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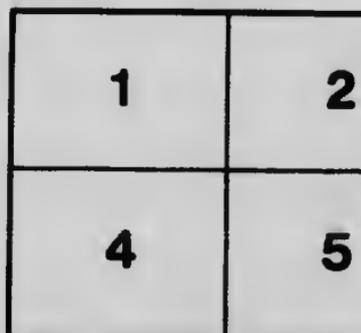
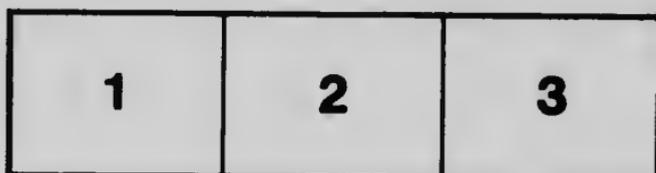
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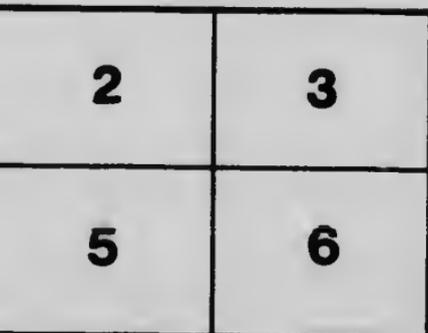
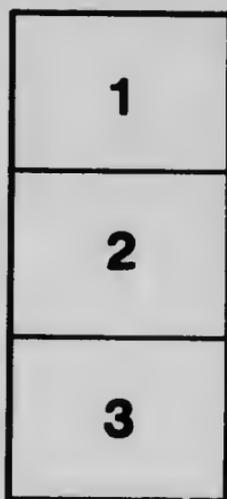
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Pamph  
Educat  
Univ  
Queen's  
G.

Daniel Miner Gordon (1845-1925)

## To the Graduates of Queen's.

A deputation from the University recently waited upon the Premier of Ontario and his Cabinet to present the claims of Queen's for assistance from the Provincial Treasury. They met with a very courteous and encouraging reception from Sir James Whitney and his colleagues, and came away from the interview with confidence that the Government regard the work of Queen's with appreciation and sympathy.

It is desirable that the members of the Legislature of Ontario should be familiar with the claims of the University for Provincial assistance, and it is fitting that these claims should be presented to them, where practicable, by some of their own constituents. The graduates of Queen's are therefore requested to bring the interests of the University to the attention of their representatives or friends in the Provincial Legislature, as well as to the notice of the press and other exponents of public opinion, as it is believed that the more familiar these are with the work and requirements of the University, the more readily will they promote any favourable action on the part of the Government.

Enclosed is a brief statement of some of the reasons presented to the Government on which the claims of Queen's may be supported.

DANIEL M. GORDON.

Queen's University, Feb. 18th, 1913.

330357  
18. 8. 36.

## SHOULD NOT QUEEN'S RECEIVE GOVERNMENT ASSISTANCE?

### Former Government Assistance Withdrawn.

Forty-five years ago Queen's was receiving an annual grant from Government of \$5,000, when it had only 50 students. That assistance was cut off in 1868 when the Government adopted the policy, which has ever since been continued, that no Provincial grant should be given to a denominational institution. If Queen's had at that time been undenominational it would no doubt have continued to receive Government assistance. It is not now a denominational institution. The Act amending its Charter, passed in April, 1912, ordains that "the management and discipline of the University shall be in every respect freed from all denominational restrictions." The Theological Department has been separately incorporated, under its own Board of Management, and constituted into "Queen's Theological College."

### Concentration Not the Government Policy.

It has never been the avowed policy of the Government of Ontario to restrict Provincial aid to one institution. Thus the School of Mining, which was established in 1893 at Kingston, as a College of Practical and Applied Science, in affiliation with Queen's but as a separate corporation under a distinct Board of Governors, has annually received substantial assistance from Government.

### Concentration in some of the United States.

Although the policy of concentrating Government aid to higher education upon one institution has been adopted in some of the United States, yet additional facilities have had to be provided by private liberality or by corporate action for those who, through distance or otherwise, were unable to attend the State aided institutions.

### Concentration Not Adopted in Britain.

This policy of concentration has never been adopted in Britain. In Scotland, for instance, State aid has long been given to each of the four Universities, St. Andrew's, Glasgow, Aberdeen, Edinburgh, their revenue being supplemented by private benefactions, endowments and fees.

Within the past thirty years State aid in England has been extended to an increasing number of Universities, and is at present given to the Universities of Birmingham, Bristol, Durham, Leeds, Liverpool, London, Manchester and Sheffield, also to the University of Wales, which includes the Colleges of Aberystwith, Bangor and Cardiff.

Government grant forms 28.5% of the income of the English; 30% of the Scottish, and 54% of the Welsh Colleges. Oxford and Cambridge, on account of their large endowment, receive no Government aid.

The distribution of State aid to Universities in England is mainly governed by three considerations, viz.: (1) *Need*, that is, the special needs of each institution. (2) *Local Support*, including endowments, grants from local authorities, and fees of students. (3) *Output*, that is, the number of students in Arts and Science who take their degree or are engaged in post-graduate work.

### Objections to Concentration Policy.

In general the policy of concentration of Government assistance on one institution of higher learning may be objected to on the following grounds:

(1) It is contrary to the experience and practice of the best educated countries, such as Scotland, Modern England, Germany and the New England States.

(2) It is unfair to the sections of the country at a distance from this one institution. To produce an educated people educational facilities must be placed within reasonable reach. One High School, however large, would not be sufficient for Toronto, nor one Normal School for Ontario.

(3) It is a great benefit to a people to have different types of College, so that its educated men shall not all be cast in one mold.

### Queen's National in Spirit and in Constitution.

For forty-five years Queen's has received no Government assistance, yet it has been one of the great educational forces of the country. In spirit it has been broadly national. Modelled on the pattern of the Scottish Universities, it has endeavoured in their democratic spirit to bring the advantages of higher education within the reach of all classes. A recent census showed that no less than 140 different occupations were represented by the fathers of the matriculated students.

So thoroughly national had the spirit and work of the University become that the Trustees, the Senate, the University Council and the great body of graduates were almost unanimous in the decision to have all denominational restrictions removed, and with the assent of the Presbyterian Church legislation was secured to this effect, thus making Queen's as national in constitution as she had long been in spirit and in influence.

### Service to Extra-mural Students.

In one department of work Queen's has rendered unique service to the country, viz., by her system of training extra-mural students in Arts who cannot attend in person throughout the whole of their course, and for whom provision is made through part of it by correspondence. This system, which has been maintained for the past twenty years, has been an inestimable boon to many, especially among the Public School teachers. These extra-mural students receive, as far as possible, instruction similar to that given to students in attendance. They receive abstracts of lectures, copies of essays and of exercises, with explanation of problems, guidance in reading, etc. They take the same examinations and are required in every respect to reach the same standard as students in personal attendance. Of course, the maintenance of this system demands heavy outlay of attention and energy from members of the Staff.

### Service to School System of the Province.

No figures can adequately set forth the service rendered to the country by a great University, but the influence of Queen's on the educational work of the Province is illustrated by the fact, that in 1911 of the teachers in the Collegiate Institutes and High Schools of Ontario, 29% were graduates of Queen's; of the teachers in the Continuation Schools, 33½%, and of the Inspectors of Public Schools in the Province who are University graduates, 48% are graduates of Queen's.

The present registration (1912-13) is:

Arts, Intra-mural .....	620
Extra-mural .....	305
Post-graduate ..	43
	<hr/>
	968
Medicine .....	251
Science (School of Mining) .....	268
Education .....	33
	<hr/>
	1520
Registered in two faculties .....	23
	<hr/>
	1497

Of the Arts students 250 are women, of whom 76 are extra-mural students. The students of the Theological College, numbering 28, are not included in the above statement.

### **Struggle for Maintenance.**

To maintain the University during all these years the friends of Queen's have made efforts and sacrifices, which it may fairly be claimed have been unequalled by those of any other University in Canada. Tablets in Convocation Hall commemorate the benefactions of contributors to the Endowment Fund at various times when a canvass was made on its behalf. One of these refers to the gifts of 500 contributors; another to those of 2,500; another to those of 6,000; and in the most recent canvass there have been over 8,000 subscribers.

Queen's has had no wealthy city like Toronto or Montreal at its back. Kingston has dealt generously towards it, both in individual contributions and in municipal aid, but Kingston has very little accumulated wealth.

The Succession Duties, which through the action of Government have proved a large source of revenue to a sister University, have hindered the endowment of Queen's. Persons who might wish to make bequests in its favour have refrained because they knew that in any case part of their estate would be devoted to the interests of another University, and they could not afford to give twice to the cause of higher education.

### **Need of Increased Revenue.**

The University is now in need of increased revenue. Apart from its need of additional buildings (and it most urgently requires a Library Building, a Students' Union Building, an addition to the present Arts Building and a Women's Residence) its main requirements are:

(1) *Additions to the Staff.* The number of students renders it necessary to divide and subdivide several classes, and this, of course, requires additional teachers.

(2) *Fuller provision for Extra-mural Students.* The work for this has been a great tax upon our teachers and is of itself sufficient to require a separate Staff.

(3) *More Tutorial Work.*

(4) *Increased Provision for Post-graduates and Research Work.*

(5) *Increase of Salaries.* Hitherto the salaries of Professors in Queen's have always been less than those of other leading Universities of the country.

### **Could the Work of Queen's be done Elsewhere?**

It hardly needs to be pointed out that if Queen's were not doing her present work, and if the duty devolved upon the Government of providing University facilities elsewhere for her large body of students, this could be done only at a largely increased expenditure on the part of the Government.

### **Warrant for Appeal to Government.**

Queen's can point to her past and present work as her warrant in appealing for Government assistance. She has maintained as high a standard of scholarship as any other University in our country. Her Professors are as eminent as those in any other Canadian University, some possessing a Continental, and some even a European, reputation. She trains her students not merely as scholars and experts for special callings, but as citizens, giving them almost complete self-government throughout their College course, but with this freedom developing in them a strong sense of responsibility to qualify them as self-controlled and capable citizens. The attachment of her students is illustrated by their erection of the Gymnasium and of the noble Convocation Hall which is their memorial to the late Principal Grant.

Anxious to continue and to increase her work for the country, Queen's asks some share in the provision which the country makes for higher education. The value of her service, the extent of her need and the confidence that the Government and Legislature of the Province desire to deal righteously warrant the expectation that her appeal will not be in vain.



