

ed his style by listening to lectures. We can hardly expect to secure in Manitoba the services of a professor who can give us better lectures on English Literature than those that have already appeared in print. Nothing in this line can surpass certain chapters of Newman's "Idea of a University." Yet the careful reading of these, although more profitable than the mere attendance at lectures, will not suffice to transform the reader into a master of English. What is needed is practice in writing under a careful teacher who corrects all faults of style, and this work can be done best in the colleges.

In this connection I may say that one of the things we most regret in the university curriculum is the neglect of formal rhetoric. I know it is the fashion among thoughtless people to pooh-pooh all treatises on rhetoric. Doubtless there were exaggerations in some of the old-fashioned treatises; there was, for instance, a too minute study of rhetorical figures. But these exaggerations of analysis were far less harmful than the utter neglect of the eternal principles of rhetoric founded upon the experience of mankind. True, we have text-books of rhetoric telling us how to construct sentences and paragraphs, but the most recent ones give no directions for the construction of an entire speech. Now it is not by mere sentences and paragraphs that you persuade and convince an audience, but by a well arranged speech, developing one main idea, having a beginning, a body of properly marshalled proofs, a fitting conclusion. Look at the way most of our college debates, even the international one, are carried on. The form of the speeches is generally wretched; there is no orderly arrangement of arguments, there is no rising to a climax; often there is nothing but a running fire of disconnected facts delivered in a jerky style with no variety of tone. There being no unity of construction, there is little practical effect upon the audience. All this is due to neglect of training in rhetoric. We believe—at least I do—that the surest test of general mental culture is the power of writing an effective discourse. In our curriculum, when we are at liberty to follow it closely, the last year of the ordinary classical course devotes a good deal of time to the writing of speeches. As a student of that class I had to write speeches in French, English and Latin and to construct them on time-honored models. Of course they were not masterpieces, but they afforded an excellent means of training for the future. The lack of provision for this training has been deplored by the parents of some of our pupils. Gentlemen, who had, in their own college days, spent much time in the rational formation of style, have more than once expressed to the professors of St. Boniface college their regret that their sons had not sufficient practice in writing their own language. We recognized the justice of the complaint but could do nothing to improve the situation except by recommending the students to practise writing during vacations.

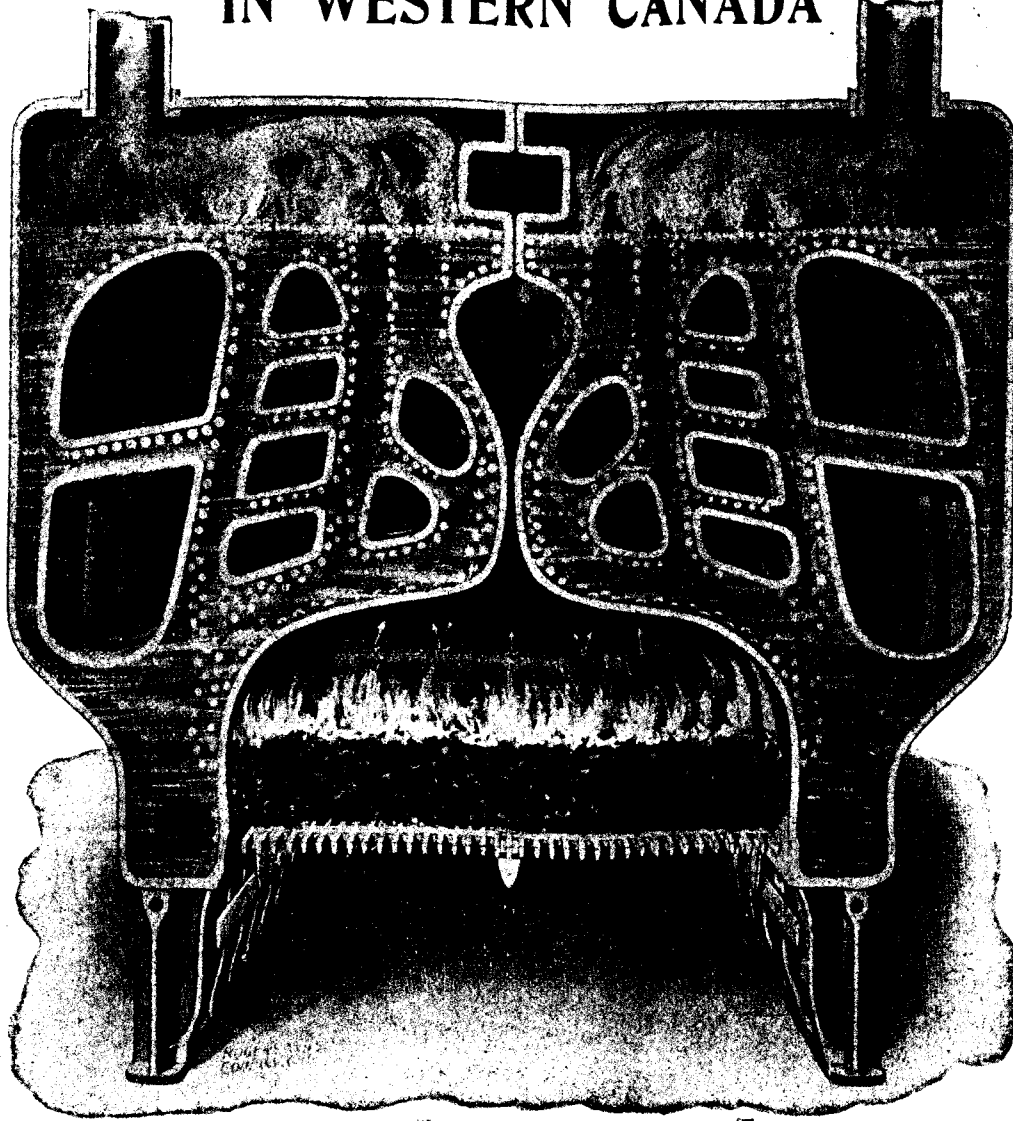
Another point on which we have had to yield in order to enjoy the benefits of university connection is what we consider the too great importance attached to mathematics in the early stages of the university curriculum. We should prefer to see mathematics spread out in smaller doses over the whole course.

#### Mathematical Training.

while excellent as a discipline of accuracy, has a tendency, if given undue prominence, to narrow the mind. Some years ago an able mathematician of this province published an elementary treatise on logic which revealed this limited outlook. In explaining the syllogism he confined himself altogether to the mathematical type of syllogism, the syllogism of equality: A=B, B=C;—A=C. This is an extremely narrow view of that great instrument of reasoning. The ordinary form, which proceeds not by equality but by inclusion or exclusion (A is in B, B is in C, therefore A is in C), admits of a score of legitimate variations and is consequently a more human process. The one is like a car confined to two parallel rails, the other like an automobile able to scour the country in all directions.

Again, we consider it a hardship to have the university year shortened to less than seven months. On the other hand, we welcome the addition of one year to the university course. From the very beginning of our connection with the university we advocated the extension of time, which we consider a very important factor in all training. We also advocated a more extended treatment of Physics in the necessary course, and many years elapsed before we gained that point. Now, however, we view with a certain amount of anxiety the exclusive development of the science department. Scientific training

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ing is, no doubt, of great value to the public. One of the speakers at our last debate on the question at issue quoted an instance where the researches of a university professor might be invaluable to the farmers of this country. I lately came across a similar instance in the United States. It is asserted that, within the last two years, in Iowa, a university professor had saved ten million dollars to that state by his discovery of a means of improving the Indian corn harvest, which is the staple of that state. By all means, then, let those students who have a special talent for scientific pursuits cultivate that talent. But there is danger in giving science a paramount place. Scientific studies, when pursued to the exclusion of other more humanizing studies, have a tendency to materialism. Although the scientist is constantly taken up with the search into the causes of phenomena, he is apt to stop at secondary causes and neglect the ultimate search of the First Cause, without Whom all science were impossible. We have heard of a science professor saying to his class, "The author of Nature, whatever that may mean." And we all know how one such man clung so tenaciously to what is after all only an hypothesis that

he preferred it to Christianity, which is a world wide fact. Others will always write "nature" with a big N, as if the size of the N proved anything. Scientific teaching in the hands of such men we believe to be both mischievous and unreasonable. The highest exercise of human reason is the recognition of the necessity of a First Cause.

I have enumerated some of the sacrifices we have made in order to maintain our connection with the university. Let me now dwell upon some of the advantages we have derived from that connection.

#### University Connection Advantageous

In the first place there is the healthy competition between the students of the various colleges. This has been most beneficial. Speaking from the experience of my own college, I am inclined to think that it would not be easy to find anywhere else in Canada more sustained application to study. The stimulus of scholarships has also been most valuable. Not only the students but the professors in the different colleges have been of great assistance to each other in the way of suggestion and improvement. Not being a believer in Dr. Osler's dictum

about the forty-year limit, I have no hesitation in saying that I myself have learned more in these last twenty years of my intercourse with the professors in this Council and in the Board of Studies—and I am far nearer sixty than forty—than in the previous twenty years of my life. This advantage would be lost if the university took over all the teaching.

These are some of the reasons why we sincerely cling to our connection with the university. But, if university teaching is to extend beyond the science department there are certain advantages we are

#### Not Disposed to Yield

The first is our system of philosophy which, while sufficiently elastic to admit all the facts of science, presents a coherent explanation of philosophic difficulties, which we fail to find elsewhere. The second is the use of the French language in examinations. Our French-speaking students, who form the majority in our college, can speak the English of hockey and baseball, but when it comes to intellectual pursuits they are sadly handicapped if they cannot use their mother tongue. Partly for this reason and partly for the sake

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