

realize our destiny. As a growing Province we could not afford to leave unturned a stone which would help to give to our people the trained artisans who will alone make a country industrially rich or great. Oxford—proud old university!—was now passing her hat among the public men of England. Her needs have exceeded her revenues, especially for scientific teaching. Cambridge was asking for aid on similar lines. There were only two universities in England within the lifetime of some of those in that room. To-day there were ten great universities, and the end was not yet. To-day there were one hundred university colleges in England, such as Toronto, Queen's, Victoria or McMaster. In Germany there were twenty great, well-equipped

universities, and they would not dispense with one of them. Might we not aid one and make it strong? If Germany, to keep her place in the ranks of the industrially great nations, did these things, could not we as a Province afford to equip and see to it that one or two were strong and efficient?

Toronto University.

"It is the case," Mr. Harcourt continued, "that some very important changes affecting the university of which I am speaking have been in contemplation for some time past. Negotiations have been going on for some time past, and it was felt that until those plans had matured and been developed a careful scheme of aid could not be decided upon. Surely I can speak for every one in this House, for my colleagues at any rate, when I say that not one of them is indifferent to the needs of the University of Toronto. Surely there is no difference of opinion on this question; and when the time comes for a properly matured scheme of aid which will last for years to come, a broad scheme, let us all hope that scheme will be matured and will meet the exigencies of the case. I can, however—I speak for myself—ask that something be done at once. Let us make the teaching of mineralogy and geology in this Province as strong as we can. Should we not do so? Should these departments in their practical bearings upon the fortunes of this country not tell in our chances for making great men and industrial development? Should not great thought, great attention, be paid to these subjects? My suggestion is that in every way in our power we strengthen the teaching in these departments. In mineralogy and geology in the University of Toronto less than \$2,000 is spent to-day—in the opening year of the twentieth century! In similar institutions across the line they spend \$50,000—twenty-five times that amount. I had hoped that whether in the west or east, whether separately or together, we will see that our duty is to make the teaching in our schools of mining, wherever we have mineralogy and geology, make it broader, so broad, so generous that our students may not feel that they are compelled to go abroad in order to become proficient in these very important subjects.

A Bright Future.

"Speaking of our future, I do not think

there is one in this room who takes a more hopeful view than I do. I may take too rosy a view. I hope in a few years our mines will attract the eyes of the world. Last year we ranked fourth in our productiveness, and I believe in the next two or three years we will gain a step or two, possibly be second or third."

Mr. Whitney—In gold?

Mr. Harcourt—And in iron and minerals of that kind. I ask you to apply the words which Shakespeare puts in the mouth of Cassius:

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings."

So, therefore, I say that in this Province of Ontario if we do not reach an industrial position of which we can all be proud, if we do not achieve a degree of material development which will make us reasonably proud, then the fault lies not in our star but in ourselves; it lies in our neglect sufficiently and adequately and generously to equip our highest institutions of learning. (Ministerial applause.)

The Opposition Leader.

Mr. Whitney—Perhaps the fault is not in our star, but we are not in the habit of cherishing the idea of what our duty is as much as the star.

Mr. Ross—Hitch your waggon to a star. (Laughter.)

Continuing, Mr. Whitney asked the Minister of Education to explain in what way aid to the university would aid the public schools.

Mr. Harcourt replied that the public school teachers were taught in the high schools by those who were taught in the universities. Take a link out of the chain and its strength was gone. Therefore, to make those efficient who taught in the high schools you must teach them, and they were taught only at two places—Toronto and Kingston.

Mr. Whitney asked the Minister if it was his contention that the fact that Toronto University had not done all that had been expected of it in recent years was its own fault, or did it arise from lack of means.

Mr. Harcourt said the university authorities had done all they could do with the means at their disposal. The great need for scientific equipment was a growth of recent years. To equip a chemical department properly they could well spend \$50,000, \$75,000 or \$100,000.

Mr. Whitney—I would like to ask, in the event of the aid being given to the university which the university asks for—about \$50,000—whether a post-graduate system of education may be expected.

Mr. Harcourt—I certainly hope so. It would not be an up-to-date university without that.

Mr. Whitney—That would enable them to do so?

Mr. Harcourt—Certainly.

Mr. Whitney Surprised.

Mr. Whitney said he understood Mr. Harcourt's view to be that aid should be granted. He expressed surprise at the doctrine of improving the educational system by beginning at the top.