

in order to give the full four year course in arts and in teacher training, the addition of one or two professors and a small amount of extra equipment is practically all that is necessary. While the cost cannot be estimated, yet I understand that it might entail perhaps an extra \$15,000 a year. As the vote to the college this year is say \$50,000, surely \$65-70,000 is a very reasonable sum to pay for the great advantages a university offers. At the present time it costs us \$50,000 a year to give students a two years' course; surely the extra amount required is proportionately a very modest sum to pay for the great advantages that would accrue from the establishing of a university. In the nature of things, the first stages of growth of a university would not be extensive, and it is only sensible to assume that we can rely upon those in whom the responsibility of the direction of the university will vest, to shape the moulding of our national university with caution and circumspection, and will have regard to the financial capacity of this country to pay, and the merits of the claims of the students of our country.

It is true that we assist a certain number of students to go to Canada, but only to a small proportion of students is assistance granted. Consequently we have a large body of earnest students, whose educational and cultural development is a matter of great importance, frustrated at the most important time of their lives. This country may well expect a valuable return from the young people who avail of our educational facilities. If we fail to grant these facilities, we may reasonably expect to pay for our short-sightedness. In fact, I myself view the existence of a large number of frustrated students with apprehension. We do not want a disgruntled semi-intelligensia.

The Memorial University College was founded in 1924. By great good luck the first President was an outstanding English educationalist, John Lewis Paton, who was a man not only of profound erudition but of extraordinary personality, and he has bequeathed to the college a valuable spirit and a fine tradition of academic thoroughness and high personal aims. This spirit has been developed through the last two decades, and a university college can no longer adequately foster the development of his vision and accomplishment. The college itself ranks high in the educational world and has won

a unique reputation, not only in Canadian and American universities, but at Oxford as well.

The academic work of a college is not today sufficient. The extension departments of universities in other countries constitute an important element in education. They cater to the needs of those who wish to continue their education but do not desire to graduate from a university. An extension department would be particularly valuable to this country — it is one of our most pressing needs — and only a university can direct it adequately.

I have asked several educationalists whether or not they consider that education should begin at the bottom or at the top, whether money would not be spent more advantageously upon primary schools, but they have uniformly assured me that the idea that improvement starts at the bottom has been exploded everywhere, and that it is universally recognised by educationalists that the good permeates downward.

We have in this country a very definite character of our own. One might call it the Newfoundland character, and we have a culture of our own; but a culture needs a home, it needs enrichment and development; only a university can adequately provide the necessary stimulation.

During the last ten years there has been considerable government activity in science, agriculture and adult education, and I believe a great deal of valuable work has been accomplished; but how are these various activities to be co-ordinated except through a university? Nothing would be more valuable to the people of this country than an understanding of our economic and political problems. We must evolve our own way of life in this country, a way of life based on our national culture and our special traditions, and the solving of our educational problem is the first essential. In the years that lie ahead these problems may demand an immense national effort, an effort which can be made only by a people possessing a sound knowledge of the problems of government.

I need not enlarge upon the cultural developments that would inevitably flow from the establishment of a university, the stimulus it would give to art, music, architecture and literature. Newfoundland people are not devoid of talent, and a university would be the most practical way of giving these talents and interests a real chance