

*The* EDITH and LORNE PIERCE  
COLLECTION *of* CANADIANA



*Queen's University at Kingston*

**Queen's University  
Library**

**KINGSTON, ONTARIO**

LP  
FSC  
18-  
THREE  
T

PUBL

It seem  
ous deve  
is beginn  
privilege  
sweetens  
entire ab  
expressio  
would r  
solely be  
of Toron  
take the  
College i  
ditional f  
is ready  
original  
when H  
other gro  
Victoria  
public, e  
ponse m  
a constit  
works.  
Mulock  
Universi  
that the  
sacrifice,  
brought  
recogniti  
they may  
not comm  
A propos  
evidently  
assigned  
Trinity a  
support  
amounts  
sertion is  
honorabl  
as a facu  
in Unive  
of Theole  
to depend  
believe in  
friends in  
creed, an  
Quebec.  
cause, af  
Toronto  
With sub  
than a w  
the year  
We hav  
Why sim

LP  
F5012  
18--G7

THREE BRIEF ADDRESSES BY PRINCIPAL GRANT ON  
THE DUTY OF THE LEGISLATURE TO THE  
COLLEGES OF THE PROVINCE.

PUBLISHED BY REQUEST OF THE RESIDENT MEMBERS OF THE  
UNIVERSITY COUNCIL.

1. AT CONVOCATION, ON "UNIVERSITY DAY."

It seems to me that at present there is a cheering prospect of continuous development before our institutions of higher learning. Wealth is beginning to show that it is awakening to a sense of its duty and privilege to foster them as the fountain heads of all that dignifies and sweetens life, and so far as the colleges are concerned there is an almost entire absence of those feelings of jealousy and hatred that once found expression in scornful and bitter words on both sides. Anything that would reawaken those feelings should surely be avoided; and it is solely because a proposal recently made by Mr. Mulock, Vice-Chancellor of Toronto University, is certain if pressed, to reawaken them, that I take the liberty of uttering a note of warning. Like every other College in the old and new worlds, University College is in need of additional funds. The field of the knowable is boundless, and every College is ready to spend millions on its staff, on laboratories, on libraries and on original work. Doubtless, too, the money would be well spent. But when Harvard, Columbia, Cornell, Princeton, Johns Hopkins and the other great colleges of the United States, or when Dalhousie, McGill, Victoria and Trinity are in need of additional funds, they appeal to the public, explaining fully why and what for the money is needed and a response more or less satisfactory is sure to be made. Each institution has a constituency that believes in it and is willing to prove its faith by its works. Instead of following this excellent example, my friend Mr. Mulock proposes that the Government of this Province should give to University College all the money that may be required by it; that is, that the friends of other colleges who have voluntarily and at a great sacrifice, and for what seemed to them good and sufficient reasons, brought their favourite colleges to such a standard as to compel universal recognition, should now be forced by law to give more money to extend, they may think needlessly, an institution which, however excellent, may not commend itself to them as embodying the highest university ideal. A proposal so manifestly unjust cannot be seriously considered. It was evidently made in ignorance of the facts of the case. The chief reason assigned was that the various denominations support Queen's, Victoria, Trinity and the other colleges, and therefore that the Province should support University College. I would like to ask what the Province amounts to apart from all the denominations. Aside from this, the assertion is inaccurate. The church with which we are historically and honorably connected is not responsible for the maintenance of Queen's as a faculty of arts and science, that is, for the same work that is done in University College. The church gives an annual grant to the Faculty of Theology, and to that Faculty only; for all other expenditure we have to depend on fees and on the liberality of those classes of the people who believe in us, for one reason or another. As a matter of fact our great friends have been the people of this city and county, without respect to creed, and the members of the Presbyterian Church in Ontario and Quebec. All honor to that Church for starting Queen's. It did so because, after repeated efforts, it failed in its attempts to make what is now Toronto University broad enough for more denominations than one. With subsequent contests we have nothing to do. It would be worse than a waste of time to revive their memories. We cannot return to the year 1840 or 1850 or 1860 or 1870, and it is well that we cannot. We have to do with the position of to-day. What is that position? Why simply this. That no one now dreams that one college is sufficient

for Ontario. University consolidation is another matter, though people often mix up the two questions rather ludicrously, and speak as if the consolidation of Universities would diminish the expense of teaching in the colleges. Everyone now admits that Ontario not only has, but that it needs, several colleges, all of them in need of increased funds, and some of them doing their best to meet their necessities without putting their hands into their neighbours' pockets. I would have supposed that the representative of the one whose friends have hardly yet been appealed to, would have faced the difficulty before him in one of two ways, (1) either by calling upon the Province to help, according to a wisely considered plan that would stimulate voluntary effort, every properly equipped institution that is admittedly doing good work for the Province; or (2) by calling upon the wealthy people of Toronto and its neighborhood, and the graduates and friends of University College, to put their hands into their own pockets. This latter and, perhaps more excellent way is the one favored by Dr. Wilson, President of University College, whose repeated words of brotherly recognition I cordially accept and reciprocate. He is a wise man and knows the Province well, and he did his duty in giving public warning that a proposal to assist one college with public moneys would arouse a not unreasonable opposition on the part of all the others. It would be a public calamity were the present friendly relations between institutions that have a common and glorious aim disturbed. But we would be destitute of self-respect did we not untedly and determinedly oppose a scheme that not only implies our own spoliation, but that is based on the idea that we are somehow pledged to the aggrandizement of Toronto, rather than to the well-being of our own Alma Mater. I would subscribe willingly, as liberally as my means permit, to any fund for improving the condition of University College. But men who would give \$100 as a gift, will resolutely refuse a cent when it is demanded as a right. On this subject it is unnecessary to enlarge at present, but I have no wish to conceal that the words which I have just uttered express not only my sentiments but the sentiments of the heads, and so far as I know, of the benefactors, of this and other colleges. And perhaps I may be permitted as a friend of University College, for I claim to be such though they may regard this as unpalatable counsel, to hint, that what it most needs is not government interference, patronage or subsidies, but the chivalrous, self-sacrificing support of its own children, "the deeds, not words," of those who most loudly assert its claims.

## 2. ON THE FIRST WEDNESDAY IN NOVEMBER, WHEN THE THEOLOGICAL DEPARTMENT OPENS.

In my address on "University Day" I referred briefly to Legislative assistance to higher education in Ontario, and as this is the first public opportunity afforded me of reviewing what has since been said on the subject I may be pardoned for referring to it again before I speak directly to the students of the Theological Faculty. The press, so far as it has touched the subject has, I think in the main, endorsed the position that in the present circumstances of the Province only two courses are open. The State may aid every well equipped college that is admittedly doing good work, work that the Province would have to do if it was not done already; or the various Colleges must appeal to the public generally, and their friends in particular, for the additional funds they may require from time to time. No third course is possible.

I desire to thank heartily the writers who have done me the honor of criticizing my address for their general courtesy of tone and desire to get at facts and principles. Controversy ceases to be barren and bitter when men recognize that their opponents are gentlemen. I for one would not have spoken on this subject at all had I not felt that University College in chasing a shadow was in danger of losing the substance, and that even the gain of a paltry grant would cost the country dear if it led to

the renewal of  
appreciation of  
own College ex  
nual legislative  
of the benefit s  
evidently spea  
give my views  
and his friends

The one argu  
as follows: Uni  
public educatio  
supported by th  
wholly by the L  
and irrespective  
that it does. V  
to be stated in  
be combatted by  
education. Bu  
others, let us k

1. Does it fo  
there should be  
simplification r  
and Collegiate  
students enoug  
ber of students  
number of stud  
to be neglected  
one College is n  
given, should it  
our High Schoo  
able centres?  
would it not be  
recognize and  
in the case of s  
Why not in th  
into senseless c  
tute the State  
have been forc  
may have been  
creed; it may  
courses are con  
it may have as  
and yet it has c  
out of court. I  
ing to be frigh  
phrases but fa  
the principle ad  
is that the Gov  
principle it hel  
logical facultie  
college in Wal  
and elsewhere.  
those who will

2. It is not i  
colleges shall  
In the case of c  
effitted have to  
grant that the  
third of their s  
education, it s  
These need it

the renewal of hard feelings between the Colleges. There is an evident appreciation of this side of the case. Those who would like to see their own College extended indefinitely at the public charge feel that an annual legislative contest "would minimize if not utterly destroy the value of the benefit sought," and in stating his own position, one writer, who evidently speaks for others, has asked me to consider it fairly and to give my views a little more fully. I shall do so with the trust that he and his friends may try to look at the subject from our standpoint.

The one argument on which my critics seem to me to rest their case is as follows: University College is the keystone of the Ontario system of public education; therefore, University College and *it alone* should be supported by the Legislature; not only so, but it should be supported *wholly* by the Legislature; and further, it should be extended *indefinitely*, and irrespective of the proportion of the Collegiate work of the country that it does. With submission, I say that such an argument has only to be stated in words to be rejected. Every item of the conclusion would be combatted by men in sympathy with a truly national system of higher education. But, as some might agree with me on one item but not on others, let us look at the conclusions one by one:

1. Does it follow that because there is a public system of education, there should be only one College? That would be the idol of excessive simplification run mad. We have more than a hundred High Schools and Collegiate Institutes. These ought to supply and they do supply students enough for three or four Colleges. There is a limit to the number of students that class-rooms can accommodate, and a limit to the number of students that professors can attend to, unless the students are to be neglected and the professors confined to hack work. *More than one College is needed* in Ontario. Why, then, if public support is to be given, should it be limited to one? Would it not be in true accord with our High School system to have at least two or three Colleges in suitable centres? And if voluntary effort has already established these, would it not be wise and economical on the part of the Legislature to recognize and stimulate that voluntary effort? The Legislature does so in the case of schools of art, mechanics' institutes, and other institutions. Why not in the case of colleges? Must a fetish called the State enter into senseless competition with more than half of the people who constitute the State? Such a position seems to me irrational. A college may have been forced into existence by the unjust attitude of the State; it may have been the first in the country free to all without distinction of creed; it may be completely unsectarian so far as its arts and science courses are concerned; it may be situated in an appropriate centre; it may be open to both sexes and thus to all, instead of half the population; it may have as many professors as University College, or twice as many, and yet it has only to be snobbishly styled "denominational" to be ruled out of court. Is it not about time for men of candour to cease pretending to be frightened by this bogey? What the country needs is not phrases but facts. It needs more than one college. In Great Britain the principle adopted to secure and to perfect the colleges that are needed is that the Government shall help those who help themselves. On this principle it helps all the Scottish colleges, though all of them have theological faculties, and it is now proposing to give \$20,000 a year to a new college in Wales. The same principle is adopted in India, Cape Colony and elsewhere. We are asked to adopt the principle of helping only those who will not help themselves.

2. It is not in accordance with our educational system that schools or colleges shall receive the whole of their support from the Legislature. In the case of common and high schools the people who are chiefly benefited have to contribute the largest proportion of the support. The grant that the Legislature gives to high schools does not amount to one-third of their annual cost. If the Province has more money to give to education, it should first of all give it to improve the High Schools. These need it most and, in fact, the best way to help the colleges is to

improve the secondary education of the country. We ought to have in Ontario a dozen first-rate High Schools. I would not like to say how many or how few we have, for what I wish to point out at present is that it does not follow because an institution is Provincial it should therefore be wholly and unconditionally supported by the Province. The grant to the High Schools and Collegiate Institutes, though comparatively trifling in amount, is conditioned by results, by the sum contributed by the county or city, or by fees or otherwise, by the number of teachers employed, and other factors. A year or two ago, University College recognized the principle I am now pointing out by imposing class fees of \$20 a year.

May it not take one or two more steps on the same line? May it not appeal to the citizens of Toronto? May it not appeal to those graduates who were educated in the Consulship of Plancus? Should it not cease to take money for Scholarships out of its endowment? May it not raise its fees to something like the standard in other countries? There is nothing peculiarly sacred in its present rate of \$20 a year. Scottish students are poorer in purse than Canadian, yet the class fees in the national universities of Scotland average \$50 a year, and the fact that the number of students is much greater in Scotland in proportion to population, shows that such fees exclude none who are determined to obtain a university education. Indeed I would vote for putting up such a fence in the hope that it would keep some men from coming to college. I want no men at college unless they have minds, and a mind to work. Men with such minds can earn money more easily in Canada than in Scotland. Again, Upper Canada College is as well endowed relatively to its sphere, as University College, yet its fees are \$50 a year. If the boys have to pay \$50, why not the aspiring and ambitious young men? In a word, the Province has done a great deal for University College, and some of us think that it is in order now that the persons and places that have benefitted most should do a little. The Province has given half a million for buildings and a million for endowment. My friends call you that little? I wish we had as much. And we have done something. How much have you done?

3. I quite agree with "A Toronto Graduate," that "higher education cannot safely and advantageously be left to denominational effort." I think the Legislature acted wisely in determining at the outset that there should be at least one college in Ontario well equipped. If all the people had patronized that college till its class-rooms were filled, the Province would have been called upon, as the population increased, not to pamper and overload the one, but to establish another college and then another in different centres; but at least one-half of the people preferred to establish colleges on what they conceived a grander ideal. They did so, not for mere denominational ends, as is ignorantly asserted, but from the highest public motives. Those men were among the noblest that ever lived in this great Province. Read the list of our founders, if you would know what manner of men they were. Their names are inscribed in the Capitol. They did their work with a view to the best interests of the country. Such voluntary activity should be encouraged in a highly organized society. The less that "the state" is called upon to do the better. Doubtless the men who gave its constitution to Toronto University also acted in the public interest. And I say that the country is richer from possessing both kinds of institutions. Its educational life is fuller, more varied and more independent. Every one but the fanatics, who would reduce all life to the pattern of their own brickyard, will agree with me in this. Well, is the actual history of the country not to be recognized? If the University question is to be reopened, is it to be settled by half of the people who desire one type of collegiate education getting it at the expense of the other half who have built, patiently, and at their own charge, after what they believe to be a superior type? I leave such a question to be answered by the common sense of the people. I leave it to the sense of justice, with which I willingly credit my critics. Having been asked to consider the position of

Toronto University graduates have already handing it over from party or party country when the of party. Still, University College.

If well managed tension. If not its luxuries. Our ment of Queen's steady flow of the question has been us that while U been able to get to some of its friends is the weakness dispel so pleasing have learned that secured an endow out that we need lion of dollars. quarter of a mill well spent. Un each other, for believe that both the right way a money is given

### 3. ON DEC. 8TH.

On University sity College the purse was opened posed. Last mo at it from my státing our posi written since, an been suggested, accordance with development of

As to the per put them aside Anonymous wri violate the unw them according and endless col question. Supp of rhetoric," or, stink-pots"; su Burwash and I gratitude for lif taunts and snee clearest intellec paragraph in or another, what

Does it follow Arts because B eing, and fencir salaried at the professors are paid the public scho that we are acti

Toronto University I may be permitted to suggest that while its graduates have already a share in its management I see good reasons, not for handing it over entirely to the graduates, but for freeing it altogether from party or political control. Indeed, it will be a good day for the country when the whole department of education is made independent of party. Still, the important question is not, who shall manage University College, but whether it is well managed.

If well managed, its friends may be asked to do something for its extension. If not well managed, I do not see why I should be taxed for its luxuries. Our graduates are satisfied with a voice in the management of Queen's. They do not govern it; but that does not stop the steady flow of their liberality. One word as to our finances, for this question has been imported into the discussion. A critic gravely informs us that while University College cannot get contributions, Queen's "has been able to get all the money it needed." This will be pleasant news to some of its friends, who perhaps are getting just a little tired—such is the weakness of the flesh—of giving without ceasing. I am sorry to dispel so pleasing an illusion. Had my critic read my address, he would have learned that we had just appointed two Professors without having secured an endowment for the chairs, and in previous addresses I pointed out that we need now, and need very badly, at least a quarter of a million of dollars. In a few years after we get that, we shall need another quarter of a million. All that I can promise is that the money shall be well spent. University College and Queen's may well sympathise with each other, for both are in need, but our need is the greater. But I believe that both of us shall get all that we really require, if we only go the right way about it, and exercise a little patience. And when the money is given willingly, it will be twice blessed.

### 3. ON DEC. 8TH.—TO RESIDENT MEMBERS OF THE UNIVERSITY COUNCIL.

On University day I took the liberty of warning the friends of University College that if the question of direct aid to colleges from the public purse was opened it could not be settled in the one-sided way they proposed. Last month I referred again to the subject, endeavoring to look at it from my critics' point of view, answering their arguments and stating our position. I propose now to review briefly what has been written since, and to state the three courses of collegiate policy that have been suggested, that the public may judge which of the three is most in accordance with right reason, and, therefore, promises most for the best development of the people as a whole.

As to the personalities that have been imported into the controversy I put them aside as—in the literal sense of the word—impertinences. Anonymous writers are doubly bound to avoid those, but when they violate the unwritten code of honor it would be a mistake to answer them according to their folly. To that style of writing there is no end, and endless columns of it contribute nothing to the settlement of the question. Suppose, with Mr. Biggar, that my addresses are "garlands of rhetoric," or, with an anonymous ally of his, that they are "Chinese stink-pots"; suppose that Dr. Williamson is "rude," and that Professor Burwash and Dr. Nelles, men to whom the country owes a debt of gratitude for life long services of the noblest kind, are worthy only of taunts and sneers; suppose that the Rev. D. J. Macdonnell—one of the clearest intellects in Canada—is quite incapable of judging whether a paragraph in one address is or is not inconsistent with a paragraph in another, what then? What has been proved?

Does it follow that University College should have 225 Professors in Arts because Berlin has 225 in arts, science, law, medicine, theology, dancing, and fencing? And that University College should have them all salaried at the public cost because the great majority of the Berlin Professors are paid wholly by fees? It seems, too, that we are enemies to the public school system; that we seek to cripple University College; that we are acting the part of the dog in the manger; that we are un-

generous, and that we are plotting for the union of Church and State in Canada. Prodigious! It is perhaps a waste of time to answer such charges, but a sentence may be given to each lest silence may be taken for contempt. Are not those the truest friends of public schools who have given hundreds of thousands of dollars to establish in different local centres, colleges open to all without distinction of class or creed? Does earnest exhortation to the thousand friends—of whom I profess myself one—of University College to give liberally to it of their substance instead of wasting time chasing a shadow, indicate a desire that it should be crippled? How can we be the fabled dog when we have never been in the manger at all, and when the only proposal is to give more hay to the stall-fed ox and not a mouthful to his toiling brothers outside? Is it seemly that Dives should upbraid Lazarus for lack of generosity to his worship? And certainly not we, but those who demand a State College, occupy the position of those who in historic countries support a State Church. There is indeed a difference. The most ardent friends of the oldest established churches do not dream of asking the Legislature to give new grants to them at the expense of dissenters. Our State College men are not so considerate. The first argument they used was that as the denominations supported their Colleges so should the State support its College. When it was pointed out that the denominations compose the State, the argument was turned right about face. We are now told that more Presbyterians support University College than Queen's. Very good. I appeal to the sense of justice of my fellow Churchmen. Do they, can they, think it just to tax their brother Presbyterians to pay for University College, when they admit that their brothers were forced to build up Queen's at their own expense, and when Queen's is doing a part of the common collegiate work of the Province that could not possibly be done by University College? If they answer "yes," I have nothing to say except that it seems to some of us very poor patriotism, very poor Presbyterianism, and very poor religion.

But, putting aside not only personalities but meaningless charges, let us come to the actual state of the question. If the Legislature deals with the collegiate education at all it must grapple with the subject and see that the province is supplied with a college or colleges reasonably efficient and adequate to its necessities. That is surely its duty and its whole duty in the matter. Forty years, thirty years, twenty years, perhaps even ten years ago, the condition of secondary education in Ontario was such that it could be fairly argued that all the students for the degree of B.A. could be accommodated in one college and efficiently educated by one staff of Professors, and, therefore, that it was better to have one college well equipped by giving to it all the land set apart for university purposes than to divide it among several colleges. It was also reasonable that such a State College should be at Toronto. A provincial system offers various advantages, in particular the bringing together of young men of different denominations, and the cultivating a breadth of view which we are glad to see is now appreciated. If any locality or any body of men considered it necessary to have other colleges, then, as I have said more than once, the necessity must be proved by the sacrifices their friends were willing to make, and the real extent of the necessity by the survival of the fittest. Well the necessity has been proved. The fittest have survived. It was no fault of ours, it was the fault of the State that the development was not harmonious. But we must accept the development, in other words, every man of common sense must recognize facts. At any rate the State has been aided in its collegiate work and is surely grateful for that, were it only for the large sum saved to the treasury by our sacrifices. Had it not been for the existence of outside colleges, the State would have had to establish others before this, either in Toronto or elsewhere, just as it had to establish a Normal School in Ottawa in addition to the one in Toronto. And now we have to deal with the position of affairs as we have it to-day. What is that? So far as University College and Queen's are concerned, both are evidently needed. Accord-

ing to the *Globes*. Its class r have been told number of unde more. Of course of the medical science, but simple shows what the all your students in Toronto, and also?" Gentlemen the first element undertake to gu hardness of hear why not come to a Divinity Hall something so sac class-rooms will and that Profess writer frankly a plenty of room i another staff of l And why not, w thirty colleges e the State will p if we stay in Ki can it mean? R desire clearness ( see that it would Queen's as it wo Victoria and Tri And the grant n iota to the solut ture. For, as ou demand a Unive number of stude standing any fe and to mass thei were possible, w

There are the as University C crease. This sh stone of our edu one building. J College and 100 storey or copest from these. Th Professors are tl tion of Toronto Colleges in the halls are not me are required, no clubs from the d favoritism that it not be with m

I have stated touches it at all. 1. Mr. Mulock add three or fou new Professor a can be called in as Berlin. And

and State in answer such may be taken schools who different local need? Does profess myself abstinence in- at it should never been more hay to outside? Is erosity to his State College, port a State ends of the gislature to State College was that as State support ons compose are now told een's. Very chmen. Do rians to pay were forced 's is doing a ould not pos- es." I have r patriotism,

charges, let ture deals e subject and s reasonably luty and its y years, per- in Ontario s for the de- tly educated to have one or university also reason- ovincial sys- together of a breadth of cality or any en, as I have rifices their ernity by the

The fittest he State that the develop- ognize facts. and is surely e treasury by colleges, the r in Toronto in Ottawa in with the posi- as University led. Accord-

ing to the *Globe*, University College has this year 270 undergraduates. Its class room and staff are taxed to the utmost. Certainly, we have been told so again and again. Queen's, has exactly half that number of undergraduates, and we could accommodate nearly as many more. Of course I am speaking now not of our divinity students nor of the medicals from our two affiliated colleges who attend classes in science, but simply of the students in arts. Now this statement of facts shows what the problem really is. And what is the solution? "Bring all your students to Toronto." it is airily proposed. "Is not Knox College in Toronto, and Wycliffe College and McMaster Hall? Why not Queen's also?" Gentlemen, it is a fact that men are in such total darkness about the first elements of the case as to talk thus, write to the papers and undertake to guide public opinion. In tones indicating grief for our hardness of heart they, sometimes piteously, sometimes angrily, ask, why not come to Toronto? It would almost seem that Queen's is only a Divinity Hall like Knox, McMaster and Wycliffe; or that there is something so sacred in Toronto air that the walls of University College class-rooms will expand indefinitely to receive any number of students, and that Professors can do twice as much there as elsewhere. One writer frankly acknowledges the difficulty, but replies that there is plenty of room in the Queen's Park for more class-rooms. This implies another staff of Professors, or a duplicate of University College at once. And why not, when Oxford and Cambridge have between twenty and thirty colleges each? Why not? It only means that if we go to Toronto the State will pay our Professors and provide for our students, but that if we stay in Kingston the State will do nothing for us. What else can it mean? Remember, I have no wish to arouse local feeling, but I desire clearness of thought. Any one who considers for a moment must see that it would be just as impossible for University College to absorb Queen's as it would be for Queen's to absorb University College. When Victoria and Trinity are added to the sum, the impossibility is doubled. And the grant now asked for University College will not contribute an iota to the solution of the problem. Besides, we must think of the future. For, as our secondary education improves, more young men will demand a University education. In the course of the next ten years the number of students in our colleges will probably be doubled, notwithstanding any fence in the shape of increased fees that may be put up, and to mass them all together under one Professorial staff, even if it were possible, would be a mistake.

There are then in Ontario more than twice as many students in Arts as University College can accommodate, and the number is sure to increase. This shows the absurdity of calling University College the keystone of our educational system. The keystone does not consist of any one building. Just as the second storey is, in the main, Upper Canada College and 106 High Schools and Collegiate Institutes, so the third storey or keystone consists of the Colleges that receive matriculants from these. The men who are studying for the degree of B.A. and their Professors are the keystone of our system. Does not the very constitution of Toronto University imply that there are to be a number of Colleges in the Province? I need hardly say that by Colleges divinity halls are not meant, and it is surely implied also that if several Colleges are required, no undue leverage shall be given to one. When football clubs from the different Colleges compete, one would scorn to accept any favoritism that would give it undue advantage over the other. Should it not be with mind as with muscle?

I have stated what the problem is that a statesman has to face, if he touches it at all. Three solutions have been proposed:

1. Mr. Mulock says, let the Legislature give money to enable us to add three or four Professors to University College. Now, doubtless, each new Professor adds to the efficiency of a College. Apparently, too, no halt can be called in this path till University College has as many Professors as Berlin. And can we halt then? The University at Cairo has, I be-



lieve, three thousand Professors. And could Toronto allow itself to have fewer than a Mohammedan University? I do not wonder that the friends of University College applaud this scheme. If it was proposed to give Queen's three or four more Professors in arts or science, our friends would applaud. But may not a true man take higher ground than applaud a proposal to increase the efficiency of his own College? May he not say, "I desire to see all the Colleges that the country really needs made more efficient, and I desire to see them all parts of an organic whole." That would not mean uniformity. Unity is higher than uniformity.

2. The course usually taken in the United States is to give to the rich men of the country the privilege of extending, and even of establishing, colleges. And the rich are proving worthy of the trust. Harvard, Yale, Johns Hopkins, Columbia, Cornell, Princeton, Wesleyan, Brown, and others have received millions, and they are sure to receive ten times as much more before long.

3. The system in England, Scotland, Ireland, Wales, India, the Cape and other colonies is to give grants in aid to chartered institutions, according to carefully prepared regulations. But, in our case, would not that mean grants to denominational Colleges? Here we must distinguish. Grants of public money to denominations are a violation of the modern principle of the separation of Church and State, though we submit to the violation in the establishment of separate schools, and in grants to denominational Hospitals, Almshouses and Houses of Industry, where the State has not a shadow of control. But the modern principle is not violated when a well equipped College is aided to do strictly scientific work. When the State is satisfied that the work is required, that it is the complement of the public school system, that it is unsectarian, that it is in the public interest, that it can be inspected and tested, and that there is adequate control so far as its money is concerned, then the State acts wisely if it gets its work done economically, by utilising and stimulating the voluntary liberality of the people. The State gives nothing to Theology in the Scottish Colleges. It finds no difficulty in giving to the Arts Faculties, and it does give with the hearty approval of all dissenters. Well, in the same way, there is not a tinge of Presbyterianism about our Classics, Mathematics, English and other Modern Languages, our Physics, Astronomy, Chemistry, Oriental Languages, Natural History, Mental Philosophy and Political Economy. Our students are as representative of the various denominations as the students of University College. And, for all practical purposes, our Faculty of Arts is as distinct from the Faculty of Theology as University College is from Knox or Wycliffe.

I have stated the three courses that have been suggested. We cannot submit to the first. It outrages our sense of justice. If carried it would be a fatal gift to University College, for no institution can benefit by injustice. It would only accentuate the present lack of harmony in our system of higher education and breed discords and complications little dreamed of now. The second course represents in the main the wisdom of America, and the third the wisdom of Great Britain. We are prepared for either, or for a full and frank consideration of the whole subject. The better organization and the full development of our Higher Education should be not a call to war, but a call to all the matured intellects of the country to devise what is best in the interests, not of this or that College, but of all our Colleges. We are reluctant to organize for war, for when war begins the voice of reason is apt to be hushed. I invoke the sense of moderation that characterizes the people of Ontario, and no matter what the attacks made on me, attacks unworthy of the writers and the institution they represent, I shall endeavor to continue to speak with moderation.

At the conclusion of the address it was moved by J. M. Machar, M.A. seconded by John McIntyre, M.A., Q.C., and carried with enthusiasm.

That this meeting, having heard Principal Grant's address, heartily approves of it and of the position taken by him on the University question, and requests the Principal to have it published and circulated.

92/11 NOV