

In the year 1877 the leading educationists with a wise foresight succeeded in uniting the several denominational colleges in one system by the creation of the University of Manitoba which henceforth controlled the examinations and conferred all degrees. This was an achievement of no small moment when we consider the obstacles which had to be overcome and the results which may be realized.

This brief historical survey has been necessary to a true understanding of present university conditions in Winnipeg. The University of Manitoba, which is the only degree-conferring body west of the lakes, has been, until recently, to all intents and purposes, an imaginary board. For some years, it is true, a small amount of instruction has been given in science by university lecturers and the students of the various colleges have mingled in these university classes. But the bulk of the instruction has been given and is still being given by the colleges. Laboring as they are under the disadvantages of small endowment and limited equipment and burdened, furthermore, with preparatory departments, these have naturally been forced to confine their attention to classics, mathematics, moderns and philosophy. The work done, moreover, though of a substantial character, would hardly be regarded as real university work in the true sense of the word.

One cannot help noticing that as yet higher education is hardly a factor in the development of the West. On the industrial side the University has done nothing. No advanced courses in science have been offered. Neither mining, agriculture nor manufactur-

ing have benefitted in any degree by the existence of the university. Higher education has done little or nothing to influence or mould public life in a broad way. As yet no courses in history, political science or economics exist, though it is in such subjects that a university is best able to come into touch with the practical life of the community by training its future statesmen, lawyers and journalists. This criticism is not merely negative if it indicates some of the aims which the university must keep in view. Far be it from us to overlook the difficulties which higher education has had to contend with in the West.

The Council is the governing body of the University. Of its members the representatives of the Colleges form a considerable majority. This is but fair as long as the University possesses no teaching faculty of its own and the country is dependent upon the Colleges for its higher education. But it carries with it obvious disadvantages. Any policy which is adopted, any change in the course of studies is the result of a reconciliation of interests more or less opposed to each other rather than of any common purpose or guiding principle of action. This is the price paid to uniformity. The exigencies of the Colleges have determined the policy and to a large extent the growth of the University.

This discussion would be irrelevant were it not that a real university independent of the colleges is a live issue in academic circles in Winnipeg to-day. Among the students this idea has been fostered by attendance at university science classes as mentioned above, by the sight of one solitary building which bears the name of the university and by the influence