claims.

That the chairman be authorized to transmit this resolution on behalf of the meeting to the Attorney-General of Ontario.

Which after some remarks by Chief Justice Spragge, the Rev. Mr. Langtry and others, was unanimously adopted. The meeting then adjourned.

IN the strife of educational systems, as applied to Universities, now raging, the classical, mathematical and scientific have each their champions to present their respective claims in the most favourable light. It seems to some, however, that there is quite as much danger of running the advantages of a purely scientific education to death, as of Latin or Greek. No one denies the usefulness of these latter as part of a really good mental training, quite as important a part, too, as mathematics, which in this country seem to be gaining a predominance, especially in the State schools, which is not altogether an unmixed benefit. There is one branch of study, however, so practically important that it is a constant source of wonder to us why its claims have not been loudly and persistently advocated, and that is the study of the modern languages. Here is something really practical, and as practical education is the great end of the age, it should surely receive much attention. It is doubtless a very good mental training for a boy or young man to enter on the higher branches of mathematics which now so exclusively occupy their attention in the upper forms of the High Schools, but when we come to the question of utility, their much-lauded advantages seem to dwindle somewhat, for it is in the various professions or callings that such knowledge is of any real value. This is not by any means the case with modern languages. In the olden days when a few miles of water was an almost insuperable barrier between countries the necessity did not exist, but now that every one is more or less a citizen of the world, this study has now become not merely a question of expediency, but one of grave consequence. There is not a profession in which a knowledge of modern languages, more especially German and French, is not a distinct benefit, and in a country such as Canada, where there is already a large proportion of French speaking people, and a constant influx of other nations, more especially Germans, the question comes up as one of vital importance. Let us then have some attention paid to these subjects, as much, if not more, as is now devoted to Conic sections and Demosthenes. As regards ourselves, it is true that provision has been made for taking a Degree in Modern Languages and Literature, but we think that they should have been treated on the same footing as classics and mathematics, so that a man