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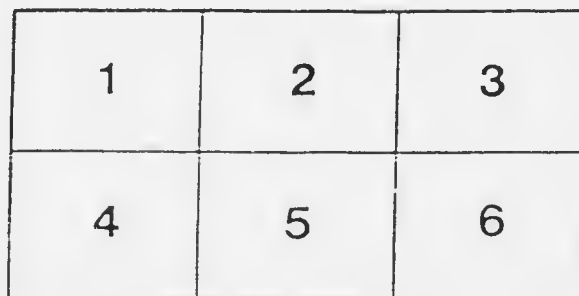
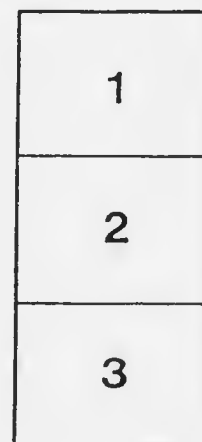
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CONCERNING
THE CHOICE OF A SITE
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1. INTRODUCTION.

WHERE is the best site for a university? The last two sections (pages 32 to 36) of this article reply to this question and give a concise exposition of the reasons which have determined the nature of the answer.

Should a university be placed in a town, in the suburbs of a city, or in the country? The question is an extremely important one. It is an interesting one for Canadians because the rapid expansion of Canada already demands the establishment of institutions devoted to higher education in additional centres throughout the Dominion; the past two years have seen the foundation of two provincial universities in Western Canada and the passing of an act to provide for the reservation of lands for the establishment of a third in British Columbia. In the East, in Western Ontario, it will not be long before the rapidly increasing population will require another university in addition to those already existing at Toronto and Kingston.

The question of the nature of the site which should be selected for a Canadian university is one which can be discussed in a general way without direct reference to any specific locality. This is so because, in Canada, the universities are established not so much to supply an existing want as to anticipate the needs of the future. Canada is in the making. Her fate depends very largely upon the actions of those who are entrusted now with the direction of her policies. In establish-

ing new universities, Canadians must think for the future. It must be their aim to picture the probable nature of Canadian development and to establish each new university in such a manner that it will be able to supply education under the most favourable circumstances to the future generations of Canadians whom it is intended to instruct.

The new universities in the North of England—at Liverpool, Manchester, Leeds and Birmingham—have been established to deal with conditions already existing. They were founded to bring higher education, and more complete instruction in technical arts, to the massed populations of these great commercial cities. It was consequently necessary that these institutions should be placed in the centre of the cities, within easy reach of the populations they are intended to serve. In Canada, the conditions are quite different; in choosing the site for a new university the comparatively small populations already living in towns should not be considered so much as the enormously greater numbers of Canadians who will inhabit, within a generation, a portion of the Canadian lands at present unpeopled.

In approaching the question, two broad facts stand out largely; they obtrude themselves for consideration before any of the less general points which bear upon the question. The first of them is—Canada is at present, and always will be, mainly an agricultural country; the second is, that a town-living race tends to deteriorate physically.

At the present moment the value of Canada's agricultural products exceeds the total value of the products of her mines, of her fisheries, of her forests, and, if the value of the raw material be subtracted, of her manufactures in addition; also, 62 per cent. of the total population of Canada live in the country. Canada will always remain an agricultural country. The largest part of her wealth will always be derived from the products of the soil and the greatest number of her population will always be tillers of the earth, stock-raisers or foresters. The old days of hap-hazard husbandry have gone. A new era has commenced in which it is recog-

nized that none but the most intelligent methods can make a farmer successful. A College of Agriculture must be, then, one of the most important of those constituting any Canadian university. In order that the different parts of the university may be in touch with one another and constitute one coherent whole, they must be placed close together. The agricultural college can only exist in the country; therefore the necessity for its presence constitutes a strong argument for giving the whole university a rural situation. In an article intended to be read by Canadians, it is scarcely necessary to insist upon the importance of instruction in farming. The Canadian Dominion and Provincial Governments already eagerly support Experimental Farms and Schools of Agriculture. These institutions, with the Department of Agriculture, have done much to awaken an appreciation of the importance of proper methods in farming. Their work must be reinforced and completed by courses of instruction in Canadian universities, where the farmer may be taught his profession with the same care and accuracy as the doctor or lawyer is taught his.

The second consideration, which makes it desirable that a university should be placed in the country, is urged strongly by the results of the work of the Royal Commission appointed to enquire into the cause of the deterioration which has occurred in the physique of the inhabitants of Great Britain. This Commission reported that town-living is the most important of the causes tending to lessen the strength and robustness of the bodies of those living in Great Britain, and it reported that working-class families moving to the towns from the country rarely survive for more than two generations in their new environment. The "back-to-the-land" movement in Great Britain, which aims at emptying the crowded quarters of large towns and at establishing their inhabitants in the country, has received a great impetus from the report of this Commission. A similar condition of affairs should never exist in Canada; the congestion of massed populations should never be permitted. We Canadians living to-day,

are fortunate, in developing our country, that we start with a clean field, almost unencumbered by mistakes made by our predecessors; we need consider the future alone. It may almost be said that Canada has no past; consequently, there are almost no traditions and comparatively few interests to hamper her free development along the most favourable lines. Through thoughtful town-building, directed by carefully designed plans, and through the education of all the people in the principles of right-living, slums and the inevitable reflection of their misery in the customs of their inhabitants should never come to exist in Canada, as they do in the old world. In London alone, last year, there were no fewer than 123,000 destitute persons who received public charity. Many of these, or their parents, had come from the country to the city, and it is a fact that many of the poorest and most miserable of those inhabiting the slums of England's cities are country folk who have left their fields. An agricultural population is a nation's greatest strength. Canada must try to avoid the weakening from which Great Britain has suffered, through the drain of her agricultural population to the cities, by making the life of Canadians who live on the land more attractive to them. Education in good methods of farming, and research work by which better methods of farming have been discovered, have done much already to make a farmer's life a pleasant one in Canada; but more must be done than this. The status of a farmer must be held in greater appreciation than at present; every Canadian must learn to realize that a good farmer is a clever man, and that the oldest and most important profession on earth is still well worthy of being followed by the most competent men. Universities, in addition to giving instruction in arts and sciences, should be centres for the formation of tastes and of habits of thought. It is desirable that future generations of Canadians should not believe that a crowded city offers the most perfect way of living; it is necessary, therefore, that the universities which are to train Canadians should be so situated that their students may have an opportunity of becoming acquainted

with, and of appreciating, the much more desirable life of a properly-ordered rural community. It was the difficulty of movement through the country, because of imperfect means of transportation, which caused the growth of the crowded centres of population in the old world. Electric tramways and cheap railroad fares have removed much of this difficulty. It is almost certain that, in the future, the individual citizen will be able to purchase transportation even more cheaply than at present. This is so because its cost to him will be reduced through the invention of improved machinery, through more economical administration and, possibly, through the public ownership of the means of transportation and of the water powers and coal mines which provide the power necessary for their maintenance. The change in the character of English country life which has been brought about by the introduction of motor cars is a striking example of the assistance which rapid and cheap transport brings to the farmer. Before motors were used, farmers living at any distance from their market were absolutely at the mercy of the railroads and no farmer attempted to raise general produce if his farm was not situated near a large town or a railroad station. Now, the farmers carry their own produce at night by motor waggons to morning markets at a distance of from forty to sixty miles from their farms, more cheaply than it is possible for the railroad companies to do it. It is possible for them to do this because, as a legacy from the coaching days when railroads did not exist, England possesses a magnificent system of roads. The development of motor traction in Great Britain is one of the important arguments in favour of the construction of good rural roads in Canada; and it affords an excellent demonstration of the value to the farmer of cheap, rapid, and convenient transportation; it is also a striking example of the almost immediate benefit which improvement in means of transportation brings to a rural population.

The two reasons which have just been considered—the necessity of providing for training in agriculture and of

giving students healthy surroundings and a love of them—have supported the contention that a university should have a rural site. There is another reason, no less obvious than these, which suggests itself almost at once when the question of the most suitable site for a university is discussed. Unlike the first two, this third consideration suggests that a university should be in the centre of a large population.

University students are instructed in certain practical subjects which can be taught to the best advantage in large cities. For example, doctors may learn the theory of their profession in schools, but they can only learn its practice, in hospitals, by actually treating patients; large hospitals can only exist in large towns; consequently, a medical school is handicapped unless it is situated in a city. Just in the same way, lawyers can learn much of their profession in lecture rooms but they can only acquire its practice by experience in the Law Courts. For these reasons, the final years of instruction in the Faculties of Medicine and Law must always be taught to the best advantage by institutions which are directly connected with large populations. Probably the instruction given during these years can be provided most efficiently by special schools of law and medicine which are situated in a city and administered by a university; the subjects taught to students of law and medicine during the first two years of their instruction are less special, and these can be taught as easily in the country as in the town. Consequently, during their first two years of study, students who intend to follow these professions may have all the advantages enjoyed by students in other faculties by attending, as they do, a university situated in the country. During their final years of study, attendance at special schools, situated in large centres of population, is a necessity; to ensure continuity in the teaching of the students, these schools must be under the direct control of the university from which the students received their primary education during their first two years of work. In England, at the present moment, there is a strong movement on foot amongst the medical

schools to establish a plan such as that which is described here. It is intended to divide the subjects in which medical students are instructed into two parts so that the preliminary education, which usually occupies two years, may be received in the universities. The final years of instruction will be given by teaching bodies connected with the hospitals, where alone experience in the practice of medicine can be gained.

The subjects studied in Faculties of Arts, in Theological Schools and in Faculties of Applied Science can be taught just as well in the country as in the town; in a rural university, students intending to become engineers would receive practical work, as at present, during the term in workshops and laboratories connected with the university and, during their vacations, through actual employment in machine shops and factories.

In the two following sections the advantages offered respectively by urban and rural university sites are considered in greater detail.

2. THE ADVANTAGES OF AN URBAN SITE.

One of the advantages most often claimed for an urban site is, that a large number of young men and women living in the town containing the university are enabled to go to college, because they can attend lectures while still living at home. It is also asserted to be an advantage for those who are so situated that they reach manhood without being forced to break the family ties which should be so important in forming and strengthening a man's moral character. Some of these things may be true, but a university is established for the advantage of all those who support it; it is not right that the inhabitants of any one city should benefit particularly by the presence of a university supported by a Province or a district as a whole, if it can be shown that the best interests of that university require that its site should be a rural one. It has happened in the establishment of universities in the United States that local influence, rather than a consideration of the best interests of the universities, has been able to

decide their situations. On page 80 of the Third Report (1908) of the Carnegie Foundation for the Advancement of Teaching, this fact is recognised, and unfortunate instances are cited in which it has occurred. It may be questioned whether a student living with his parents in the city attends college under more favourable circumstances than does one who lives in a university residence or even in a boarding house. For a student living at home there are always many distractions from the continued, constant reading necessary for a successful university course. If his family is not a wealthy one and lives in a small house, it will often be necessary for him to do his evening's work in a living-room occupied by parents, brothers, and sisters; the facilities offered by a residential university, or even by the privacy of a boarding-house bedroom, are more favourable to successful work than conditions such as these. Students living at home who attend a university situated in a large town must often come considerable distances to attend their classes; this means that in the morning it is necessary for them to spend some time in travelling from their homes to the university and, in the evening, in returning home. These hours might be much more healthily spent on the recreation grounds of a residential rural university than in close, often unsanitary, street cars and trains, or than in tramping home through the vicious streets of a large city.

It is claimed that students coming from the country to attend a university situated in a city are able to find cheaper lodgings there than it would be possible for them to obtain in the small community which would spring up about a rurally situated university. The accuracy of the claim is questionable; but, in any case, nothing can be more certain than that good, wholesome food and lodging can be supplied more cheaply by the economical methods of properly conducted refectories and dormitories than by the hap-hazard housekeeping of the usual boarding-house mistress. Canadians must appreciate the fact that the education of university students is by no means paid for by their fees. The provincial

universities are supported by taxes paid by the people; therefore, the knowledge imparted to students is an asset of the people, since their money has provided for its teaching. Canadians stultify themselves if they permit the knowledge for which they pay to be given to students whose bodies are weak and whose health is injured through living in unsanitary boarding-houses. This argument is no idle one. There can be very few persons who have had any connexion with universities who cannot recall one or more instances of healthy young men who have come from the country to university towns, who have worked hard, contracted tuberculosis and died. Lodging houses, conducted entirely according to the ideas of their half-educated mistresses, are certainly not places where students will form invaluable habits of cleanliness and personal sanitation; in properly conducted dormitories maintained by a university, they will be drilled in habits of personal hygiene which will do much to ensure their continued health. "Healthy men and women are a nation's greatest asset." Because of these things it is certain that the health of students can be assured most easily if they live in dormitories and eat at refectories while they are at the university; therefore, it is desirable that dormitories and refectories should form a part of every Canadian university. If other things are equal, it is more healthy to live in the country than in a town; for this reason alone, it is desirable that a Canadian residential university should not be situated in a city.

It may be contended that the situation of a university in a city will permit it to be maintained and administered more easily and more economically than would be the case were it placed in the country. This might be so at first; but the advantage is not a great nor a permanent one. Modern transport is cheap and rapid. By the use of refrigeration and by purchasing large quantities, the delivery of food stuffs and other supplies can be made as cheaply, and probably more quickly, to the university on its own railroad siding in the

country than would be possible were it necessary for the same supplies to be distributed through a busy city terminus.

It is said that a university placed in the city would be in the centre of things, while one in the country would be isolated and, through lack of information, would be out of the current of events and would not be in touch with world movements. Because modern transport is cheap and rapid this can never be the case. In Canada, letters, papers and postal packages from the great centres of the earth would reach a university situated near a city, almost as quickly as they would were the university placed within that city's limits.

There is undoubtedly a distinct prejudice against university towns. Some persons think that students who pass the whole of their college life in a university atmosphere necessarily have wrong ideas of the active life of the world, that they are handicapped when they come into daily contact with business men because of their misty ideas of the way in which the world's work is done and that, consequently, they are liable to fall into error in their treatment of practical affairs. Such fears for the future of young men taught at a modern university are groundless, because a modern university trains men for business. The University of Birmingham, for example, possesses a Faculty of Commerce; McGill University, among others, gives a course in railroading which is intended to teach students the methods of railroad administration. In the Faculty of Commerce courses are given by tried and experienced men of affairs for the express purpose of preparing students for a practical business life; again, it is quite certain that students may gain a very excellent idea of municipal and even of national government while they are still at college. A university placed in the country may be incorporated as a village or a town. It may elect its own mayor and aldermen, and the students may thus be given an excellent practical education in public administration. A striking example of how men may fit themselves while at college for the service of Government is afforded by the Union

at Oxford. This is a student's society where students gather to discuss the politics of the day; from this school of public duty have graduated some of the most eminent statesmen that England has produced. It is sometimes asserted that those who teach in a university situated in a small town are liable to become filled with an undue sense of their own importance, that they do not receive the necessary stimulus for doing good work under these conditions and that, consequently, after a longer or a shorter period, they become contented with small things. A few years ago this may have been true, but the increase in the number and excellence of periodical publications, which deal, weekly or monthly, in the fullest way with special subjects, has made it possible for every teacher or research worker to be fully informed on the work done in his subject in every part of the world. Cheap transportation makes travel possible for everyone, and long summer vacations make it easy for teachers to visit sister institutions for the purpose of comparing ideas and experiences. Many modern universities arrange for an exchange of professors from time to time, in order that their teaching staffs may benefit by the stimulus and by the change of view, afforded by fresh surroundings. In order to obtain the same end, some universities have arranged for years of study leave, occurring at intervals of about five years, during which the members of their staffs are sent away to travel and to study at those centres from which they will derive most benefit. These measures obviate all of the dangers to which the mental life of the staff of a rurally-situated university is said to be exposed.

Another of the advantages claimed for an urban site is that students attending a university placed in a city have an opportunity of coming in contact with leading men. As a matter of fact, nothing is more certain than that the vast majority of students attending a university in a large city never meet the men who are at the head of affairs in that city. On the contrary, it often happens, because the university is in the city and the leading men are seen or heard of almost

daily, that the university authorities do not appreciate the importance of persuading representative men in public or private life to address the students at the university from time to time. In a rural university big men are not so familiar that their visits are unheeded; addresses from those who are intimately connected with important movements are sought after and well-received, and they often form an important part of the academic life of a university situated in the country.

Some persons would have students taught in the city in order that they might learn, at as early an age as possible, to recognise the dangers which beset mankind. This argument is often weighted by reference to Mr Kipling's simile, which runs something in this way:—It is well to introduce a dog to soap and bootblacking before he has cut his teeth; he will not be able to consume much of either and he will not be very ill, but he will learn to avoid both. If the dog gets his teeth before he meets soap and bootblacking, he will swallow much of them and be very ill indeed. The argument is fallacious, since dogs and men may be taught to recognise, and avoid, unwholesome things without exposing themselves to their ill effects.

3. THE ADVANTAGES OF A RURAL SITE.

First and foremost among the advantages offered by a rural site for a university comes the fresh air, with the unlimited opportunity for exercise for the students and staff. A modern university must concern itself not only with the education of the minds but also with the development of the bodies of its members; it must, to reach its highest function, turn out strong men governed by strong minds. At present, almost all the efforts of many universities are devoted to the training of the minds of its students; in the future, through care in ensuring healthy living conditions, through the organisation of outdoor exercise and through gymnasium work, the universities must give more attention to the development of the students' bodies. In one or two of the American

universities physical exercise has become compulsory, and already it has been considered seriously whether the passing of successive physical examinations should not occupy the same position as is now filled by examinations of his mental capacity in deciding whether a student is fitted to continue his college course. This suggestion will seem unpractical only to those who are not acquainted with the details of physical instruction in the best of the American universities and of the benefit which this instruction has brought to students. The experience of the large towns in Europe has shown clearly the terrible effect of prolonged city life upon mankind;—the findings of the British Royal Commission have been mentioned already. It should be the aim of every Canadian to do everything in his power to prevent similar evils from arising in Canada's portion of this Continent: a university situated in the country can easily make the happy years spent by a student at his college so pleasant that a permanent taste for rural life will become implanted in him; and by the proximity of the Agricultural College, which undoubtedly must be an important factor in any comprehensive scheme for the higher education of Canadians, students attending the university can be given an opportunity of seeing something of the best way of living in the country; among other things, they will learn to appreciate that successful farming demands ability of no small order in the farmer.

If the university is situated in the country, and if the students live and are fed in college buildings, those responsible for the direction of the university have much more control over students and staff alike; consequently, more comprehensive programmes of work and more profitable amusements can be organised and carried out than is possible in a university built in a city.

If a university is placed in the country, it becomes the centre of all the movement in the little town which inevitably springs up around it. Such a condition will do much to cultivate a feeling of loyalty to the university

and its work, which it is extremely difficult—if not impossible—to create in an urban university, where the students are constantly subjected to the distractions of a large town; that it is extremely difficult to maintain a strong college spirit in a university placed in a large town is the experience of the great majority of universities with urban sites. Most men attending such universities become individualists and they graduate without any of the training in co-operation and “team-play” which should be an important part of the education of men who intend to make their living by pursuits in which the co-operation of others is a necessity. Men who have taken no interest in the administration of college affairs and who have had no sense, while they were at college, of their individual responsibility for the right conduct of the affairs of the whole student body, will have no sense of their responsibility as citizens when they leave the university and commence to take part in the larger life of the town and of the nation. A man who possesses a good college spirit and is willing to work for the good of the student body as a whole will possess, almost invariably, public spirit and will be willing to devote part of his thoughts and energies to the direction of public affairs when he leaves his university. Canada sorely needs well-educated and public-spirited men to direct her development. It must be a function of Canadian universities to train men of this type; they can do so most easily if they provide residences and dining-halls for their students and if they are situated outside of large towns.

Not the least of the advantages of a rural situation is that it makes it possible to ensure the non-existence of many of those objectionable amusements which some of the denizens of cities are anxious to supply for students.

Two important items, the cost of establishing and of maintaining a university, are less in the country than in the town. If the site for a university must be purchased, it is an economy for it to be selected in the country where land is cheap. The rent which it is necessary for the staff of a university to pay for their houses is smaller in the country

than in the town; consequently, a university placed in the country will find it possible to effect a saving in the salaries of those whom it employs.

4. OPINIONS.

Letters which mentioned the points referred to in the preceding paragraphs were sent to some of those men in Great Britain, in the United States and in Canada, who are most qualified, by their experience and position, to express an authoritative opinion on matters connected with higher education. These persons were invited to consider the matter in a general way. They were told expressly that it was a desire to obtain an impartial discussion of the question which had led to the request for their opinion; only four of them refused to give one. SIR OLIVER LODGE, the famous head of the University of Birmingham, refused to express an opinion concerning the site of a Canadian university, although he believes that a university which possesses a residential system for housing its students will prove to be the more desirable type of institution.

In reading the letters, it becomes evident that PRESIDENT HALL, of Clark University, Worcester, Massachusetts, was entirely correct when he wrote that it is difficult to get an unbiassed opinion concerning the relative merits of an urban and a rural site for a university from the heads of colleges, because they are "committed by the situation of their own institutions and make . . . special pleas defending their *status quo*." Some of the replies received from the presidents of universities placed in towns are certainly not well-balanced considerations of the question under discussion; one or two of the replies received from the heads of universities placed in the country err in the same way.

Five of the opinions received were in favour of an urban situation; eleven favoured a sub-urban situation; while nine maintained that a university could accomplish its functions best if it were placed in a distinctly rural situation. Those who favoured an urban site were President Hadley of Yale

University, President Wheeler of the University of California, President Miers of the University of London, England, Sir William Mulock of the University of Toronto, and President Burwash, of Victoria College, Toronto. The most important of the reasons advanced in support of an urban site was that students living in the city have an opportunity, while at college, of coming in contact with business men and of seeing something of the way in which the business world is conducted. It has already been pointed out that the average student, attending a university situated in the city, rarely comes in contact with business men and, consequently, has no opportunity of acquiring any real insight into business matters.

The President of the Carnegie Foundation for the Advancement of Teaching, Henry S. Pritchett, has certainly had better opportunities than any other man in America for observing the conditions under which universities in the United States and in Canada have been established and are carrying out their work. He believes that "the university should possess dormitories so that its site may well be on the outskirts of a city." Those who agree with him in favouring a suburban site are President Judson, of the University of Chicago; Dr. Van Hise, who is the President of the University of Wisconsin; Dr. Westbrook, the Dean of the Faculty of Medicine in the University of Minnesota; Dr. Chas. W. Eliot, who was until recently the President of Harvard University; L. H. Bailey, the Director of the New York State College of Agriculture; Dr. M. E. Sadler, of the University of Manchester; Dr. J. G. Foster, the Provost of the University College in the University of London, England; Alfred Mosely, the well-known English Educationalist; Professor Dale, who is in charge of the Department of Education at McGill University; and Dr. W. H. Gaskell, of Cambridge University.

Among those who believe that a university supported by a Canadian Province will derive most benefit from a rural site are Dr. Clark Murray, of McGill University; President D. Starr

Jordan, of Leland Stanford Junior University; President Hall, of Clark University, Massachusetts; the Honourable James Bryce, the British Ambassador at Washington; Professor Finlay, who is at the head of the Department of Education at Manchester; Sir Donald Macalister, the head of the University of Glasgow; and Dr. J. G. Adami, of McGill University.

It is unfortunate that the limits imposed on a magazine article make it impossible to quote at length from the thoughtful letters of those who have expressed their opinion. Almost all of the points brought up in their letters have been touched upon in the early part of this paper. The gist of these letters is given in the following paragraphs—occasionally the letters are quoted from. When it seems advisable to do so, some of the points made in the letters are commented upon or criticized.

(a) LETTERS FAVOURING AN URBAN SITE.

PRESIDENT HADLEY, of Yale University, regrets "very greatly that it seems impossible to give a general opinion on the merits of urban and rural locations for Universities". He has reluctantly come to the conclusion that "a location in the country is an advantage to an institution while it remains small but tends to interfere with its development". This statement is based upon an observation of the history of universities in Europe and in the United States. In the United States, for example, many of the small country colleges have found it necessary to abandon any attempt to develop as universities and have remained small colleges. With the exception of Princeton and Leland Stanford, all the older American universities have been associated, from their commencement, with towns of from 10,000 to 300,000 inhabitants.

Because of the peculiar conditions which surround it, it is by no means certain that the development of a Canadian university placed in the country will follow the same course as has been followed by similarly-situated European and

American universities. The success and prosperity of a University established and supported by a Canadian Province is certain so long as the Province itself is prosperous because those who support the university will use it and, for their own sake, make certain that it lacks nothing to ensure its efficiency.

PRESIDENT WHEELER, of the University of California, is very strongly of the opinion that a university "should be placed in a large city—not in the country". He thinks, however, that a university is better situated "in the suburbs of a large city than . . . in the centre". He bases this statement upon his experience while connected with the Universities of Harvard and California, which are situated in the suburbs of a large city, with Brown University, which is situated in a small city, and with Cornell, which is placed in a country town. He believes, "the proximity to a city and close touch with its life (to be) an essential part of the education of a young man of the age of eighteen to twenty-two." He also maintains that it is important for the well-being of the Staff that the university should be placed in a city because "our present experience shows us that the teachers in our small country colleges go to seed" and, consequently it is difficult to secure the best men for an institution situated in the country. Finally, he completes his contention and gives the whole basis of his argument for it, by stating that "modern life is shaping itself pre-eminently in terms of the social life of the city."

It must not be forgotten that the tendency of modern town builders is to bring as much of the country into their cities as is possible: easy transport permits people to live in rural suburbs although they work in cities.

PRINCIPAL MIERS, the head of the University of London, England, has considered the subject very carefully, and he feels that "upon the whole the advantages of a city outweigh the disadvantages." He believes it would be wise to establish a Canadian provincial university "in, or in close proximity to, a city rather than in the country." Dr. Miers concisely

touches on all the points usually urged in favour of an urban situation for a university; but he also fully appreciates the advantages of a rural site. He would obtain all that is best in both urban and rural situations by placing the main buildings of the university in the city and the students' residences, recreation fields, and special schools for the teaching of agriculture, forestry and mining in the country. Communication between these two divisions of the university would be made easy through modern means of transport.

For more than a third of a century SIR WILLIAM MULOCK has been officially connected with the University of Toronto. He writes that he is convinced, "that any provincial university in Canada will accomplish the best purpose by being situate in the most active centre in the Province"; and he states that he is "in favour of a city location." He believes that the education of young people "if conducted away from the active centres of thought" will be "narrow and dogmatic." As "steel sharpens steel, so conflicts between strong minds develop mental power." The opportunities offered to students to encounter leading men in all walks of life is in itself a liberal education and it is hardly possible to overestimate the value of education derived from actual contact with the world. One great object of higher education is to qualify a man to take his proper place amongst his fellow-men; consequently, it is essential to his success that his association with his fellows should commence at an early period of his life when his mind is in the formative stage. Sir William despairs of the success of a young man "who, brought up in some narrow school, is so strong in his convictions that he refuses the admittance of new ideas to his mind." The environment best calculated to train men so that they may acquire the art of giving consideration to the views of others is that which commends itself to Sir William Mulock. For these reasons, he favours as a site for a provincial university "the most active centre of thought within the province." The advantages of contact with the active life of the city would be felt by the teaching staff no less than by the students. As an

additional advantage for an urban site, Sir William mentions the number of town-bred persons of limited means who would be unable to attend the university if it were not situated in their city.

PRESIDENT BURWASH of Victoria College, Toronto, thinks that a provincial university should be located "with a view to giving the students the advantages of first-hand knowledge of the great practical subjects to which their attention will be directed." He, consequently, believes that the university "should be located in a large, commercial, industrial and, as far as possible, political centre." The Faculty of Medicine requires such a centre for its hospitals; the Faculty of Law needs it for its law courts; the students of Theology must have an opportunity of studying the problems of city life in order that they may deal with them. A Faculty of Commerce must soon form part of every modern university; it will teach, for example, the principles of railroad administration and transportation, of banking and insurance, and of the administration of great corporations; the university must be placed in a centre where the students can observe the working of these things at first hand. Agriculture, Forestry, and Mining Engineering, perhaps, can be best taught in the country. President Burwash suggests that centres should be established throughout the province, at which students might be prepared for the university and possibly be given instruction in the work of the first two years of the Faculty of Arts. The university should be established in the most central and important city of the province, while the schools of Agriculture, Forestry and Mining should be placed as near to the university as possible, but in the localities which offer the greatest advantages for practical instruction in the subjects which they teach.

(b) LETTERS FAVOURING A SUBURBAN SITE.

The President of the Carnegie Foundation, H. S. PRITCHETT, was formerly head of the Boston Institute of Technology. As President of the Carnegie Foundation, he has had

extraordinary opportunities of observing the conditions under which universities in North America have been established and carry on their work. He writes that "while a college may exist and do its work in a small community, a great university can hardly be built up away from the immediate vicinity of a city. This does not require. . . . that the institution should be immediately in the business part of a city, but it is clearly impossible to develop strong professional schools of law and medicine apart from those industries and influences which are developed only in centres of population." "A university should be at the centre of population and transportation and—it should have the benefit of the influence upon its student life which comes from the social institutions of a city." "The university should possess dormitories, so that its site may well be on the outskirts of a city. Harvard University, for example, is situated in Cambridge, two or three miles from the centre of the city of Boston."

HENRY PRATT JUDSON, the President of the University of Chicago, states that, in his opinion, a university with Faculties of Arts, Science, Engineering, Agriculture and Forestry, "should be placed in, or near, as large a city as practicable. It is advisable to secure much land and for that purpose the site should be in a suburb but within easy reach of the city." To his mind the advantages of an urban site are so numerous as to be decisive; those advantages, which seem most important to him are, convenience of access for a considerable number of students; the larger life of a city; and, especially, the connection of the various university departments with the activities of a large city.

The University of Wisconsin is probably one of the most successful of the State universities in the United States and it is one of the largest universities in the world. Its President, Dr. C. R. VAN HISE, believes that "the best location for a university is on the borders of a town of moderate size, sufficiently near the town so that the students and professors may have the advantage of a society not purely academic,

but sufficiently on the border so that the town shall never overlap the institution, but enable it to have indefinite expansion." He has considered the advantages of urban and strictly rural situations and he believes that a site on the borders of a town gives all the advantages of a country situation and many of the advantages of an urban one.

DR. F. F. WESBROOK, Dean of the Faculty of Medicine in the University of Minnesota, believes that the best site for a university would be "on the edge of a growing city." Because of his position Dr. Wesbrook has had experience in the direction of the affairs of a growing university. He is very certain that all the departments of a university should be as close together as possible and should be administered by one head. A strong university can only be created where this is the case. If a university is to be a strong one, it is important that it should have the sympathy and support of its graduates; if those who have passed through its faculties are not satisfied with it and devoted to it, they will certainly not recommend others to attend it. If separate schools of agriculture and mining, for example, are established, the sympathies of their students will be attached to these schools and not to the university as a whole. In addition, under such an arrangement, the different separate schools would compete with the university for Government support and, consequently, there would be a duplication of effort and expense, and the departments of education would be placed in an undesirable position of rivalry instead of co-operating as they should.

In concluding, he maintains that "the main point in establishing a university is to secure land enough and to have a general plan of development with no attempt to fix definitely the details of development for individual schools, colleges and groups of subjects beyond a very few years. . . . Buildings should be built around the work and from time to time readjusted to meet new needs. . . . Too much money should not be expended in construction." It is the quality of the work produced which makes a uni-

versity a successful one and work is done not by buildings but by men; to be successful a university must have the best men on its staff.

One of the best known names in American university life is that of the recent President of Harvard, DR. CHARLES W. ELIOT. His letter is such an interesting one that much of it is quoted.

"I cannot too strongly urge that the contending claims of different municipalities ought to be very little regarded in selecting a site for the proposed university. We have in the United States numerous educational institutions planted on unsuitable sites, because the first authorities of the universities yielded to strong representations of local claims, sometimes backed by pecuniary offers which seemed advantageous at the time, but subsequently proved to be really insignificant. Some of these mistakes have proved to be irreparable; while others have been remedied by very costly removals."

"There is no doubt that a competent university can be well maintained either in the city or in the country. . . . in my opinion, the most fortunate site for a university is a suburban site; so that the university is conveniently near to the varied intellectual and æsthetic resources of a great city, and to a large, cultivated society; and on the other hand, is sufficiently in the country to possess spacious, open grounds adapted to out-of-door sports, and to secure permanently abundant light and air, with trees, shrubs and flowers. . . . For the site of the university, the natural advantages would be good soil, good drainage, fair prospects, and the neighbourhood of a sheet or stream of water. It would be, of course, undesirable to select any place which had a bad climate,—that is, a climate unusually wet, dry or windy."

"The policy adopted about dormitories or dining halls need not determine the question of an urban or rural site; for these provisions, necessary in the country, are also desirable, in some measure, in an urban or suburban university.

Some of the best American universities, situated in small towns, have no dormitories, whilst others, placed in cities, possess residences for the students. My own opinion is that the best kind of university life can be obtained only where the students live together for years in buildings provided for their special use and controlled by the university."

"Philosophically considered, a university is one organic structure, and it is a great injury to it to have its parts scattered in different places. The concentration of the whole university in one place affects very favourably the social quality of the university, both for teachers and students, and makes it more probable that a varied, refined society will grow up about the university, wherein good examples of manners, morals and public spirit will abound."

L. H. BAILEY, the Director of the New York State College of Agriculture at Cornell University, believes that a modern university "must represent both the urban and rural phases of our civilization;" the tendency of cities to secure the location of universities is a part of the tendency to "over-emphasize the urban phase". City life has its problems but the problems of the country are "as important as those of the city and they must be studied in the country itself." These questions can only be studied in the country outside of the "ordinary corporate limits of cities so that the institution itself must be located next the open country, or the agricultural department be separated from the institution. The latter contingency is always to be avoided since it leads to ineffective educational results and increases expense. The ideal location for a university would be near some medium-sized city, but far enough in the outskirts so that a large area of land could be secured. I speak of a moderate-sized city rather than a metropolis because a university is likely to be lost in a metropolis . . . and . . . no university or academic spirit develops, and because the institution is likely to become practically a day school for that particular city."

DR. M. E. SADLER, Professor of History and the Administration of Education at Manchester, has had much experience with education in England. He would like to see a new Canadian university established "on the edge of a city with which it should be connected by frequent car service." The ideal site would be in the suburbs of a city "so as to be within reach of all the advantages of the town on the one hand and close to the country on the other." He would lay stress upon one other point "and that is, the importance of placing the university in bracing air."

DR. T. GREGORY FOSTER is the Provost of University College of the University of London, (Eng.). He writes that "the problem (of choosing a site for a Canadian University) seems to require a balancing out of the interests of the Faculty of Agriculture on the one hand and of the Faculties of Law and Medicine on the other." Because he believes it wise to give greater weight to the claims of law and medicine than to those of agriculture, he recommends "the acquisition of a large site on the outskirts of some town, with good access by car from all parts of the town." In this way, students in Law and Medicine will be kept in close touch with the college throughout their careers. He suggests that the work of the Faculty of Agriculture might be carried on on a farm distant four or five miles from the university. Dr. Foster draws attention to one of the most important functions of a modern university when he states that one of its duties is to win the respect of the people amongst which it is placed and to create, in that community, a faith in the value of university work and of higher education. One of his reasons for maintaining that the university should be closely connected with a city is in order that this influence may be felt by its citizens.

ALFRED MOSELY, a well-known English educationalist, believes that the suburbs of a large city furnish the best site for a University.

DR. W. H. GASKELL, the physiologist, has been connected with the Medical Faculty of Cambridge University for many

years. He believes that: "the object of a university is two-fold (1) the shaping of character at a most important time in the life of every man or woman and (2) teaching, literary and scientific, which should form a sound ground-work for the ultimate life's work of every student. The first requires an interchange of opinions between the students themselves and also between them and their teachers which can be attained only in its fullest extent in a residential university free from the distractions of home life and of a large town. The second requires quietness, light, and the concentration of all the university buildings in one spot. Such conditions are attainable in a university town but not in a large commercial town. I would make a marked distinction between a university and a series of technical institutions such as may well exist in a large town in close proximity to commercial undertakings, hospitals and law courts. I look upon the university as affording the best possible opportunity of obtaining the most thorough training in the subjects, scientific or otherwise, which are necessary for the future career of the student. At the same time, there is no necessity that the full and complete curriculum should be given at the university; thus, to take as an example the study of Medicine, the preliminary subjects, physics, chemistry, biology, anatomy, physiology and even a good deal of pathology, including bacteriology, are best studied in a broad-minded, scientific university rather than in a distinct, often narrow, School of Medicine attached to some hospital in a large town. After these studies are completed the student will have finished his university course and should now go to the large town with the best hospitals and the best medical and surgical teaching. In this way the student obtains the best training, for in the university, imbued as it should be with an atmosphere of scientific research, he would get the most thorough scientific training in the ground-work of medical science while, in the large hospital, he would get the best practical training in his profession, such as he could not possibly obtain in a small university town. . .

I do not think that the expense to the student need be greater in such a university than in one situated in a large town. A well-organised system, initiated by the university authorities, ought to be able to provide board and lodging more economically and much more pleasantly than that obtained from rapacious boarding-house keepers in back streets of a large town. Another most important consideration in favour of the university town is the question of health. It is to my mind most important to the welfare of any community that the young men and women who, in consequence of their university training, will represent the leading classes in the community should at this most important period of their life grow up as strong and healthy as possible. Plenty of fresh air and plenty of healthy exercise is quite as important for the training of the student as efficient teaching. In a well-chosen country town the playing fields are easily accessible and the land is cheap, while the purity of the air and the amount of sunshine is immeasurably greater than in a large town. For this reason alone, so important it is, I would never advocate the planting of a university in the midst of a large town."

PROFESSOR DALE, who is in charge of the Department of Education at McGill University, writes that the ideal site seems to him to be "more suburban than rural if only enough ground is secured."

(c) LETTERS FAVOURING A RURAL SITE.

DR. CLARK MURRAY, an Emeritus Professor of the Faculty of Arts of McGill University, has spent practically the whole of his life in close connection with university teaching. He has written a very interesting letter, in which he states that with Sir William Dawson, the first Principal of McGill University, he often discussed the advantages which their university would obtain through being established in the country rather than in the city. The difficulty of transport, it was before the days of electric street cars, made it impossible to change the situation of the uni-

versity, then. At present, Dr. Murray believes that the best site for a university is "a rural locality . . . within easy access of a city." He ends his letter by a paragraph, which is the more striking since it comes from a man of mature experience in university affairs; he writes that "after the most convenient site, the most commodious buildings and the most elaborate equipment have all been provided for a university . . . these form but a lifeless machinery, the successful working of which depends entirely on the men by whom it is worked. The most essential condition, therefore, of a university's success must always be its ability to attract the highest educational and scientific intelligence into its work of teaching and research."

PROFESSOR DAVID STARR JORDAN, of Leland Stanford Junior University, has been connected with several institutions devoted to higher education, besides that of which he is now the head. As a result of his experience, he writes: "I am strongly of the opinion that a university should be from twenty to forty miles from some large city. It is close enough for the professors to have the advantages of a city and far enough away from it so that the students are certain to develop a spirit of interest in their university, which is one of the most important lessons a college education can teach." He believes that almost the whole of the law course and certainly the first two years of a course in medicine can be given by a university situated in the country.

PRESIDENT STANLEY HALL, of Clark University, Worcester, Massachusetts, is in favour of a rural site. He supports his opinion by a reference to the experience of his own university. Clark University was established twenty years ago on the outskirts of a city of 125,000 inhabitants. At the present moment, it is cramped on all sides by the lack of room for extension. He asks: "What is the use of a new institution unless, in establishing it, one can avoid, by anticipation, the defects of existing institutions?"

The HONOURABLE JAMES BRYCE, the present British Ambassador to Washington, has had a very distinguished

university career. The breadth of his experience and the accuracy of knowledge with which he has written on various phases of the history and the administration of the affairs of peoples make his opinion of especial value. He believes that Schools of Medicine, Law and Engineering are generally better placed in or close to a large city, while a School of Agriculture must be placed in the country. He writes: "Apart from the question of such schools, the advantage seems to me to lie with a site in the country but within easy reach—say about an hour's railway ride or perhaps less—of a considerable city. The conditions for health are generally better in the country, where there is more fresh air and more space for recreation grounds as well as for the erection of buildings with plenty of room round them. It is well for the students to have the opportunity of getting to enjoy nature, and well also for them not to have their minds too much distracted from their studies by the amusements which a great city offers. The professors can, as a rule, live in a more simple and inexpensive way when they are not expected, or tempted, to emulate the costly habits of a large city. It is, of course, a benefit to the youth of a city to have a university in it; but the benefit is almost equally well secured when it is within easy reach of that city. If possible, that city ought to be the capital of the Province, for there are advantages in having the seat of learning not far from the seat of government."

PROFESSOR FINLAY, who is at the head of the Department of Education in the University of Manchester, thinks that "whenever possible a rural locality is to be preferred rather than a municipal centre" as the site for a university.

SIR DONALD MACALISTER, the present Head of the University of Glasgow, is a physician and he has had an exceptionally wide and distinguished university experience. He strongly favours a rural and residential site for a new Canadian Provincial University. He has been connected with a university in a small town and in a great city. He recognises that each institution has its special merits; but

he is persuaded that a university with a rural site would best meet the developing needs of a Canadian province. He believes that "a rural situation practically involves that the university shall be residential and that.....is a crowning advantage" because it teaches the students self-government and mutual consideration and thus trains and disciplines them for good citizenship. It develops "a corporate spirit which sets high value on the good of the whole and makes that an object of generous ambition." "The city university misses this advantage.....and has little to set against the loss. The *instruction* it affords may be in no respect inferior; but it cannot offer the same *education* in any but the intellectual sense."

Only a city can give the advantages required by a student when he reaches a point "where professional aptitude must be acquired by practice, whether it be legal aptitude in the courts, medical aptitude in the hospitals, or engineering aptitude in the works," then he "may pass from the university to the proper places of special instruction in the cities; but by that time his strictly undergraduate course of preparation is completed. He has learned how to learn, and should be already a cultivated man capable of self-dependence, and ready to take his place as an adult among adults. At Cambridge, though the hospital is but a small one, there is one of the largest medical schools in England, and perhaps one of the most esteemed." Here the custom is for the student, after several years of preparatory study, to go up to London or some other large city. It is a matter of common observation that the student who has had this training almost invariably takes a higher place in his profession than he who has passed the whole of his curriculum in a city school of medicine. "In the old country, many things are so old and so well-established, that people have to make the best of them and subordinate the ideal to the practicable. In Canada, and especially in the West," there is "an opportunity of forming your ideals from the outset, and of adopting the best means of giving them free scope to fulfil themselves. In the

particular instance of founding a new University, to serve a great and expanding national purpose, it would be mere prudence to take account of the experience of others, and, at all events, to avoid at the beginning the imposition of limitations and conditions which in a generation or less will prove mere hindrances to the full realisation of that purpose."

Dr. J. G. ADAMI is the Professor of Pathology at the University of McGill. In various capacities he has been connected with the University of Manchester, with Cambridge University and with the University of McGill. His experience with universities, and with the teaching of medicine, is, consequently, a wide one. He believes that "the university should be established somewhere between eight and twenty miles from a large city." The university should be no nearer to the city than this because, among other reasons, it is necessary to allow full space for the growth of the city and for the expansion which the future will inevitably bring to a university serving a progressive Canadian community.

He approaches the discussion of the relative merits of urban and suburban sites from the standpoint of the individual student, since the deciding factor in selecting the site for a new university should be: "Which is likely to provide the better citizen, the more useful man to the community—a city or a country university?" He writes: "It is not the extent of a man's knowledge that makes the good citizen but the capacity to utilize that knowledge for the common weal." Dr. Adami is certain that the man who makes the best citizen is the one who most fully imbibes the university or collective spirit as distinct from the individual spirit. "That spirit is gained most surely when the university is situated away from a large centre of population with all its disturbing interests." He recognises that the subjects of the professional faculties can be taught only in a large city, but he believes that the professional schools can be sufficiently attached to their parent university if the university be situated at no greater distance than eight to twenty

miles from the city in which the professional schools are established.

PRESIDENT CREELMAN is at the head of the Agricultural College of the Province of Ontario at Guelph. He is in favour of a rural situation for a university, if easy transportation exists between the university and a large town. He believes that life at a university situated in the country is more studious, healthier and better in every way than at one placed in the city. He believes that it is especially desirable that a Canadian university should be situated in the country because many Canadian students are dependent upon their own resources and expenses are higher in large cities than in the country; hence, many students attending a university situated in a city are forced to live in a cheap surroundings, and no matter what culture there may be, or what outside educational facilities may be available, few of them are able to take advantage of them.

C. C. JAMES, the Deputy Minister of Agriculture for the Province of Ontario, is a member of the Senate of Victoria University. He is in favour of a rural situation for a university from which communication can be had easily with a city.

W. MACDOUGALL, at present a reader in Psychology at the University of Oxford, has treated the subject from the standpoint of English Universities in an article entitled "A neglected aspect of our new universities," which was printed in the *University Review* of November 1905. The article was written as a protest against the establishment of new universities and colleges in large English towns. It describes, with the accuracy of complete knowledge, the disadvantages which attend a university placed in the centre of a large town, and it indicates, no less clearly, the advantages enjoyed by young men and women who study at universities placed in the country, or at least in small towns like Oxford and Cambridge.

5. THE SUMMING-UP.

Almost all of the points brought up in these opinions

were touched on in the earlier part of this paper. In reading the letters it is very evident that their authors are almost unanimous in the facts upon which they base their conclusions; their opinions concerning the type of site which should be chosen for a university vary only because of the dissimilarity in their ideas of the duties which a university should fulfil in a new country.

It is evident that a site in a town offers a university many advantages which the country cannot provide and that, on the other hand, a rural situation offers many advantages which it is impossible to obtain in a city. To some, the advantages offered by an urban site seem all important and they advise the placing of the university in a city; to others the advantages of a rural site seem the more desirable. The majority of those who expressed their opinions appreciated the advantages of sites of both types and endeavoured to retain as much as possible of the advantages of each by advocating a suburban site. It is impossible to get all the advantages of both situations in any one locality; consequently, in choosing the site for a Canadian university, it is necessary to decide, as far as possible, what type of graduate it is that is wanted. The university must be established in the situation which seems to offer the greatest facilities for producing him. From a consideration of the facts mentioned in the first pages of this article, it is evident that the type of man who will live most happily in Canada for the next generation or two and who will do most to ensure the development in Canada of a nation of unselfish, fair-dealing men, is the one who has developed a healthy body and a thoughtful mind, who has learned to create values directly from Nature's gifts and to love the open air in which he works. He is one who has learned at the university to sink his individuality in the common good and has consequently acquired a sense of public spirit. From a study of the preceding section of this paper, it seems evident that the general opinion of those most competent to judge is that this type of man can be produced best by a university

which is not placed in the centre of a city. A university, to produce such men, must be one of open spaces; it must have colleges for the teaching of Agriculture and Forestry in connection with it and, in order that the university may be a coherent whole, as far as it is possible, all the chief buildings must be situated close together; the students must live together in residences under the control of the university authorities; and the active interest of each student in the affairs of the university as a whole must be secured through providing for the administration of student affairs by the students themselves.

Because of the advantages which its situation offers, and because of the manner in which its students live, it will be possible for such a university, through organisations directed and governed by the students themselves, to maintain a greater hold over the disposition of the student's time than is possessed by many older universities; for this reason, it will be possible for such a university to pay far more attention than is usually done to the physical development of the student attached to it. The university must not be placed at too great a distance from a town; it should be far enough away to make a journey to the city unattractive, unless there is some specific purpose for that journey. Modern transport is easy and rapid; a distance which can be covered in from half an hour to an hour would probably be sufficient for the end desired. Of course, in establishing a university in the neighbourhood of a young city in a new country, it is necessary to allow for the future growth of the city but, broadly, one may say that the university should be situated at a distance of from ten to twenty miles from the nearest town.

6. CONCLUSION.

After considering all these things, it is possible to specify in a few short sentences, the characters of the site which should be best for a Canadian university. In order to focus the interest of this discussion, let us

consider what sort of a location should be chosen for the university which is to be founded soon in the Province of British Columbia.

As a matter of fact, the proposed University of British Columbia was mentioned in the letter which was written to the persons whose opinions have been quoted when they were asked to state their views concerning the ideal site for a university. British Columbia's University is being founded to provide higher education for a population of 289,516 people (March 31, 1909) who are distributed in small communities over an area of 255,000 square miles; a university which is intended to deal with present conditions and to teach this small people the best way of utilizing, of developing and of living in their enormous Province, of necessity, must not be placed within a large city, because the majority of the students graduating from it will live in the country. It can only teach them the best way of living in the country if it has a rural or, at least, a suburban situation.

The final paragraph of the opinion given by Sir Donald Macalister should be particularly suggestive to those who are associated with the establishment of British Columbia's University. He asks, in substance: What is the use of establishing a new university in a new country if, under these conditions, one cannot aim at realising the creation of a university which will take an ideal part in the development of the community it is to serve? In order that the university may attain this end, every influence must be avoided, from the beginning, which may tend to impair its usefulness and every precaution must be taken to secure every advantage for it. In order that the British Columbian University may have the sympathy of the people of the Province from its commencement, it must be established in a locality where they can perceive that it is in a position to attain its greatest usefulness and, later, through the provision of public lectures, university extension courses, and constant newspaper articles, it must be impressed upon British Columbians that their university is serving a useful purpose.

In establishing the university its site must be so chosen and its constitution so framed that its extension will never be hampered; and, finally, as has been suggested by more than one of those whose opinions have been quoted, a university is not made great through its buildings but through its men. In order that a university may secure the services of the most capable men, its Chairs must be adequately endowed; this is possibly the most vital of the questions on which we have touched.

It is evident that in selecting a site for this university there are many questions to be weighed; but, if the present conditions in British Columbia and the probable direction of its future development be considered, it becomes evident that the type of university which British Columbia needs is certainly a residential university situated in the country or, at least, well outside the suburbs of a town. If it be placed on a site at a distance of not more than an hour's travel from a city, the university will be in a position to derive all the benefits of a rural situation and most of the advantages of an urban site with none of the disadvantages, for its students, under which those inevitably work who attend a university situated in a city.

An ideal location for British Columbia's university should possess the following characters: It should be a square mile or if possible more, of fertile and wooded land situated in a pleasant climate and placed at a distance of not more than twenty miles from some large town; the site must have easy access to the main routes of transportation. For the practical purposes of transport as well as for supplying material for various courses and for providing recreation for the students and staff, the grounds should border upon some large body of water. It remains for British Columbians to decide for themselves which of the many charming sites offered by their Province presents these characteristics most completely.

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