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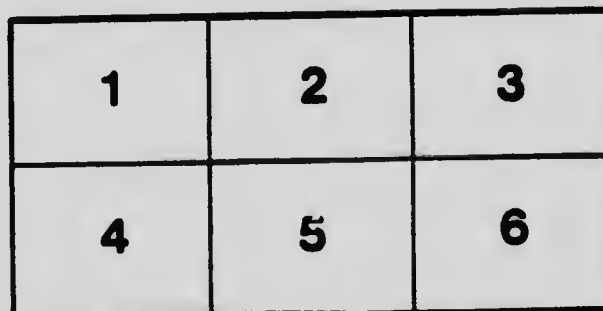
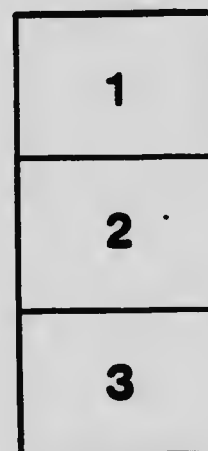
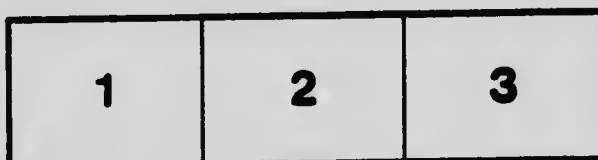
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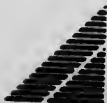
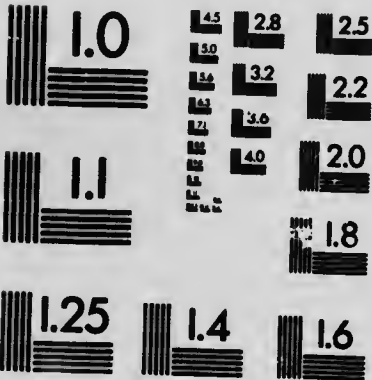
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# Speech Delivered

BY

## The HON. J. P. WHITNEY,

LL.D., D.C.L., K.C., M.P.P.,

PRIME MINISTER AND PRESIDENT OF THE COUNCIL

On moving the Legislative Assembly into Committee on the  
Bill Respecting the University of Toronto and  
University College on the 2nd  
of May, 1906

PRINTED BY ORDER OF  
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I propose, Mr. Speaker, to move that you leave the Chair in order that the House may go into Committee of the Whole upon Bill number 220, respecting the University of Toronto, and University College.

Before I make the formal motion, I desire to address the House with reference to the situation of the University and the conclusions arrived at by the Government.

By the kind consent of the Leader of the Opposition, the second reading was moved *pro forma* with the understanding that the remarks I had to make upon the matter would be delivered at s stage.

As to what has taken place heretofore I desire to be as brief as possible. Last year I had the honour to propose to this House the enactment of legislation with reference to the University which was of great importance both as to the merits of the legislation and as being the first or initial step in the direction of fulfilling our pledges on the subject.

By the Bill now before the House I desire to indicate the final step to be taken by the Government in relation to the University. I say the final step, not as indicating that the wants and needs



SPEECH DELIVERED BY

of the University are for all time to come to remain a sealed book as far as consideration by the public or the Legislature is concerned, but as being the final act in the carrying out of our pledges to the people on this very important question.

I wish, Sir, to avoid as far as possible the reproach of being tedious or diffuse, but I feel that I must trace, as rapidly as may be, the events leading up to the University situation of to-day.

Most of us are familiar with the salient points, at any rate, in the history of our University—familiar with the conditions surrounding its foundation—with the stirring and more or less unfortunate experiences of its early days—and with its career since 1847, since which time the history of the University has been more interesting to the people of the Province than at any previous period.

We now thoroughly understand and appreciate the causes which brought about the foundation of a number of other Colleges and Universities, all of which were called into being by the operation of forces which rendered their establishment necessary. These institutions did noble work each in its appointed sphere, and in time each one became, so to speak, a part of the educational life of the Province. The best evidence of the value of their work is to be found in the fact that when the Government of Mr. Sandfield Macdonald withdrew the grants that had been theretofore made to sectarian Colleges, so-called, they did not succumb but faced the future with a sturdy faith in themselves and their mission, so that in a short time they shewed renewed, and indeed increased life and vigor.

But the University languished—comparatively speaking. I used these words last year, and can find no more apt words to-day to express my view of the situation.

Various causes were responsible for this, among which the competition so to speak, of the Colleges I have alluded to was probably not the least in importance.

At last came the federation or union of the Colleges, an event bristling with importance as to the future of the University. As the result, University College, Knox College, Victoria College, Wycliffe College and St. Michael's College became united, while Queen's and Trinity remained out.

I shall not now deal with the reasons for their holding aloof. Finally, nearly three years ago, an agreement was reached by which Trinity came into the Federation—an event of the greatest importance to the Provincial University idea. I shall have to refer to this again in connection with the Report of the Commission and the Bill before the House.

I have so far, Sir, touched merely the skeleton of the subject and have traced the mere record of some of the more important events in the history of the great University question.

I will be pardoned, I am sure, if I find it necessary to repeat some of the statements made by me last year in order that the continuity of the subject, as far as the action of the Government is concerned, be preserved.

Speaking in this House on the same subject last year, I said :—

“ Let me now come to the reason why I, as an individual, and those who think as I do, have come to take the position which we have taken on this question to-day, and which, as many hon. gentlemen understand was taken by us several years ago. I have not the exact date at my hand, but five or six years ago in this House, I used the following words in referring to the University question :—

“ With a true foundation thus laid, and the interests of those who cannot hope to go further than the Public School in the acquirement of education, and whose interests should be our first care, duly safe-guarded, we then come to the question of University education. Those who are watching the signs of the times must believe that we are approaching a period of great changes in educational methods. Just what form or shape these changes will take we cannot yet see ; but the true lover of the educational

interests of the Province will not be afraid to take steps to be ready for changes that may come, nor will he be astute in discovering obstacles in the way of preparation. We must take a forward position on the University question or else consent to be left hopelessly in the rear with disastrous results ; one of which will inevitably be that our young men will go elsewhere for higher education. It is too late now to discuss academically the question of the advisability of a State or Provincial University. It is a condition, not a theory, with which we have to deal. The Provincial University, which is at once a Provincial asset, so to speak, and a public trust, has been dragging along for many years, doing noble work, considering the means at its disposal. Several other colleges have come in under the federation scheme, and the University has struggled on manfully under great difficulties. Year after year, those connected with it and best able to judge of its requirements, have pressed upon the Provincial Government its urgent needs, but practically a deaf ear has been turned to all their appeals. The situation has at last become acute, and, indeed, intolerable. We must either support or abandon the University. We have arrived at the parting of the ways, and we must decide whether we will go forward or drop back. Being convinced that the people of the Province are unwilling that the present condition of blight and mildew shall become chronic and permanent, we on this side of the House are determined that, so far as lies in our power, a remedy, immediate, permanent, and lasting, must be applied. We take the responsibility, Sir, of insisting that the finances of the University be put on a sound, stable and permanent footing by providing such an annual payment as will fairly and fully meet the desires and propositions of those best able to judge of its necessities to-day, and that this be done forthwith. (Applause.) We believe that the fund provided by the Succession Duties should be drawn upon for, at any rate, the annual payment to the University, or that a percentage of the amount realized from such duties should be devoted to that purpose. If it be that the moneys arising from the Succession Duties were to be devoted to keeping up the asylums and charitable institutions, the answer is that educational institutions are 'charities' in the eyes of the law. This is well-settled doctrine."

Last year we asked the House to make an appropriation for the University of \$745,000, including the provision for the new Hospital and requiring an annual payment of \$30,000 for thirty years to pay off that sum. The amounts to be contributed by the Government were as follows :

Towards the Men's Residences.....	\$ 50,000
Convocation Hall.....	\$100,000
Physics Building.....	\$225,000
Museum.....	\$ 50,000
Women's Residence.....	\$ 15,000
Glass Houses.....	\$ 5,000
Hospital Buildings and Land.....	\$300,000
Total.....	<hr/> \$745 000

Now then, I proceed further with my remarks in moving the second reading of the Bill last year. I then said :

"This, Mr. Speaker, is our proposition. (Applause.) We believe that it will put the finances of the University, as we declared they ought to be put, on a sound, stable, and permanent footing, and that in this way we will make good our promises and perform our pledges. Now, Sir, with reference to maintenance, let me quote again, for a moment, a few words I have read here this afternoon. 'We believe that the fund provided by the Succession Duties should be drawn upon, for at any rate, the annual payment to the University, or a percentage of the amount realized from such duties should be devoted to that purpose.' That means, I may say, that by next session, if we are here, we will have decided in our minds, what proportion of the Succession Duty moneys and what other moneys, if any, should be set apart annually for the maintenance of the University. I speak in this broad way in order that it will not be said we are finding appropriations only for the buildings of the University. With some confidence, Sir, born of some knowledge of the desires of the people, we come before this Legislature to-day asking it to endorse this first great step in the increase of the possibilities of the future with reference to this great educational institution. (Loud applause.)"

I have now Mr. Speaker, gone rapidly over the skeleton history so to speak of this subject. I come now to the second great step.

For some time a feeling has been abroad that a re-arrangement and re-organization of University methods, and, indeed, of everything connected with the University was necessary. It has been realized that drastic changes were inevitable if the University is to keep pace with the march of improvement and research, to say, nothing of many domestic troubles and dissensions, not

always open to the view of the public, but which were working great injury.

The absolute necessity of a remedy has also been admitted on all sides. Accordingly a Commission was appointed by the Government to enquire into and report upon:—

- (a) A scheme for the management and government of the University of Toronto in the room and stead of the one under which the said University is now managed and governed.
- (b) A scheme for the management and government of University College, including its relations to and connection with the said University of Toronto.
- (c) The advisability of the incorporation of the School of Practical Science with the University of Toronto.
- (d) Such changes as in the opinion of the Commissioners should be brought about in the relations between the said University of Toronto and the several Colleges affiliated or federated therewith, having regard to the provisions of the Federation Act.
- (e) Such suggestions and recommendations in connection with or arising out of any of the subjects thus indicated as in the opinion of the said Commissioners may be desirable.

After a great deal of consideration, the Government chose certain gentlemen to serve on the Commission, the nature of which I have indicated, and I desire now to say a word or two with reference to the standing and qualifications of these gentlemen, if I may be so bold as to attempt anything of that description.

Nowhere would it be thought necessary to give an extended explanation of the reasons why a Government in appointing a Commission of this description would desire to enlist, if possible, the services of Dr. Goldwin Smith, the leading educationalist and publicist of his age. We, in this Province, have come to realize—and perhaps we have been a long time in coming to that realization—we have come to realize and appreciate the blessing of his residence among us, and the advantages which have come to our public men and to the bulk of the population from the intimate

relations which have existed for a number of years now between Dr. Goldwin Smith and the people of this Province.

Hence it was that I was filled with the most sanguine anticipations when I asked that gentleman to take a place on this Commission, and hence it was that upon receiving his acceptance of my request I felt satisfied that I had done a wise and fortunate thing in asking him.

Another gentleman whose services were enlisted on this Commission, who bears a name that has had an honoured place in this House—Sir William Meredith—is one of the most distinguished of our Jurists and a gentleman who is second to none in his continuous and emphatic enthusiasm in behalf of everything that will make for the benefit and advantage of the University of Toronto.

Let me mention also the names of Mr. J. W. Flavelle and Mr. B. E. Walker, whose valuable services were also enlisted. Both these gentlemen are recognized by all of us as of the highest possible standing in business and banking circles in this Province. They have shown to the people by the interest they have taken in many public movements and by the time and labour spent by them in whatever tends to promote the welfare of the people that they deserve well of their country, and we are glad indeed to enlist their services in this important work.

Then, Sir, we had the assistance of Mr. A. H. U. Colquhoun a distinguished graduate of the University of McGill, a journalist of repute and a gentleman who has paid a great deal of attention to educational matters. We felt that in securing the services of Mr. Colquhoun we were also fortunate indeed and our anticipations have been fully justified.

I need add little in regard to the other two gentlemen who contributed by their presence so largely to the success of the Commission, for much that I have already said may be aptly applied to them. The name of Rev. Canon Cody carries with it conviction of his aptitude for a situation like this and his enthusiasm for the

University of Toronto of which he is a distinguished graduate is too well known to call for any words of mine. These remarks apply with equal force to my good friend Rev. D. Bruce Macdonald, who has shown his capacity as the head of an institution which has already made its mark upon the educational affairs of Ontario. Every one who knew of his affection and enthusiasm for the University of which he also is a graduate must have been gratified when we were able to enlist his services in the work of this Commission.

I felt, Mr. Speaker, when the Government had succeeded in securing the assistance of these gentlemen that the success of the Commission was assured. I felt that we had shown an amount of wisdom which perhaps we hardly expected of ourselves. And so the Commission was constituted and so it went about its work.

The Commissioners devoted a great deal of time and attention to their task. They held seventy-seven meetings, took a large amount of testimony, written and oral, and visited ten of the Universities of the United States. Their report was awaited with great interest and received with general approval. It is remarkable for the admirable arrangement of the several branches of the subject, for its lucidity of statement, and it will, I feel assured, rank as one of the most valuable State papers of the Province. I conceive, Sir, that I cannot more earnestly express my appreciation of both the manner and the matter of it than by using its language in arguing in favor of those of its conclusions which we adopt.

At the risk, Sir, of wearying the House, I will ask hon. members to listen to several extracts from this very valuable and interesting document :—

“The situation with which we were called upon to deal was complicated, both by the peculiar structure of the University, due to its origin and history, and by the fact that the advance of science and the extension of utilitarian ideas have changed and broadened the scope of University training everywhere. In this new world, with great natural resources to develop, and with an



ever-increasing variety of material industries to attract the energies of young men, the objects of University education have been both multiplied and modified. The modern University, still cherishing the love of learning and intent upon the pursuit of knowledge, must adapt its courses of study to every phase of human progress. It must set the standard of public education. It must minister, in ways hitherto deemed to lie beyond its domain, to the practical as well as to the intellectual and moral needs of the country. The University of Toronto, as we now find it, with its federated Arts Colleges and theological schools, its Faculties of Applied Science, Law and Medicine, and its affiliated colleges, is a striking example of the revolution that separates the present from the past. Its re-organization twenty years ago occurred just when there had come over the academical world in general a re-consideration of previous aims and limitations. The English Universities, which in their early days had been repertories of all the knowledge then existing, though in a scholastic form, had in later times become finishing schools of culture for a wealthy class, and those destined for the clerical and other learned professions. The only subjects taught were those specially adapted to the purpose of culture,—Classics and Mathematics, with the addition, at Oxford, of Moral Philosophy and Logic. Both Oxford and Cambridge, moreover were almost entirely in the hands of the clergy. Professors of Natural Science there were; but their subjects had fallen into abeyance and their lecture rooms were empty. The Universities of the new world had, in the main, been formed after the pattern of those in the Old Country. But now came the age of science and of demand for an education which should not only cultivate the mind but fit for the practical occupations, and help to the prizes of life. Even Oxford and Cambridge, now re-organized, declericalised, and relieved of tests by Parliament, have enlarged their courses of instructions by the admission of more modern and more practical subjects—Law, History, Political Economy and Natural Science. But unlike the teaching of Classics or Mathematics, the teaching of practical science required a very costly equipment; and, in Ontario, owing to the imposition of religious tests in King's College, the establishment of several denominational colleges had unfortunately distributed the resources of the Province in University education. There came into being more Universities than the Province could support. When, therefore, the time to provide expensive science training arrived, re-concentration of resources and the appeal of a strong Provincial University to the liberality of the people became necessary. Denominational Universities could not fail to perceive that it was only on a very narrow basis that they could henceforth hope to subsist on their own



resources. But in the industrial and commercial communities of this hemisphere, the demand for the full recognition of practical science and its admission to the University curriculum was naturally more pronounced and pressing than in England. A great Canadian engineer was bewailing the opportunities which, for want of education in his line, were being missed by Canadian youth. Just across the line, Cornell was being carried rapidly to the front by the excellence of its Practical Science Department. It was at this juncture that the University of Toronto was organized on its existing basis.

"In approaching the task of framing a new scheme of government to replace the old, we have been led to realize the duty which rests upon the people of the Province. The University of Toronto is a State institution. It is dependent upon public aid for its existence and development. The maintenance of its efficiency as the crown of the educational system is a matter of supreme interest and importance. During sixty-five years the institution, under the varying conditions that have affected its welfare and usefulness, has borne a large and honourable share in national education. In its class rooms some of the best intellects of the country have been trained. The zeal and learning of its teachers, during two generations, have left an indelible impression upon the ranks of professional men, upon those who have engaged in public affairs, and upon the chief ornaments of the teaching body, in our primary and secondary schools. It has also trained men of talent who have carried the renown of the University abroad and who now, to the honour of their *Alma Mater* and with credit to themselves, occupy places of the highest distinction in the educational world. Many of its professorial chairs are filled by its own graduates, whose literary and scientific achievements are part of the contribution which the institution has made to the national advancement. No University has better reason to be proud of its graduates and students, and if we speak plainly and fearlessly, as it is our duty to do, of its imperfections of government, we desire to be understood as holding in esteem the fame the institution enjoys among the universities of this continent. The State aid bestowed upon it has yielded a manifold return to the Province and the nation. The University should continue to be regarded as a trust handed on by its founders and the early settlers of the country to the present generation. The action of the Legislature last session proves that the Province does not wish to abandon one of the noblest of its obligations or to cease to concern itself with the task of providing higher education for the people. A liberal policy in dealing with higher education is dictated by sound statesmanship and an intelligent outlook. The modern conception of University training imposes new and serious burdens, but these

burdens are cheerfully assumed in every progressive country. It is felt that both intellectual and material advancement are intimately associated with the most thorough and complete instruction, especially in a new and growing community. If we are to heed the lessons of the past, neglect of these necessary measures would certainly entail a lower standard of national efficiency. This view has happily prevailed in Ontario. While maintaining the University of Toronto as a seat of learning in accordance with the inherited traditions of the Old World, the Legislature has not been slow to adopt a wide interpretation of what constitutes university training in our day. An agricultural college, of high repute for the excellence of its work in applying the discoveries of science to the pursuits of husbandry, has been established. The public funds have also been drawn upon for the creation of the School of Practical Science, the success of which in respect to the number of students and the variety of technical training provided is an indication of popular support and approval. Both these institutions supplement the work of the University and establish its claim to minister to the educational requirements of all classes and interests.

"The labours of the Commission, therefore, have been directed *not* to the severing of the connection between the University and the State, with which it is inseparably associated to the welfare and honour of both, but to submit such changes of administrative machinery as may tend to harmonize and unify its somewhat disjointed parts and lend new vitality to the whole system. A method has been sought by which the Province might adapt from the experience of other State institutions a plan suited to local conditions. But the inquiries have been pursued for the purpose of reconstruction rather than of destruction. We have been mindful of the fact that the University of Toronto, although faulty in its scheme of government, has a history and tradition peculiarly its own. In seeking to apply a remedy to an imperfect set of conditions, we have not forgotten that these conditions are not exactly reproduced anywhere else, that they have sprung from exceptional causes incident to the educational situation of Ontario, and that an ideal scheme of University government, pleasing in theory, and apparently fortified by examples at home and abroad, might easily prove unworkable here.

"Nor should it be overlooked that the future expansion of the University, not less than its present needs, is a consideration of vital moment. We have a right to assume that in the years to come the University of Toronto will more and more assert its influence in the national life of Canada; draw to its academic halls students from every part of the continent, and, as a fountain of learning and a school of scientific research, worthily maintain

the reputation of the past. To limit our vision to the possibilities of the immediate future would be a narrow policy. A scheme of government created to-day must keep in view the gradual but certain enlargement of half a century hence."

Among the defects of the present System noted by the Commissioners, we find :—

"We have no doubt that one of the principal contributory causes of this condition is the exceptional and unsatisfactory method by which the powers of the Crown in relation to the University have been exercised. No parallel to this method exists either in Great Britain or in North America. The State-owned and State-supported Universities of Michigan, Wisconsin and other States of the American Union offer the closest examples for comparison. In these cases the State invariably delegates its power to trustees or regents. These trustees are either appointed by the Governor of the State or are elected by the people. To administer the affairs of a State University by a political government, occupied with different matters, constantly changing its party character, and gifted with no special talent for the management of Universities, has not commended itself to a practical and progressive people. We see no ground for the belief that this plan of direct State control, rejected abroad and in ill-repute at home, can be made a success in this Province.

"Another inherent defect in the administrative system is the lack of a clearly defined distribution of authority in matters of academic policy. This is partly due to the plan of federation itself, but is intensified by the existence of several governing bodies with overlapping powers and with liberty to act independently of one another. It is also seen in the slackness of of the federal bond which seems to assume at every turn the possibility of sudden termination. The Senate with guaranteed representation for the federated Universities and colleges is a fluctuating body which delegates its most important work to committees. The University Council is not constituted so as to promote unity of action either in an executive or advisory capacity. The Council of University College is unable to invite and secure that co-operation with the faculties of the other Arts Colleges and the University Faculty which would promote academic efficiency. The absence of proper machinery for the direction of the student body in its various relations and for the maintenance of order is also a source of difficulty.

"A remedy for these defects could easily be found in the complete recasting of the University constitution, but as regard is to be had for the rights of the federated members, other

means must be sought. A co-operation of the various bodies, the creation of a simpler central authority, and a clearer definition of the place and working of each part in the whole scheme is the course which, after careful investigation, appears to be the most feasible and desirable.

"The University has also suffered, through a long period of years, from an insufficient revenue. The effects produced by financial stress and strain need no description. At the time when expansion in University work is almost indefinite and imperatively required, if our national equipment for higher education is to keep pace with the demand, the policy of crippling the State University is shortsighted and might prove disastrous. We have already referred to the duty of the Province in this respect. Not less is it the interest of the State to devote a generous share of the public funds to the development of an institution so intimately associated with the material interests of the country. Canada must train her own sons to be her captains of industry. The agricultural, mineral and forest wealth and the water power of this Province call for a practical capacity and a specialized knowledge which only a modern University can supply, and it is the happy function of the Legislature not only to sustain the moral influences that come from higher education but to contribute to the national prosperity by adequate votes of money for the training of youth.

"We are strongly of opinion that the University's claim for increased endowment cannot, either in wisdom or in safety, be delayed or resisted."

Then we have an outline of the suggested reconstruction :—

"In drawing up a scheme of government for the University we have kept in view and have had regard to those special conditions which cannot be ignored if the suggested reforms are to be practicable and effectual. The considerations that have thus weighed with the Commission are : first, that the University has a history and traditions expressed in the structure of its constitution ; second, that it is a federal institution uniting in one field of operation the training given by the State with the training given by several religious colleges ; third, that the purpose of the reconstruction is to simplify the system and co-ordinate the duties and powers of the various bodies ; fourth, that the University is the possession of the people of the Province and should be so governed as to produce the highest type of educational service consistent with the resources placed at its command ; fifth, that the support given by the State should be measured only by the educational needs of the people. To this end we may briefly summarize the principal conclusions to which we have come :

- " 1. The powers of the Crown in respect to the control and management of the University should be vested in a Board of Governors, chosen by the Lieutenant-Governor-in-Council, and subject by the method of appointment and by the regulation of their proceedings, to the perpetual authority of the State.
  - " 2. The Senate, with its legislative and executive powers and based upon the principle of representation of the federated and affiliated institutions and the faculties and graduates, should direct the academic interests of the University.
  - " 3. The School of Practical Science should be united with the University as its Faculty of Applied Science and Engineering, and the same intimate connection should, as far as practicable, apply to the relations of the Faculty of Medicine to the University.
  - " 4. University College should continue as now constituted, with a Principal, Faculty Council and Registrar of its own, its administration being under the direction of its Faculty Council, subject to the control of the Governors, and appointments to the staff being made on the recommendation of the President of the University.
  - " 5. There should be created, a Council of the Faculty of Arts composed of the faculties of all the Arts colleges and representatives of the federated colleges, and a Council for each Faculty.
  - " 6. There should be created a Caput or advisory committee, having authority in certain matters of University discipline, which may act as advisory to the President.
  - " 7. The office of Chancellor should be retained, its occupant to be elected by the graduates and to preside over Convocation and confer degrees.
  - " 8. The office of Vice-Chancellor should no longer exist, its functions and duties being transferred, in certain respects, to the President.
  - " 9. The office of President should be clothed with additional powers, making its occupant in fact as well as in name the chief executive officer of the University.
- " The plan of re-organization of which the above is a synopsis, aims at dividing the administration of the University between the Governors, who will possess the general oversight and financial control now vested in the State, and the Senate, with the Faculty Councils, which will direct the academic work and policy. Upon these two executive branches and whatever dependent machinery

may be set up to carry out their authority, the whole administration should rest. They are designed to be the permanent agencies in the system of government, with their spheres of operation clearly defined and the functions of each duly prescribed. To the Governors will fall the guidance and management of the University in the broad sense, now divided between the Lieutenant-Governor in Council and the Board of Trustees. To the Senate will be assigned the duty of determining the extent and character of the teaching work of the University and University College, the suggesting of new faculties, departments and chairs, approval of the courses of study, the conferring of degrees, and the whole range of subjects included in the academic programme, subject in most cases to the approval of the Board. The Governors and the Senate, between them, comprise those portions of the administrative system which will probably not be altered in the process of time. The other parts of the system may be changed or modified as experience suggests.

"The connecting bond between the Governors and the Senate should be the President. His identification with the academic side of the University life makes him the natural channel of communication between the two. His powers should be sufficiently defined to constitute him the general executive officer, subject to the Governors, and the representative of those special University interests which are under the guardianship of the Senate.

"To administer the affairs of a great University with vigour and distinction is well-nigh impossible unless the central authority is strong and devotes itself without ulterior interests and motives to the single purpose entrusted to it. The history of the Provincial University has demonstrated the disadvantage of direct political control. Despite the zealous efforts of statesmen and educationists the University became on many occasions in times past the sport of acrimonious party disputes. Its interests were inextricably confused in the popular mind with party politics, although with these it had, in reality, little concern. The various Ministries which at different times since 1839 have tried to re-construct the system of administration, instead of handing over to the authorities of the University the carrying on of its affairs, reserving to the State the power of controlling and resuming the trust if conditions rendered that proceeding advisable, burdened themselves with a responsibility which, in many respects, they were unfitted to discharge. The fruits of this policy have been a gradual decline of public sympathy with the pecuniary needs of the University, and an element of uncertainty and impotence in its internal management. The progress of the University has been due to its situation in the richest Province of the Dominion, to the prestige of connection with the State, to the talents of its professorate,



and the too often unappreciated labours of its governing bodies. Under circumstances that were at times discouraging, and subject to influences that tended to disintegration rather than development, a task demanding unity of aim and concentration of energy has been sustained with difficulty. A complete change is imperative if the University is to fulfil the high purposes which modern educational conditions have made essential to the well-being of the country.

"We have examined the governmental systems of other State Universities upon this continent and have found a surprising unanimity of view upon the propriety of divorcing them from the direct superintendence of political powers. In Minnesota the Governor appoints a Board of nine regents with three additional *ex-officio* members. In Wisconsin the regents are appointed by the Governor, while in Michigan they are elected by the people of the State. The tradition in these and other States is to keep the University free from party control. The regents may be party men, but it is generally a custom to re-appoint them, whether the Governor for the time being is of the same political opinion or not, so that the two political parties are represented on the Board. In earlier days traces of political influence were seen, but the tendency now is for the Legislatures to vote the necessary supplies without hesitation, and to leave to the University authorities the management of the institution. The position of regent is considered a high honour and is bestowed upon some of the chief citizens of the State who serve without remuneration. It is found by experience that the Legislatures do not cease to act with generosity because the University is not a department of the State Government. The contrary is the case. The State Universities flourish under a system which frees them from party interference.

"A proposal to delegate the powers of the Crown to a Board of Governors is dictated by the desire to impart strength, continuity and freedom of action to the supreme governing body. It is in accord with the practice of other communities possessing State Universities, and is supported by the unanimous testimony of those whose advice has been sought. It is designed to secure an instrument of administration truly representative of the whole Province.

"In order that no part of the State's authority shall be surrendered, and that the University shall retain the advantages and enjoy the dignity of State support, we recommend that the Governors be nominated by the Lieutenant-Governor in Council."

I draw the attention of the hon. gentlemen to the importance of this matter. Hon. gentlemen will observe, as I go on, the great

cr : with which the provisions have been decided upon in order to protect the interests of the public and the power of the Legislature and the Crown :

"The suggestion that some of them should be elected by the graduates was a subject of long and careful consideration. The loyal affection of the alumni for their Alma Mater we recognize as a valuable factor in the formation of public opinion favourable to the interests of the University. This feeling is one honourable to the graduates themselves, and in the case of privately-endowed Universities has been productive of much benefit. The Chancellor, whose office has existed since the foundation of King's College, is chosen by the votes of the graduates and has a place *ex-officio*, on the governing Board. This office, in our opinion, should be preserved. The President should also be a member, *ex-officio*, of the Board. With these exceptions the Governors should be named by the Lieutenant-Governor in Council. In our opinion no step should be taken to lessen the responsibility of the Legislature for the efficient management and support of the institution. To confer upon the graduates the power to elect some of their number to the Board would divest the State of its full control of the governing body. This in our opinion, would be unwise. We assume that in the selection of Governors the Government will not from time to time overlook the claims of suitable persons who are graduates to membership on the Board and thus confer the distinction without impairing the authority of the Crown over the University. This authority should be fully asserted in three ways, first, by the provision that of the fifteen Governors." (It is quite possible that we may consider it desirable to increase the number slightly). "All except the two *ex-officio* members should be appointed by and removable by the Lieutenant-Governor in Council ; second, that detailed statements of the expenditures and the investments should be annually furnished to the Government ; and, third, by the provision that no expenditure involving any encroachment on the endowment should be made without the sanction of the Lieutenant-Governor in Council.

"With these limitations, designed not to hamper the governing body in the management of the trust, but to preserve unimpaired the control of the State, the Governors would exercise all the authority which is needful.

"The Governors, if fifteen in number, would be sufficiently numerous to permit of their being drawn from different parts of the Province. They should be representative men. The position of Governor is one of such dignity and importance as to command the services of the most influential and experienced. The Government should appoint the chairman of the Board. The term of



appointment we suggest is six years, three of the members of the first Board retiring at the end of two, and five at the end of four years." (And this arrangement would be adjusted, if the numbers were changed.) "This ensures a more or less permanent body frequently recruited by the Government from those who represent the latest phases of University opinion or possess other desirable qualities. The Board, therefore, would be in touch with public sentiment. While the duties and responsibilities of this new governing body in respect to the finances of the University are analogous to those discharged by the trustees, the enlarged status and privileges conferred distinguish it completely from the Board it displaces. The Governors may be expected to regard the high trust they are to assume from the broadest standpoint. The University is a federal institution. The vitality and prosperity of every federal unit of it will determine the success of the whole. The Governors, having no party interests to serve, and no personal ends to promote, not being representative of a particular college or its interests or of the State institution alone, should command the confidence of the Province. The power of appointment should be vested in the Governors, the appointments to the teaching staffs of the University, of University College and all Faculties controlled by the State being made upon the recommendation of the President."

With reference to the great office of President of the University, the Commissioners say and I desire to call hon. gentlemen's attention to this because it is well understood that in the United States the President is no unimportant factor in the present system of University management :—

"The autocratic presidency is associated in the popular mind with many Universities in the United States. The growth of duties that are chiefly administrative in modern Universities demands a man of unusual executive ability, and if he is in addition, a man of academic distinction, he naturally becomes the outstanding figure and the ultimate source of authority. Both in the privately-endowed and State-supported Universities of the Republic force of character and the talent for administration readily secure for the President large powers. Usually there are no specific enactments giving to him the extensive authority which he exercises. As a rule, the personality of the man determines the extent of his powers. There is a common, though not unanimous, acquiescence in this method of control. The situation is not without its dangers, and there is observable some tendency to question the advisability of one-man power with its possible effect of weakening the other parts of the system.

"In Canada the influences have been in a contrary direction. The changes made from time to time in the constitution of the University have, rather from accident than design, reduced the powers of the President to a degree which has provoked from one quarter the ironical remark that it might be in contemplation to abolish the office and thus effect a saving of salary. This was actually the condition during the twenty-year period following 1853, the position retained being that of President of University College, who was not a member of the governing body of the University. To this may, perhaps, be traced the reluctance in subsequent legislation to assign to the Presidency any particular importance in the general scheme of administration. By the Act of 1873 the President was given a place in the Senate, and when federation was authorized in 1887, and the University became a teaching body, the functions of the office were necessarily enlarged, although the Vice-Chancellor remained chairman of the Senate, and thus divided with the President the chief place in academic matters. When the University Act was revised in 1901 the duties of the position were set forth in some detail but not with the effect of enhancing its authority or making it a working force. The practice and traditions of half a century, therefore, have tended to curtail the power of the President, and to deprive the University administration of that directing executive quality which in every department of effort in the modern world is regarded as indispensable.

"To rectify this blunder it is unnecessary to advocate the creation of an autocrat, or to magnify one portion of the system at the expense of the others. By delegating to a Board of Governors the general control of the University and leaving to the Senate general oversight of academic matters, the office of President assumes its natural place, and may be clothed with such authority as must greatly tend to strengthen and simplify the machinery of government. At present when appointments are made by the Lieutenant-Governor in Council, when the purse is controlled by the Board of Trustees, when the Senate with the Vice-Chancellor as chairman, directs academic policy, and the President is also one of the teaching staff, the Presidency is not made an office of sufficient importance in the University. The head of a great University, to be influential, must have wide powers, but he need not be supreme.

"We believe that the Governors, as representing the Crown, should select the President. As their appointment for short terms ensures their acceptability to the public, so he, owing his appointment to them, must work in harmony with them, and be amenable in all respects to their supervision. The test of his success as an administrator will be his ability to secure the co-operation of the

Governors since, lacking their ratification of his acts, all his efforts must be futile.

"He should be relieved of all teaching duties. He should be a member, *ex-officio*, of the governing body, but not its chairman. He should preside at meetings of the Senate. This would bring him into constant and intimate contact with both the business and the academic side of the administration. He should be, in general, the channel of communication, between the Governors and other academical bodies. The President should possess those academic sympathies and qualifications which would make him a suitable chairman of the academic body, the Senate. He should also preside over the Council of the Faculty of Arts, of right attend meetings of all other councils, and be given power to summon meetings of any faculty, or joint meetings of faculties. This would centralize responsibility, the lack of which, in our judgment, has been one of the serious defects of the present system. The distribution of power over so many agencies, with the final appeal to a political Ministry, entails upon the executive officer of such a system, a continual effort to reconcile conflicting elements without in the end being able to enforce the decision.

"The question of making appointments to the staff concerns the very life of the University. It is clear that the governing body should make all appointments. The method of procedure is of the first importance. Every possible assurance should exist that the efficiency of the staff is not determined on any other ground than that of merit and quality. In the case of a University with a history extending over sixty years, there is sure to be abundance of evidence to serve as a warning of what to avoid and to suggest the best method of filling vacancies, making promotions, and deciding upon retirements. The right to recommend should rest with the President, who, as the academic head, is the natural adviser of the governing body. Without his recommendation the responsibility of action would be divided. Appointments, therefore, should be conditional upon his nomination. The President, under such circumstances, would necessarily consult with those distinctly qualified to give him advice. The fact that the Governors would hold him responsible for the character and fitness of the appointment would render him careful to exhaust every possible avenue of information. It would entail a constant search for promising men in every department of University work, and compel the President to have a knowledge of the standard of ability required in other Universities which he would be free to apply at home. The spirit in which this duty would be discharged, and the measure of success attending it, would go far to indicate his own fitness. The highly important, and at times delicate, task of ensuring the maintenance of the quality of the work done by the individual members of the staff, is also best performed by the President."

Now, Sir, in addition to what I have alluded to here as being the opinion of the Commission, I may be allowed to say that, in the opinion of the Government, the President should be a man of high attainments, a good business man, a man possessing marked individuality, and, above all things, a man of determination and force. He should be a man for whom search will have to be made.

With reference to this branch of the subject, I would like to be permitted to quote here from the *Globe* newspaper its views of the type of man required for the office of President.

On 16th Dec., 1905, the *Globe* said: "The President is the one man known to the public as an expert in University affairs, chosen because of his special qualifications, devoting himself solely to development of the institution in all its departments, and properly held responsible for mistakes. That is the President's business. Choose him for that work, and demand that work of him, and he will rise to the occasion. Divide his responsibility among members of the Committee, and, if he is a strong man, he will dominate the Committee; if he is a weak man, he will find shelter behind it. What the University needs, and what the public demands, is the proper organization of the various faculties—Arts, Medicine, Applied Science, Engineering—under competent heads, and all under a responsible President, who shall be in close and constant relations with each department, and shall represent its needs in all matters of equipment and teaching. Not otherwise, we are persuaded, can the large problem of the Provincial University be solved."

I quote again from the *Globe*, April 7th, 1906, as to Board and its duties: "The recommendation of the Commission is that the powers of the Crown in respect to the control and management of the University should be vested in a Board of Governors, chosen by the Government, responsible to the Government, and exercising such authority as may be delegated to it by the Government, and to that Board will fall the duties of management and appointment now divided between the Lieutenant-Governor in Council and the Board of Trustees. With that recommendation many friends of the University will be disposed to agree. The *Globe* has stood, and would still stand, for more direct Government control. Especially in matters of the professorial staff we would have approved of direct control by the Government, based on the recommendation of the President. The judgment of the Commission is against 'direct political control,' and, provided the Board of Governors is merely the executive of the Government

and under the immediate control of the Crown, we will have no serious disagreement over this point. The safeguards in the matters of the appointment and retiral of the Governors would seem to be sufficient to secure the authority of the Government and protect the interests of the Province. We approve without reservation of the appointment of the Governors by the Crown rather than, as was advocated in certain quarters, their election by the graduates."

I may say that, in my opinion, the Editor of the *Globe* has arrived at a proper conclusion there, and that his statement of what he hopes will be the fact, will turn out to be the fact:

"We most cordially approve of the definition of the office of President given by the Commission. Everything in this regard for which the *Globe* has contended during the past three years is covered by the description given of the President and the recommendation made as to his authority, both in the academic life of the University and in its executive administration. Given a man of the proper gifts and graces, a mild and reasonable autocracy would not be a mistake. The President as conceived by the Commission is neither an autocrat nor an underling. He is clothed with sufficient authority, and it will depend upon his own abilities and aptitudes whether he is in reality the master of the situation. He will be *ex-officio* a member of the Board of Governors, and without his recommendation no professorial appointment or promotion or dismissal can be made. He will be Chairman of the Senate—the Vice-Chancellorship will be discontinued—and, relieved from all teaching duties, he will be in close touch with all the faculties and with the entire academic life of the University."

Now, Sir, with reference to the School of Practical Science the recommendation of the Commission is as follows, and it is of the greatest possible importance :—

"On the other hand, the University has suffered from the inclusion of a Faculty subject in no adequate sense to its general control and discipline. The University, having no control over its Science Faculty, has been deprived of a powerful lever in appealing for national support. The executive functions of the University have been weakened, and the problem of student discipline has not been rendered easier.

"To account for this defective administration we must go back to the Act of 1873, already quoted, which established the School when the future scope of the University teaching in the realm of the applied sciences was not fully understood. Contemporary in

origin with the establishment of the Agricultural College, the School of Science, like its flourishing ally, was permitted to develop separately from the University. The policy pursued in the State-owned Universities of the United States is to have the Faculties of Science and Agriculture in visible unity with the whole institution, and this has, doubtless, led to more generous endowments from the Legislatures than if the claims of higher education had been less strikingly demonstrated.

"In recommending the union of the School of Practical Science with the Provincial University the belief of the Commission is that closer relations will be of advantage to both. In a new country like Canada, with an era of constructive undertakings before it, with undeveloped wealth in farm, forest, mine and water power, the practical part of the University course is of importance. The Provincial system of education must take into account all the educational requirements of the country. The development of the natural riches of our northern region creates many openings in engineering and industrial work. This provides careers for men with the requisite skill and training. There has been, during the past few years, a large increase in the number of students in the School of Practical Science. For the Province to turn a deaf ear to the need of greater support for this class of training would be a mistaken policy. The scope of usefulness for the Faculty of Applied Science and Engineering is widening. The Science Faculty must not only perform its University functions, but, if possible, minister to the popular demand for special technical instruction. Its laboratory equipment might be employed for the benefit of those who intend to apply their knowledge to the manufacturing arts and industries without being registered students of the University. The extension of training in science by means of lectures delivered at the chief centres of the Province, and the enlargement of museum facilities for the study and display of our natural resources, are questions which also press for early consideration. The exact relation which the Science Faculty should bear toward the primary technical schools of the Province, so that its equipment may stimulate and serve this department of State education, calls for thorough inquiry and decision.

"On the inclusion of the School of Practical Science in the University the sums voted by the Legislature for both will be added together. The total amount will, therefore, bear the appearance of larger expenditure, when, in reality, it will be a transfer of expenditure. This should not be misunderstood. It does not free the Legislature from its responsibility in respect to science training. Otherwise the union of the School with the University would prove a burden upon the latter."



I do not propose to follow further in detail through the numerous branches of the University work, every one of which deserves a detailed description and is of great interest to our people. I will content myself with merely referring to them in passing. Besides the School of Science we have also the Faculty of Medicine, Medical Training for Women, Faculty of Law, Instruction in Forestry, Household Science (in connection with which I should call attention to the generous gift of Mrs. Massey-Treble), Art Schools, Music, Research Work, Library, Museum, Meteorological Observatory, Pedagogy, Agricultural College, Veterinary College (with regard to that the Government have already taken steps to establish a department of Veterinary instruction), College Residences and Discipline and Students' Committee.

On the question of discipline the Commission reports:—"In matters of discipline we are of the opinion that as far as possible each College and Faculty should be responsible for its own students. To deal with all cases of discipline which fall outside the jurisdiction of Colleges or Faculties we suggest that the Caput should have disciplinary jurisdiction. The Caput should also act in all cases of inter-college or inter-faculty discipline and where any doubt arises as to the proper disciplinary authority the Caput should have final power to resolve the doubt. A conflict of jurisdiction would in this way be speedily removed.

"We would recommend that in matters affecting the general interest of the student body, there should be a Students' Committee, recognized as officially representing the undergraduates as a whole. Such a Committee would be a proper means of communication between the authorities and the students, and having a right to speak for their fellows, could come to an understanding on questions which might arise before they became serious. The composition of such a committee is a question which it is properly the duty of the Board to determine. We would suggest, however, that as far as possible membership in it should be *ex-officio*, that is, that undergraduates holding office in organized student associations should be brought together to form the general committee of students."

We now come to one of the most important questions dealt with by the Commission, viz., the relation of Trinity College to the University:—

"The relation of Trinity College to the University and its precise position in the federal system, have entailed special inquiry and consideration.

"The Act of 1901 provided for the entry of Trinity College into federation. Trinity, like Victoria, was to suspend its degree-conferring powers except in theology, and its removal to a site near the Queen's Park on the University land was contemplated, provision for the delivery of University lectures at Trinity College in the meantime being made. The Act empowered the Board of Trustees of the University to make an agreement with the governing body of Trinity College for its federation on these terms, authority being also given the Trustees to agree to such other terms, subject to the assent of the Lieutenant-Governor-in-Council as might be deemed best in addition to or in lieu of the provisions of the Act. This agreement was to possess, and now possesses the force of a statute. When it was framed in 1903, the policy contemplated by the Act, namely, the removal of Trinity to the Queen's Park, was changed, and the conclusion reached was that this policy should be abandoned and that Trinity should continue to occupy its present buildings, provision being made for, amongst other things, the permanent duplication there of lectures, the expense of which was to be borne by the Province, and for the setting aside of land on which Trinity might erect a building for the use of its students while attending lectures at the University.

"The basis of federation then reached is not, in the opinion of the Commission, a satisfactory one, and we have earnestly sought some means by which the whole situation can be relieved and simplified.

"To that end we invited the Provost and other gentlemen connected with and who are deeply interested in Trinity to discuss informally with us the possibility of an arrangement being come to by which Trinity would, as contemplated by the Act of 1901, remove to the Queen's Park and the necessity for the duplication of lectures be avoided.

"Several conferences with the Provost and members of the corporation and of the Board of Endowment of Trinity, for the informal discussion of the subject have been held, but unfortunately it has not been possible to arrive at a basis of agreement acceptable to Trinity, and one that we can recommend for adoption by the University.

"The removal of Trinity from its present seat to the University ground would entail a large expenditure for the erection of new buildings and Trinity is not unnaturally unwilling to provide for this expenditure by bringing present sale, its valuable property on Queen Street West, and it is open to serious doubt whether the proceeds of the sale would be sufficient to meet the outlay.



"The policy of Trinity is to hold the Queen Street property for some years in order that it may benefit by the increase in its value, which it is confidently hoped by Trinity may be expected in the near future and that the increased value of the property would eventually provide for the enlargement of its accommodation on the present site or for the erection of new buildings on another site.

"It was suggested during our discussions that if a Provincial guarantee of a loan to be raised by Trinity on the security of the Queen Street property, and the buildings to be erected on the University land were obtainable, it would be possible for Trinity to borrow what would be required for the erection of new buildings and continue its policy as to the Queen Street property, and that in that event Trinity might be willing to agree to remove to the University ground.

"Though we were unable to reach a conclusion which would enable us to make a specific recommendation, the subject is one deserving of further consideration, and we recommend that it be taken up by the *Board of Governors*, and that a further effort be made to arrive at a basis of agreement more satisfactory than in our opinion the one now existing. It would not seem unreasonable that the Province should guarantee the suggested loan if the amount of the loan were limited to the value of the Queen Street lands, and proper provisions were made to guard against the possibility of the security being impaired from the interest on the loan being allowed to fall into arrear. It would be proper also, we think, to reserve for a reasonable time for Trinity College a suitable site on the University ground. In the meantime it will be the duty of the authorities of the University to carry out in the spirit as well as in the letter, the existing arrangements for the duplication of lectures."

I have come now to the portion of the Report which I think I may describe as the foundation on which the future prosperity of the University must rest, viz., the financial support to be rendered to the University, and into this important question the Commission went very thoroughly and carefully. I shall not read all the remarks upon this subject but I will go on from this point. As to this paramount question, the Commissioners say :—

"A survey of the ever-widening field of work before the University brings us to the question of the income needed for present and future requirements. It is clear that the University cannot be allowed to stand still. Its necessary expansion must be taken

into account and we feel sure that the Province desires its University to receive adequate support. A financial statement laid before the Commissioners by those authorized to speak for the University shows that a moderate estimate of the amount required from the Legislature during the next three years is as follows :

For 1905-6 .....	\$125,432
" 1906-7 .....	168,263
" 1907-8 .....	184,378

" This does not provide for the annual cost of the School of Science, the expenditures upon which, now voted separately, should, if the two institutions are united, be added to the sums required for the University. According to an estimate of the requirements of the School of Science during the next three years, the net amounts are :

For 1905.....	\$39,663
" 1906.....	56,255
" 1907.....	62,930

" In these estimates we find no provision for capital expenditures or exceptional outlays for maintenance but simply the sums needed to meet natural expansion on a moderate basis. For the two institutions, therefore, the Legislature would be called upon to vote during the next three years the following amounts :

For 1905-6.....	\$165,095
" 1906-7.....	224,518
" 1907-8.....	247,308

" With these figures before us, and after a careful inquiry into the additional expenditures likely to be required in the immediate future if the University is to be placed upon a proper financial basis, we have considered the whole question of income.

" In respect to additional expenditures, not included in the estimates given above, we recommend that sums sufficient for the initial support of departments of Forestry, Pedagogy, and Household Science, and for the cost of maintaining chairs for scientific subjects in Medicine should be provided. It is not easy to state the precise additional amount which these would require, but a sum in the neighbourhood of \$35,000 or \$40,000 is the smallest estimate that could safely be made.

" In determining the question of income, the amount and the method of providing it are both of moment. We believe that some means of fixing the income upon a definite basis should be found. It has been proposed that a certain percentage of some item of the Provincial revenue should be allotted to the University, and that the sum that this percentage yielded from year to year

would form the amount to be voted annually by the Legislature. It must be borne in mind that the financial needs of the University will grow greater from year to year both because of the increase of the population of Ontario and the growth of knowledge in the world at large. The items of Provincial revenue, therefore, from which that portion of the income furnished by the State is to come, must also be one which will grow greater from year to year in at least as large a ratio as that of the increase in population. For this purpose the revenue from Succession Duties has been suggested. It is true that this is a tax which has aroused much opposition and which may be subject to change in the future, but it has been selected because it is at present a tax which grows in some relation to the growth of the Province and therefore to the growth of the University requirements. The Provincial revenue from this source during the past six years has been as follows :—

1900.....	\$228,360
1901.....	376,661
1902.....	226,169
1903.....	386,948
1904.....	458,699
1905.....	684,143

or an average for the six years of \$395,163. As this particular source of revenue is supposed to be allocated under the Act to the discharge of certain Provincial expenditures, we have thought that the University income might be fixed by statute at a sum equal to a certain percentage of the revenue from Succession Duties. In order that this system might not introduce an element of inconvenient fluctuation, seeing that the revenue from Succession Duties varies considerably from year to year, we recommend that the percentage be calculated upon the average of three years' receipts. We believe that the income under this system or any other that may be selected, ought not to be less than \$275,000 at the inception."

Hon. gentlemen will observe that the recommendation of the University Commission is that the amount should not be less than \$275,000. At the present moment I have nothing to add with reference to that.

"In order to show that the figures suggested by this report are not only not extravagant but are in fact very moderate, we quote an extract from the report of the Board of Curators of the University of Missouri to the General Assembly of that State, made in January, 1902. This portion of the report was made for the purpose of inducing Missouri to help more liberally its State Univer-

sity, but the biennial income of the University as shown by its report was \$588,339, and of this \$226,126 was derived from the Collateral Inheritance Tax of the State, a fund similar to our Succession Duties. The following is the extract :

" 1. University of Michigan (not including the Schools of Mines or the Agricultural College),  $\frac{1}{4}$  mill ( $2\frac{1}{4}$  cents on the \$100) of property. Income from all sources in a Biennial period about \$1,000,000.

" 2. University of Wisconsin, about  $\frac{1}{4}$  mill ( $2\frac{1}{2}$  cents a \$100), for maintenance and a large tax additional for special purposes. Its income from all sources in a Biennial period nearly \$800,000.

" 3. University of Iowa (not including the Agricultural College), about 1-5 mill a year (.02 on the \$100). A similar tax in Missouri would yield for the Biennial period \$540,000.

" 4. University of Nebraska, 2-3 mill (about 6 2-3 cents a \$100). This is the largest tax levied in any state for the maintenance of its University. In Missouri it would yield a revenue in the Biennial period of \$1,600,000.

" 5. University of California (which has besides an endowment of more than five millions), 3-20 mill (1 1-2 cents a \$100). Its income from all sources in a Biennial period is not short of \$1,000,000.

" 6. University of Minnesota for maintenance alone (not including buildings), 3-20 mill ( $1\frac{1}{2}$  cent a \$100). The Biennial income is about \$700,000.

" 7. Ohio University, 1-10 mill (1 cent a \$100). Income from all sources in a Biennial period about \$600,000.

" 8. University of Oklahoma, 1-2 mill (5 cents a \$100). In Missouri this would yield \$1,200,000 in a Biennial period.

" 9. University of Illinois asks of the Legislature in the coming Biennial period \$900,000. I have no doubt that the expectation of the University will be fulfilled. They nearly always are fulfilled in that State.

" 10. The University of Kansas asks in the present Biennial period for \$450,000 which it will probably receive. Neither in population nor wealth can Kansas be compared with the great commonwealth of Missouri. Will Missouri give less money to her University?

" 11. Washington University in St. Louis has received in the last Biennial period about three millions of dollars. It had already received in late years a million and a half. When the Institution begins to feel the force of this immense sum (\$4,500,000) the State University may no longer hold the leadership of education in Missouri. It is beyond controversy that when her new buildings are completed Washington University will be ahead of the State University in buildings and equipment. It will also be

ahead in annual income apart from tuition. In addition to this it has a very large revenue from tuition fees. The great commonwealth of Missouri should not allow a private institution in one of her cities to excel the University of the entire commonwealth.

"12. Departing from State Universities let us call attention to the fact that we must all compete in some measure with the University of Chicago, whose income exceeds \$600,000 a year, or \$1,200,000 each Biennial period."

"As these figures are all given for a biennial period, one-half will in each case afford the proper comparison with Ontario. We should draw attention to the fact that these Universities are also afforded considerable financial aid by the Federal Government.

"Throughout North America little in the financial history of Universities has been more noticeable than the good effect of large grants of wild land. The original grant to the University of Toronto has borne abundant fruit, has, indeed, made the present state of higher education in Ontario possible. By the settlement of the Provincial boundary we have obtained control of what is called New Ontario. It does not, therefore, seem unreasonable to express the hope that out of this enormous area at least a million acres will be set aside for the University and University College."

Mr. Speaker, I have no apology to offer for having in addition to the mere skeleton of the history of the University dealt with in the first part of my remarks made up the main portion of my speech from the recommendations of the Commission. The reason I have done so is that the Government has practically endorsed all the conclusions of the report I have indicated here to-night.

We have decided that the annual sum to be paid shall be a sum equal to a certain percentage of the revenue from Succession Duties based upon the average of three years receipts. In the absence of my hon. friend the Treasurer, I do not propose to fix the percentage today, but our intention is that the sum shall be \$250,000 and that the percentage shall be fixed with this sum in view. (Applause.)

I think it well to say here that the Government intends that the Board of Governors shall be practically under the immediate control of the Government. The Government cannot, and does not desire, to abate one jot or tittle of its responsibility in this matter

and it is in this view that we have approved of the system of government of the University which has been outlined by the Commission.

The Governors will be appointed by the Government and I suppose in order to explain the situation properly,—not in anticipation that anything of the kind will occur—I suppose that the appointing power has also the power of removal.

Mr. Speaker, I am able, with a feeling of lively satisfaction, to announce that those most interested, viz. the authorities of University College, Victoria College, Wycliffe College, Knox College, St. Michael's College, and Trinity College, are in full accord with the provisions of the Bill. (Applause.) And, Sir, all those who love to look forward to the future, or what they may anticipate may be the future of this Province, those who are strongly and warmly interested in its intellectual advancement, those who are actuated by a burning desire that the future of this Province shall be one of which the people of Ontario may be proud, will be glad and happy to know that the statement just made by me is true to the fullest extent, for, to my mind, it removes all possible objections to the provisions of this Bill which I have the honour to commend to the consideration of the House. (Loud Applause.)

I need not enlarge upon the immense value and importance of this fact at this moment. Suffice it to say that the knowledge of it has rendered much easier the task laid upon the Government. But, Sir, I must close.

By the adoption of this legislation the people and the Legislature will have proved conclusively that they have realized to the full the responsibility which rests upon them with reference to the education of the youth of the Province.

By adopting it they will show that they have every confidence in the future of the Province, in its development and progress in

an intellectual as well as a material sense. They will show in short that they are not unworthy of the high destiny which their position in the world and the manifest favour of Providence in the past justifies them in anticipating for the future. (Applause.)

As for my colleagues and myself we shall have the satisfaction of feeling that we have not only fulfilled our pledges but have done our duty as we were permitted to see it, and I think I may say for each one of us that he welcomed the burden of the settlement of this great question, and, that we will look forward to no higher honour than to have been permitted to aid in putting upon a firm, lasting and permanent basis the future of the University of the great Province of Ontario.

I beg leave to move, Sir, that you do now leave the chair. (Loud Applause.)

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