The University plays the same part in the life of Canada that it does in the life of any other country; [redacted] Of course, in a general way, [redacted]; but in the first place, already there is something distinctive about the Canadian student, which argues something already distinctive about the Canadian College; and in the next place, our population has its own very definite peculiarities. Some of these must be mentioned:—

1. Our racial division of the country; the Eastern half being of sturdy British stock and speech, cleft sharply in two by a wedge of French stock and speech, which though of equal loyalty and patriotism, yet has its different ideals and aspiration and the Western half with a sprinkling of wanderers from the East, which is being rapidly overwhelmed by the inrush of the immigrant, that luckily for us has thus far consisted mainly of the more hardy and virile races from Northern European stock.

2. This brings us to another of the peculiarities of the Canadian University problem, as differentiated from that of our Southern neighbour, which might at first sight be thought to be quite similar: we are fortunate, as I have said, in that our immigrant population is largely of North European origin, when not British or American, and we have no large amount of low-grade material to assimilate.

Truro Canadian Club
Thurs. March 21st 1912
"Canada & The University"

This simplifies the problem of the schools, and therefore of the Colleges, and enables us to exert a wider influence on the people, and to reach them sooner. The influence of this factor on our intellectual, and consequently, on our material progress, is difficult to overestimate. In the race of nations for existence, it is the average intelligence and moral virility of the whole people that will be the determining element, and if we let down our bars to the scum of all nations for the sake of mere numbers, we shall surely suffer the just penalties of national indigestion, and its consequent train of debilitating maladies.

3. The enormous extent of our territory, and the scattered nature of our centres of population, so that the conditions favourable for the best University influence are not always existent, and convenient facilities for higher education are difficult to provide. Even in the older and more settled portions of the country the educational forces are unevenly, and in many cases, badly distributed. In no part of Canada is this the case more than here at home, where the multiplication of

More towns of 5000 and over in N.S. than all West of the Great Lakes (excluding large cities)

competing institutions has led to a regrettable educational waste, and an attenuation of educational energies, which will go far to prevent the progress which was possible, and which is the due of our people. The people of Toronto have risen against such a state of affairs and rectified matters, and the Manitoban breed will probably soon follow their lead. But their problem was simpler than ours, for in each case the separate institutions were mainly in one large city. As an illustration of the end we are obviously aiming at, I might instance the states of Ohio and Pennsylvania which, becolleged out of all proportion, though two of the most wealthy and most populous states of the Union, are probably near the bottom of the scale of intellectual progress in that country, as gauged by the rank of their institutions of higher learning.

It is a hopeful sign that in our Far West the Provinces are starting great state Universities, thoroughly coordinated and interlocked with the secondary school system.

4. A fourth important fact is that incident to the newness of much of our country, so that we have not yet got set entirely in old traditional ways, and are consequently freer to start aright and to profit by the mistakes of others, and to adopt the better features of educational method wherever they are to be found. Accordingly, I look for our greatest centres of University progress and research, after a generation or two, not East, but West of the Great Lakes.

5. To mention but one more of the peculiarities of our Canadian problem: our peculiar political status [redacted], a lusty infant nation in all but name, but part of a vast disjointed Empire, unprepared for self-defence, and yet with enormous potential wealth, flaunted in the face of a powerful neighbour. In the working out of the conditions under which this state of things can be a stable state, the University should be a leader; and the reaction of the University having for its students the sons of those who are carrying on this novel form of experimental sovereignty must be correspondingly great. To train the breed of men and women who can handle a problem as complicated as we thus see it to be, is That which confronts the Canadian University today.

The relations and duties of the University to the State and to the community vary from period to period as the main activities of the people change, and as waves of thought sweep over the country. Canada is of so vast an extent that the lines of activity of her people have always been numerous; but yet as we look back we can see that their general character has undergone periods of change. At first the pioneer stage, with little differentiation or specialization of business; the pioneer was farmer, fisherman, lumberman, miner, merchant, all in one. In this stage the College touched this man only in so far as it supplied the professional class, and took care of the scientific means of defense. As units grew into communities, and specialization increased, they began to devote their energies to the development of the material resources of the country; wealth increased, and the minds of men were, and are, concentrated on the accumulation of money as an end in itself. Our country is still in this stage of development. The duty of the University now required a two-fold

a two-fold change; first, to modify her curriculum and expand her methods, so as to provide the greatest possible sharpening of the intellect, and most appropriate means, to aid in this specific attack on nature. Hence arose the scientific and technical training demanded by the industrial life. The second duty of the University was, while insisting upon the permanence of her old ideals of a cultivated, sound, intellect, to lay special stress upon the duties of wealth and the rights of the state, as well as upon the machinery for the rapid increase and centralization of wealth. We shall see later how little our Canadian Colleges realized this duty, and why.

A third stage which we have only entered upon, but which is far advanced in other countries, is that in which a ferment has arisen in the minds of men causing discontent with old established traditionary creeds, in government, the rights of man, the rights of labour, in religion, in ethics, in the relation of the sexes, in practically every current of thought which deals with our daily life with each other, and our relation to the whole, as determined by the government, the courts, the parliaments.

parliaments. Never was such production of such multifarious theories of government, of wildest economical theories, (not the cult of a man, but of the mob,) of speculative schemes of ethics, of bizarre substitutes for religion. Do not ever forget, though, that all this is a sign of progress, not of decay. While man is seriously and strenuously using the gift of reason which God has endowed him with, he is fulfilling His purpose, and is gaining towards the Heights. But the possibilities for retrogression, if this tendency is not directed, are fraught with dismay; and it is the part of the University to provide the cultivated, sane, broad-minded men and women who will withstand the popular clamour; who will, with their appreciation of the many-sidedness of life, with their trained understanding of the continuity of the present with the past, guide the errant theories and fancies of the vague and unphilosophical votaries of the zealot and fanatic to channels making for the sea of Truth.

The demands of this stage of thought on the University have been insistent and insidious; they have demanded that the University come down to the level of the masses,

masses, that it popularize knowledge, that it provide learning for the purposes of daily life - they call it making the University practical, making its studies utilitarian. They would ask you to submit your curriculum to a sort of universal suffrage of the very people whom you must stand superior to, if you are to instruct. While offering instruction in every kind of study which the people are thinking of, it is now the duty of the University to more and more resist the clamant attacks of the semi-thinking, the demagogue, and the half-baked social democrat. It is too easy to exalt the popular claim, and too easy to give-in to it and insensibly come down to the standards of those you exist to improve, and Too easy to abase your ideals to win the applause of the multitude. The University must insist on the studies that Train, and broaden, and enrich, and ennoble the intellect, and on a knowledge and familiarity with the great bases of philosophy, psychology, history, and sociology, that enable one to withstand the gusts of passion and momentary vagaries of thought, and to weigh the utilitarian in terms of the ideal.

In order to see how our Colleges and Universities met the requirements of the various stages of our growth, it is only necessary to glance over their past history. A survey over these times will show us that we did not attack the problem by a thoughtful application of reason, and analysis, and scientific methods to the educational needs of a new country; not certainly to the extent that we have applied these to the exploitation of our mines, to the utilization of our streams and our forests, to saving of labour by machinery, to the care and improvement of our live-stock. Only in the case of our human live-stock have we been contented to trust to a mixture of hap-hazard and natural selection.

When our Colleges and Universities were founded, we took the old country methods suited (if suited) to a populous and long-settled country, with a cultivated, homogeneous people, with its highly differentiated grades of society and thoroughly marked planes of cleavage, with a large cultured leisure class, with a splendidly trained civil service class, and with a class very large in numbers for whom no form of higher education was proposed or arranged, because it was considered that it was outside their proper sphere. These Universities which were to serve as our models were often dominated by a routine

made dear by right of cherished tradition, and were doing a notable work aften only in spite of their curriculum and pedagogical methods, and due often to the extrinsic and accidental rather than to intrinsic phases of their University life. We took this kind of system and imitating it, at most times badly, tried to fit it on to the necessities of a pioneering, democratic people, scattered, heterogeneous, lacking in wealth, refinement and culture, and even the facilities of first-rate schooling; and later in the life of the country, to the needs of an industrial community, whose activities bore little resemblance to those of the old-world communities whose systems they copied. Surely the new countries demanded new or ~~modified~~ changed modes of education, different from those of the older states; but surely they did not succeed in getting a start along new lines.

In looking back at the problem which these early pioneer Colleges had to face and the direction along which we might suppose they would have developed, and the character they might have assumed, we would expect that they would have started by training for the immediate and primary needs, for the teaching in the schools, for the

survey and the construction of highways, for a knowledge of the laws of commerce and their application in the counting-house, in the application of local laws to the magistracy and the minor courts, for the scientific treatment of the farm and the mines, for the economic utilization of fish and forest wealth, in the study of trade channels and transportation problems, in the methods of administration and the theory of government, and especially in the history of government by democracy, in the application of the newly discovered facts in Science to the uses of man, as the value of the expansive power of steam, of electrical currents, etc.

Instead of their developing along these lines in these early days, as I will bring out later, they are only now beginning to give serious attention to these fundamental interests of our national life, and older countries like Germany have far outstripped us in dealing with the very problems which were at the actual basis of the sound and rapid growth of a new and undeveloped country . Indeed these are the very fields our Universities must at once give greater consideration to, in order to do their proper part in the upbuilding of

national strength and stability.

And again, it might well be supposed that in the colonial days, the specific professional training of the native men designed for the church, for medicine, for law, for the fine arts, and even the broad cultural training for its own sake, would have been consigned, except in the largest centres, to the older schools of the Old Country; or, that they would have relied largely upon even imported men from across the water, until they could have caught up with the foundation of institutions designed for the peculiar requirements incidental to life in a new and undeveloped country.

How far the history of our educational development has been from this supposed case, it does not require much effort to realize. I suppose it would not be far wide of the mark to say that all of the early Colleges in this country and in the United States were opened with the avowed purpose of training men for the ministry of the Church. The reasons for this varied in ~~various~~ different localities; sometimes it was pure imitation of the state of affairs in the home land; frequently, it was the failure of the imported minister to understand and adapt himself to the peculiar conditions of the people among whom he had to work,

and the consequent necessity of getting the home-grown article. Again it was the difficulty of supplying the demand; [the denomination that had its local College found less difficulty in filling its pulpits; and those who supposed they could depend upon sending their students abroad for their training viewed with alarm, after a few years' experience, the fact that many of ~~them~~ these did not return to the work they were designed for, and concluded that it might be cheaper to educate them at home.]

I would be far from having you believe that I do not think this in every way the result of a commendable spirit; but what I do believe is that these founders of Colleges having in a sense pre-empted the field of higher education had a somewhat restricted breadth of vision of what devolved upon them, and the training they offered was correspondingly restricted, in so far as they offered little else than a training for the ministry. Of course, they took in men who had no intention of studying for the church, but apart from the purely divinity courses, they gave them the same training as if they had been looking forward to taking orders. Due credit must always be given to these men, in that they more clearly than others realized the value of

education, and when the state did not provide opportunities for the instruction of the youth, undertook it themselves, and secured the funds and supplied the instructors. Mixed with the great good such institutions have done, largely due to the men of sterling character in their chairs and the strong christian influences they exerted on the students, was a source of great weakness from which we are still suffering, ~~the pettiness of sectarian jealousies in education, and the deferring of intellectual development to the propagation of unimportant variations in creed. Among many of them the feeling was strong that heterodoxy was worse than ignorance, and that undenominational education was godless and to be held in abhorrence.~~ The multiplication of small Colleges in regions unable properly to support them all,

~~One of the earliest departures from the training given only for Arts or Divinity in the American College was the addition of courses in Medicine; and in this respect they were in some ways quite in advance of many older European Colleges.~~ But the important and really significant fact for us now in this day is that most of our Colleges still give only the kind of training which is best adapted to those going on into the learned professions, (or into engineering,) and that even yet we are far from offering to all the

opportunity for that training which I skeSched out as the one we might have expected our Colleges to have made provision for earliest.

I do not wish to be understood as in general inveighing against the ordinary curriculum required by our Colleges for a degree in Arts, which might be called the literary-mathematical-scientific-philosophical basis of studies for that degree; it would ill become a graduate of Dalhousie to do that; but I do mean that the University that offers courses for the B.A. degree only is not fulfilling its whole duty to the public which it asks the support of, or even which permits it to exist, whether supporting it directly or not. And this brings us again to the place that the University should take in the life of the people.

The presence of the University should be to share in everything that arises in the activities of the people. Without giving up its older and more general and fundamental studies for the Arts degree, it should not only allow considerable election in some of the subjects for that degree, but it should offer courses not primarily intended for

for a degree, but such as meet the need for knowledge along lines of endeavour required by the people it serves. It ought to be the leader in thought in every channel in which the national life ebbs and flows. ~~The college that so wraps itself in its dignity and is so reserved that it feels that it can touch only certain forms of intellectual activity without being defiled, is not serving the people among whom it is allowed to exist, and is destined for extinction.~~ The University must offer instruction in every line and grade of work not done by the high schools.

In our special part of Canada a University should give not only the instruction needed for those intending to follow the profession of teaching, law, medicine, the church, engineering, etc., but should also give the stimulus, and be the centre of thought and research, for progress concerning fishing, forestry, farming, the mines, capital and labour, sanitation, civic government, taxation, trade, transportation, etc. Of course much of this work must be done in the Technical Schools forming part of, or closely affiliated with, the Universities; but it means that the pure Arts and Science Faculties must greatly increase the teaching facilities in the department of Biology and Zoology, of Geology, of Economics,

Sociology, administration, economic geography, etc.

It is obvious that such work as this, which every student has a right to expect to be open to him at any University bidding for his patronage, cannot be done by the small, by which I mean the inadequately equipped, institution. // Such colleges are often accused of remaining old-fashioned, conservative, academic, pedantic, and worse. No doubt there is often truth in such a generally expressed criticism; but I think you will find that one reason for the conservatism of the curriculum in many of our colleges is one not always confessed by the educator, namely, that since by the leanness of his purse he was restricted to so many subjects or chairs, he has taken it for granted that it was his first duty to provide for those students especially who were going forward to the learned professions, and that for that purpose the old-established traditional subjects, with the addition of some science chairs if possible, were the best after all. In any reputable College, it is the question of cost only which prevents their entering the larger field; for of course for every increase in the number of lines of study that a college fosters, there is required a corresponding increase in the number of its staff and its amount of its material equipment, and therefore an ever-increasing financial outlay.

In the earlier days when the main subjects taught in the Colleges were the classics, philosophy, history and mathematics, the paraphernalia of a College were meagre, a professor and a few books; in such circumstances, from the purely pedagogical standpoint the small college could be as good as the large one, or better, provided it could command the men for its chairs. But with the advent of the sciences, and the spirit and method of research which they brought in their train - all that is involved in the phrase "scientific study" of a subject - the paraphernalia of a College became much more extended; the professor and his few books became an anachronism. The professor must have his laboratory rooms, and their expensive equipment; his lectures become the smallest part of his work, and he must have his assistants and demonstrators; his subject matter is changing so rapidly that he must have access in a library to all current journals and text-books. You could teach latin and mathematics today with the text-books of our great-grandfathers; but you cannot teach physics today with the

text-books

text-books of ten years ago - though you will easily find people trying it.
Then again, the subject-matter of the sciences has grown, and is growing, at such a rapid pace that no man can keep abreast of all the current advances of his own special department. As a result a college cannot now, as it could a generation ago, have a professor of natural philosophy - Even a Lord Kelvin would now balk at such a task - it must have its separate professors and separate laboratories of Chemistry, Physics, Biology, Geology, Psychology, Physiology, etc., etc. A professor of Science today would far surpass a Newton. You more than suspect a man who professes even Physics and Chemistry. As a physicist, let me say with what hesitation a man allows himself to be called a professor of Physics, for he realizes what a poor grasp after all he has of such an extensive subject. He hesitates even to say he is sufficiently master of even a bit of it, say electricity, to allow himself to be called Professor of Electricity.

Now

Now I do not mean in the smallest degree to leave with you the impression that I think the student who comes to our Colleges should get a little of all these scientific "ologies," and of all the other new "ologies" - Quite the reverse, there is no tendency in school and college I more strongly abhor and protest against than the multiplicity of studies a student must take, and the consequent superficial acquaintance with learning; but I do believe that one must be a Master to be a teacher, and no man can master more than one science today. And I say when we send our sons to College we want to feel that whatever study they enter upon, whether for purely disciplinary purposes (as the classics and mathematics are to most students), or for its value as knowledge, that it shall be under a Master, who can speak with that assertion which stimulates and enthuses himself and his students, and makes him a teacher and not merely an automaton, talking and examining by rule. Moreover, a Master cannot long remain so, unless he is also an investigator in his subject, which means more books, more apparatus, opportunity for foregathering with others of his fellow investigators, and releas[illegible]

release from some of his time-consuming tasks.

So I say that an outfit which would make a small College justifiable and valuable some years ago will not fit on to the needs of today. It is not a question of small numbers, but small equipment in instructors, libraries, laboratories, apparatus, and all the other aids to acquisition of power. Knowledge is not power, but the process of acquiring that knowledge has given power.

If you would give to the most conservative educator the means of endowing such work, he would probably gladly enlarge his range of studies. Such courses as would bear not only on the Laws of Supply and Demand, and on the Government of States, but on Trades Unions and Trusts, Sociology, problems of state-owned utilities, proper housing and town-planning,

city administration

city administration, crime, disease, insurance, etc., when treated in a comprehensive, critical way, are as legitimate and essential college studies as the History of Mediaeval Ecumenical Councils or the Laws of Gravity. That we have them only in an undeveloped state, if at all, in many of our Colleges is a sign, as I have said, of poverty of our treasuries rather than of our desires. I say this in answer to many of the criticisms hurled at college authorities that their courses are not modern and practical enough. Let such critics try the effect of money, for as we know the lack of money is the root of all evil, and they will quickly find that the colleges will gladly offer every practical course that the people's activities call for. But if our critics say, let the student select any heterogeneous mixture of such courses and offer ~~this~~ it for a degree, we at once take issue with him, and say that although it may be the function of the University to offer instruction in every department of knowledge, and the function of the student to come and take what he wishes and is prepared to profit by; yet we do claim that we are still the best judges of what constitutes the best courses of education for each specific end, and especially the education for no specific end,

the education that makes for the best all-round mentally developed man, the man who carries off our B.A. degree. The University must hold its face hard against the prevailing mania for superficiality and diffusiveness.

We may well be criticized for the fact that seemingly too often our degrees are too lightly given, since the man in the street can not recognize in their holders that flavour which ought to be peculiar to a college-trained man, either in his speech, or his accuracy of thought, or his freedom from prejudice, or in his devotion to the things that belong to the realm of cultivated taste and fine feeling; this is one of the directions in which our universities must indulge in some searching of heart, if they are properly to impress themselves upon Canadian life.

In these three Maritime Provinces, with about 1,000,000 population, and with, say, 2500 young men and women who might be expected to go to college, there is room for one real university, ~~and certainly for not more than two~~, modestly equipped to do the work that our people have a right to, ~~and are too supine to demand.~~ expect to be provided for their children, so that these may have the advantages other localities enjoy. ~~We do not seem to have developed a~~

We have in these Maritime Provinces instead of one or two strong institutions which there is room for, nearer half a score, each unable to offer the courses modern activity demands. One hears and reads a good deal of late of the superior virtues and value of the small college, the reputed intimacy of professor and student, the supposed safeness from vice, the protection of the boy from the clamorous affairs of daily life, so that his mind can be fixed on his studies. They sound well - and I as one who took his work at a small college which I do not seem able to keep away from (4 times) since, would be the first to wish that all these encomiums of the small College were true. There are many ways in which the well-endowed small College surpasses the much larger College; and there is one way in which any small College has an advantage over its big brother; this is in the more intimate relation of the student, not to his instructors, but to his fellows, and in his consequent larger and sweeter view of life. This can be had in the larger university by the breaking up of the whole body into units, by the residence system, the faculty system; and where this is

is done in the large institution, the value of it has been obvious.

A College is made by its students, perhaps more than by its Faculty. You can not make a silk purse out of a sow's ear. We are told that one of the reasons our Nova Scotia students have taken such a leading place in Canadian and American life is because they are the product of small Colleges; let me say it is largely in spite of it. It is because they are the sons of their sires; I am not saying this in the usual vapid way of big, boastful talk because it is ourselves; I say it after experience of teaching the sons of other groups of sires in quite different localities, and after the experience of old colleagues in Quebec, Ontario, the Ohio belt, etc. They had only poorly equipped Colleges to go to, or stay at home, with meagre intellectual surroundings and atmosphere, and when you look at what they have done, you realize how well they deserved the opportunities which could so have advantaged them.

What we have to contend against in this part of the land is not the

existence

existence of small Colleges, but the non-existence of a large one. A small College is good, when it is good, not because it is small; smallness is in itself no great virtue, any more than is bigness. But we are told it is because of the closeness of the contact to the teachers; but this is a virtue only if the teachers are really worth getting in contact with, and the value of the teachers is in general (of course the exceptions are numerous) usually in proportion to the salaries paid and the opportunities for intellectual advance the location offers. If a small College is wealthy, it can offer one of these two inducements, and so attract good men, and especially can retain brilliant young men whom it has discovered; if in addition, the man is not worked to death with routine dull duties only, and the College is so situated near good libraries, or other intellectual workshops, and within such nearness to his fellow workers in his special line that it will prevent the good man from going to seed, but on the contrary, enable him to grow mentally and keep abreast of the progress of his subject, and be in touch with the movements in his country's life, then

then the small college is a most valuable institution within the limitations of its curriculum; but it is only to such institutions that the usual eulogiums of small colleges refer. I know one such excellent small College - Haverford; with only 10 dozen students. They had Morley, Brown, Gunmere, Mustard, - men not only eminent in their subjects, but strongly individual in character, and they impressed themselves upon their students, and gave respect to learning. But it is seldom that the student has much personal contact with his instructors outside the class-room. I see before me some who besides myself have known those fabled intellectual giants, but kindly monsters, of Dalhousie, Macdonald, and Johnstone, and Lawson, and Lyall, and MacGregor. We knew them not really personally in our undergraduate days, and yet their seal is on us all. A personality in a College will impress himself on every one that hears him, whether there are 20 in his class or 200. Did Arnold of Rugby make any the less impression on his boys because he had them by the 100, than if they were to be measured by 5's; I say rather the more, because the spirit he communicated to each

was

was multiplied by the interaction of each on each. Would Jowett of Balliol have had more influence if his college could have been divided by 10? * Did a boy at Harvard imbibe less of a love for the aesthetic in life, art and literature from Charles Eliot Norton, or get a poorer insight into the secrets of nature and nature's God from Professor Shaler, because he sat with hundreds of others who crowded to hear these MEN, - Men, I say, and not merely storehouses of information, men who taught nobility of life in every sentence.

Had we in Nova Scotia one strong University to which we could send our sons and daughters for the best education in every line of intellectual activity our country could expect to offer, and which our children have the right to demand, I would appreciate every small one we could maintain in addition for those who prefer such. But when we can not offer this best possible training, because we have divided our educational energies so much, and if poor in this world's goods must take what we have, or, if free from such petty con-straints as poverty, must in order to get the best we can, educate our children away from that atmosphere and life of our own country they should be saturated with and made to understand at their formative period of life, when, I say, we have to do this, as we now do, we are not doing rightly by our own, and there is something serious the matter, and the progress of Canada is so much retarded.

or do without;

And this one strong central university must be at a centre of population, of government, of commerce, of courts, of industry, of art, of activity, for it is where (29

~~natural strength and beauty, not because Dalhousie is in Halifax but because it is there~~ where the stimulating opposing currents of national life and activity meet and cross that the student should be brought to find all those influences that with his class-work go to develop the fully armed scholar and member of the state. The new modern colleges and universities are being planted in the centres of population; it is an exploded notion that education consists in putting the boy where he sees nothing but his books and his fellows and his professors; that his best surroundings are a glorious expanse of primitive and picturesque scenery, especially to be unbroken by the swaying of a hobble or the flutter of a willow plume, and with the silence undisturbed by the hum of man's busy strivings and activities. If we are to make him a man of the world, and imbued with its aims and its impulses, and its hopes and its fears, then train him in that world. If we destine him for the church, we do not carefully surround him with the influences not of the church It is a confession of the weakness of home influences when a parent will not send a son or daughter to a city college, because of the things they may hear or see. Experience does not teach us that the incubator-bred college man is more manly or more moral than his fellow who has been brought up in direct sight of the world, flesh and devil he has thereafter to live with, or that a greater average fall by the wayside in the latter case.

And this one strong University down here in the East, should be one of a characteristic Canadian type, with fully equipped scientific laboratories, with large libraries, with Professors who have an insight into the vast Canadian problems - one of a set of noble centres of learning.

If we are true to ourselves, these are not to be an Oxford, or a Cambridge, an Edinburgh or a Berlin, nor yet a Harvard, rebuilt on Canadian soil.

They are to be chain of great national intellectual fortresses with a wise and natural geographical distribution; one for the Atlantic Provinces, ~~whose manifest location is Halifax~~; one for each of the two great races in Quebec; two it must be for the rich and populous Ontario; one for each of the broad Prairie Provinces; and one for Far Canada beyond the Rockies.

For ~~Canada beyond the Rockies.~~

On these will primarily fall the task of the fostering of research, and of training for the highest degrees; and they must evolve that new type of university, the real Canadian university. Is it too much to expect that the institutions we are now seeing grow up in these centres will mould out of the raw material of the Bluenose and the Habitant, the man from Glengarry and from Cobalt, the Teuton and the Celt from wherever drawn, that coming masterpiece of the human breed, the Canadian, partner in his Father's house, because Master in his own?

Is this too much to expect? We have the stock, we have the climate, we have the wealth. Have we the temper? Have we the vision?

~~considerations public~~.

Thus far I have tried to deal with the way in which the College or University has grown, and to show that with one or two exceptions it has not grown in the way it should into the life of the people, so as properly to relate itself to their wants. As I have tried to make clear, the University should be the leader of all the educational and moral forces of the state; to do this it must be in contact with every national movement and cater to every intellectual prompting, and even forestall and direct these promptings Especially is this the case in Canada where we have racial differences to deal with in a philosophic and economic spirit; where we have a great immigration of people, some of whom never heard of the Magna Charta, but the children of all of whom will be eagar for education and the quality and temper of that education we provide for them will largely determine the quality of citizenship we shall get in return. It is the part of the University to appreciate these features of our national problem, and so to mould the teachers and leaders whom it sends out that they in turn mould and guide the forces tending to civic and national uprightness. In the Great West there is no necessity greater than that of instilling British ideals of justice and Government. We are indeed fortunate in inhabiting a temperate region, where these British institutions seem to take root more easily.

One of the most important functions of our universities, in their relation to the problem of Canadian nationality, is to provide teachers, especially the teachers of the higher grades. It is not to our credit that all the students of each section of our country cannot get the training needed for this purpose without going outside of his country; we should have in these Eastern Provinces one University properly equipped for some investigation in all the main departments of knowledge, not for the express purpose of contributing to the sum of knowledge, so much as to give that eager spirit and that conception of the breadth and purpose of learning that would give stimulus to their teaching, and make their pupils more successful men and women, in whatever career they adopt, and in its turn react on the training of the students entering the Colleges. Thus the University reacts on the Canadian citizen throughout his whole educational period.

But not only it is not to our credit that we can not do this in our part of the world, but it is a distinct drawback to a right national growth in many ways, one of which I shall emphasize by repetition. It is so obvious that to guide and mould a nation

nation you must imbibe its spirit, grow up with its traditions and aspirations, understand its ideals, sympathize with its ambitions, appreciate its possibilities, and foresee its trend of thought, that I do not need to enlarge on that. But if you send your young men, who are to come back as your teachers, to foreign parts for their whole advanced training during their impressionable years, you must not expect that direct impress on its youth which comes from an intimate knowledge of their needs and desires. Interchange of thought we must have, and an understanding of the work and purpose of other communities; but it must be used for grafting on our own stock, not for supplanting it.

2er 7

Another point to be considered in discussing this question is that the true Canadian University must never be merely a local institution, looking only to the needs of its immediate vicinity; it must also be a Canadian institution looking to the needs of the state. I have heard our Dalhousie Law School severely criticized because so many of its graduates go to the Great West; now in that way I consider it is doing perhaps its best work. For the future of the West determines in a great measure the future of the East; and the future of the West depends not on its grain-fields only; but as well on its imbibing the traditions and the spirit of the institutions of ~~which~~ what Sir Andrew Fraser so frequently and proudly referred to as the "little island set in the Northern Seas;" and where are we to get men so well fitted to instil these traditions and ideals into the incoming millions of settlers than from those who come from the home of the earliest colonial responsible government in the Empire, and who are trained here ~~in the Province~~ where we are steeped in British traditions and ideals of duty, justice, and self-government. The same is true of those who are to stand behind the school desks in those great prairie empires

empires, and yet your Normal School has to meet the attacks of those who revile it for training teachers only to lose them to the West. You might almost as well say that the church schools had no right to train missionaries to go off to foreign lands and let their native country lose their services. We have it said to us at Dalhousie that it is better to leave the young men on the farm and ignorant, than to give him an education only that the country may lose his services. This is a narrow view to take of the university and its mission; and let me remind many of those who take this view that the fact that they themselves are now in this happy land of promise is due to their progenitors leaving a land which had spent its treasure to train them; and with this in mind perhaps they will not be so keen to countenance a theory which would have left their sires on the old sod, where they might now themselves, be, with an oat-cake for a protection from the elements, be chasing the guileless sheep on the heaths of Scotland; or with a possible evening meal of potatoes in sight be digging peats in Ireland; or be looking with a despairing greed of ownership on a little English acre they are breaking their backs to cultivate for its lordly owner.

We

We must train men to the highest pitch in every region of study which ambition or mental curiosity may drive them into, no matter whether the talents which we have been instrumental in improving be retained in our small kingdom or be lost to it. Otherwise, our narrow vision would get narrower with each day we lived, and our education less virile and less desired. If a country is such that it has the brains and ability to train men who find a greater demand for themselves abroad than in the land of brains which was able to produce them, then that country can afford to export brains. The law of supply and demand would keep them home, if there were not brains enough to go round.

If any institution in a country should be altruistic, it is the University; it must sow even if no time of harvest is ever fixed; but always in the certain assurance that with good seed the harvest will be great.

Another way which our Universities must take in order that they may operate more prominently on Canadian life is in becoming a more direct school of training for citizenship. This can not be brought about ~~in~~ without in the first place ~~by~~ having an age limit for

for entrance to the University; so that the student on entering is mature enough to profit by the methods of mental training there employed; otherwise he is far better off in the High School. In the next place students should live gregariously, i.e., in dormitories; for a large part of the training is that which he gets from contact on a footing of equality with his fellows; where he learns to take the ~~tubs~~ and knocks that life is filled with. And next he should be in a large measure self-governing. The University should be a republic, where every instinct for leadership, for government, for union for a common aim, for obedience and self-subjection for the common good, should be cultivated; and where the student life and liberty is largely determined by rules ordained by the students themselves, and not entirely by those laid down by the College authorities. Student parliaments and courts should be as prominent as student athletics.

Finally, I come to a function of the University in the life of the country that is perhaps its most vital one, to act as a barrier against the march of materialism It must ever be an insistent, perpetual protest against the worship of money for money's sake

sake, and against the estimation of the value of things by their money-making power. I have given much of my time tonight to dealing with the University's part in training the student so that he may achieve eminence in every form of man's activity, but that training is badly done if the student has not at the same time learned to spend with like fitness his hours of leisure. The University must hold fast to its old Arts course, because by it best can we teach that there are things worth while in themselves, through it can the student best acquire that taste, and that appreciation of the finer things of life, and that love of the true and the beautiful, which will give richness and flavour to his freer hours, and make him even when alone surrounded by his friends.

This then is the University's finest function, to teach the art of living.

~~Coming to Halifax and her interest in the University problem, I have necessarily some hesitation in dealing with the question as representing directly one the many colleges of the Maritime PProvinces, and the one which is among you. But I~~ feel