

(a) *Examinations.*—The system in vogue at St. Boniface is that in use in the Colleges in the Province of Quebec, and the University of Laval. The course of a lad extends over nine years. At the end of his seventh year an examination is passed—his first in the University—in Languages and Literature. These subjects are then omitted from his course of study, and two years spent at his College in the study of Science, (including Mathematics, Physical, Mental, and Moral Sciences,) after which the last examination,—his second in the University—is passed, and the successful candidate is entitled to his Bachelor Degree. It was found, on the other hand, that in a number of English and Canadian Universities, the University allows the affiliated Colleges to examine in all except two University examinations—one in the middle, and the other at the end of the third or fourth year's course—and then, two are compulsory.

Here, then, was a means of unifying the French and English systems. Some would have preferred more University examinations, but by arranging the subjects judiciously for the two examinations required, it is believed a sufficient test can be obtained.

Accordingly, two examinations for the ordinary B.A. degree are held necessary—the first called the *Previous*, the second the *Final*.

(b) *Admission of Students.*—Two modes of matriculating students are permitted.

(1) A student who has not completed his course in any of the affiliated Colleges, may pass an examination called the *Preliminary*, after which, in a year's time, he may proceed to the *Previous*, as a matriculation student. This examination may be taken by students of Colleges, and thus make a *third* University examination. It has been made compulsory in the students of the Manitoba College, going on with the University course, by the authorities of that College.

(2) A student of one of the affiliated Colleges who presents a certificate from the head of his College that he has completed the required College course, may go on to the *Previous* examination as a matriculated student.

(c) *Text-books.*—This subject afforded one of the greatest difficulties of the situation. Some slight difference as to the interpretation of the Act took place. Some maintained that to make out a *schedule of topics* best met the wording of the Act; others held that prescribing text-books was the best for the student, and most satisfactory for examiners. The difference of language afforded at length the means of settling the matter. It was found that the same text-book could very seldom be had both in French and English. Accordingly, text-books corresponding as much as possible were adopted, and the division rendered necessary by language was found nearly to coincide with the two lines of religious thought in the Council.

(d) *Subjects.*—Educationists differ so widely as to the comparative merits of Classics and Sciences, that more conservative or more progressive tendencies in this respect exhibit themselves among any combination of scholars. Probably the Western air, and the inevitable effect of the progressive movement in a new and rising country, made less trouble than usual in this matter. Modern Languages, Mental and Moral Sciences, are all dipped into, at least in the ordinary pass course for B. A., while "Natural Philosophy and Humanities" are by no means neglected.

(e) *Honor Courses.*—The very wise policy has been adopted of having several different Honor Courses proceeding to the degree of B.A. in Honors. The effect of this will be to encourage special excellence in certain selected and congenial departments. The discussion as to "Options," which took place in Ontario some time ago, and which has elsewhere been a "bone of contention," was fortunately omitted in Manitoba. Students, after passing the *Previous* examination of the University, may proceed to the Honor degree by one of the five courses:

- 1—Classics.
- 2—Mathematics.
- 3—Natural Sciences.
- 4—Modern languages.
- 5—Mental and Moral Science.

Prospects.—The examinations which are held in May annually began in 1878, so that only two have been held, and the first for final will be in 1880. These are conducted by printed papers and written answers. Thus far the examiners have been partly selected from the teaching staffs of the several colleges. This will probably become less and less necessary. This year six out of fifteen examiners are not on the teaching bodies of the colleges. At the first examination in 1878, seven students presented themselves; at the second in May, 1879, 16 students were present, and all the colleges were represented. So great an undertaking as the beginning of a university with imperfect resources might well fill its promoters with anxiety, but the disposition manifested to patiently meet and deal with differences of opinion give great hope for the future. The effort has certainly been to keep up the standard as high as the circumstances of the province will allow, to make the University useful in elevating the educational condition of the province, and to avoid the disgraceful "bathos" into which some of the Canadian Universities fell in their earlier years. A small grant for the necessary expenses is allowed by the Legislature, but no doubt the University will obtain its share of land set apart by the Dominion Government for purposes of "education," which amounts to one-eighteenth of the whole province. Necessary buildings must be erected; and it is to be hoped that the colleges on whose prosperity, after all, that of the University is based, will be made able to do their work by their friends. They are all three struggling, poor and proud, longing for new buildings and for firmer endowments. The cultivation of our people and the future character of our public men largely depend on them. Manitoba is the first of a series of great provinces to be reclaimed from the vast solitudes of the North-West; the beginning in self-government, social advancement, and educational organization in Manitoba will no doubt influence the newer provinces rising farther west. Quite possibly one of the first results of the University of Manitoba, receiving a respectable revenue either from her land grant or from bequests, will be the appointment of University Professors to supplement the work done in the colleges, which feel painfully the heavy responsibilities thrown upon them, and the weak teaching staffs at their disposal to prepare for the University examinations. Co-operation among the Colleges is also being spoken of to meet the want already mentioned. Every lover of his country must rejoice to see Canadian civilization spreading so rapidly; every true patriot will bid God-speed to all movements aiming at the advancement and enlightenment of the people, and will not withhold good wishes from our University, the youngest of the educational sisterhood.

Who loves not knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

HISTORY IN OUR PUBLIC SCHOOLS.

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(Published by request of the Lanark Teachers' Association.)

Facts are the basis of history; reality is its very spirit and essence. It is made up, says Goldwin Smith, of human actions, whether these actions are political, military, social, religious, or of any other kind. These facts may be related in a variety of ways,