

A MODERN UNIVERSITY.

The following lecture on "A Modern University" was delivered on October 24th, at the first open meeting for the year of the Manitoba College Literary society, by Rev. Dr. Bryce, honorary president:

"Four years ago the University of Manitoba was invited to send to Italy a representative to be present at the 700th anniversary of the founding of the University of Bologna, one of the oldest universities now in existence. The University of Paris, which grew out of the same movement for the revival of learning, equals in age its Italian sister. These hoary institutions, with their limited lines of study were, even in their infancy, marvellous in their influence. Bologna, within twenty years of its founding, had ten thousand students gathered from all European countries, and at that time the arts course embraced the ancient trivium, grammar, logic and rhetoric, along with the famous quadrivium, arithmetic, geometry, music and astronomy. Bologna in later years was most celebrated for its teaching in medicine and law, while Paris divided its work into four parts, viz., three "superior"—theology, common law, and medicine—and one "inferior," that of arts. But these two most influential universities, both making a claim to priority, were very different in character. Bologna was entirely professional; Paris cultivated knowledge with a less mercenary spirit, and thus, according to Mullinger, added immensely to her influence and reputation, so that the decision of the Parisian doctors was regarded as almost final.

OUR UNIVERSITY

is in contrast with these great seats of learning certainly but in the "dew of its youth," yet it is our own, and it has for the Canadian west a promise and potency worthy of consideration. The problem is a vastly different one to-day when we speak of "a modern university" from that when only the trivium and quadrivium were to be taught. Modern intelligence demands a wider culture for the university man, and the railway train to eastern university centres does away with the protection of an Alpine barrier or a "disociabile mare." For us to be standing still with our meagre equipment, or to be disputing among ourselves about how much or how little arts shall be taught in the university is simply suicide. The question of both providing the professional training in medicine, law and theology for which Bologna was famous, and of cultivating knowledge for its own sake and general influence after the manner of Paris is upon us, and the one who clings to the sadly imperfect equipment of our present colleges, both as to professors and material of work, as sufficient, and the persistent theorist who wants the university to teach all branches and will have nothing else, are alike enemies to educational progress. I can see no matter of principle in the dispute.

The only point of present difference is whether the two professors of classics and metaphysics shall be in the college or in the university. On all else the chief opposing parties seem agreed. Shall we sacrifice the splendid opportunity afforded us and drive our students to Toronto and McGill, or to Queen's and Princeton? The requirements of

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are so great that I hope the Provincial government will come speedily to our assistance and help us to hold our own as a Manitoba university. Classics and metaphysics must be taught as the allies of theology. Without the former there can be no thorough acquaintance with the oracles of our religion; without the latter the theologian is like a soldier without weapons. Nor would I withhold from these old and important subjects a useful place in general culture; but from my present standpoint they do not claim such notice as other departments. A class-room, with a table, a few benches and desks, a few books and maps, an ardent professor and a band of ingenious students, is all that either of these departments needs for immediate teaching. The colleges can with perfect efficiency overtake these, and they seem to be willing to undertake the duty. Under any circumstances, should the colleges become largely theological, it is likely these departments would be retained; though, as I have said, I can see no matter of principle involved in these being taught by the university, as is so well done in my alma mater—Toronto university.

THE DEMANDS OF SCIENCE.

But while this may be the case with the "Triviums," it is not so in the departments required by a modern university. The demands of science are enormous, and the popular cry re-echoes these demands. It was lately my privilege to visit the great western universities in the states of Minnesota, Nebraska and Kansas and the same features were to be seen in them all. While all maintain the older branches they are providing splendid equipments in natural sciences. In Minnesota during the last three years two beautiful buildings costing upward of \$250,000 have been erected for science. In Lincoln, Nebraska, a professor showed me through large buildings entirely devoted to science; while in Lawrence, Kansas, the magnificent new Biology building called the "Snow Hall" has been lately added to the commodious Chemistry and Physics building erected a few years ago. I mention these rather than Toronto, where in the last two years the beautiful Biology building and the great additions to the School of Science have been built, or Montreal, where large sums have been spent in erecting suitable premises, because the Western States are in the same circumstances as ourselves, though Toronto and Montreal are our real rivals in university education.