

OUR SCIENCE LECTURES.

So absolutely important has this become that our university has felt the necessity of undertaking, under great difficulties and with very imperfect appliances, central science lectures, under the three science teachers of three colleges of the university. These, as soon as the necessary laboratories can be arranged, which will be in a few days, give promise of being a great assistance, but they are to be only temporary, and are begun in the hope that the fuller equipment and facilities may be provided very soon by the Government. Three professors, at least, giving their full time to science, and provided with adequate laboratories, museums and library, can alone give our university the name of a modern university, and enable us to hold our own with the strong competition south and east of us.

THE EXACT SCIENCES.

No less important is the demand for university teaching in mathematics both pure and applied, one of the great needs of our whole educational system is a toning up in mathematics. Arithmetic instead of being the terror of our teachers in their examinations, should be so taught, that it may be as little dreaded as lying down to a pleasant sleep. Algebra should grow to be a favorite study, and the simpler departments of higher mathematics ought not to be unknown in our best high schools. To reach this end the standard must be raised at the top. One university professor at least is needed in mathematics; and the department of applied mathematics, even if restricted to statics, hydrostatics, and dynamics, can only be taught efficiently with a costly apparatus. Toronto university a few years ago paid one bill of \$8000 for apparatus for teaching physics; and the later appliances required for electricity are most expensive.

ENGLISH.

The study of our English language has taken a vast stride ahead in the past twenty years. The true principles of philology are being applied to it, and in our university, one professor supplied with a good library of modern works, will have more than he can do. I have in my possession the register for this year of the university of California, and the attention given to the study of English is remarkable. English language and literature are in the course divided into eighteen departments, and these are taught by four professors. Such departments as Old English, Advanced Old English, Middle English, Literature of various periods, Rhetoric, Principles of Literary criticism, Aesthetics of Literature, and Summary and Theme writing open up a vast field. In English our educational system needs great advancement. The preliminary examination in English is nothing to what it ought to be. Our self respect demands that it be raised in character, and better facilities for teaching and higher university requirements will have the effect of raising the whole standard of English in our system. It is a disgrace that it should be possible for a student to read for example two Latin authors to enter in medicine,

and not know a single English classic; that a student should read portions of five classical authors in his previous year, and only become acquainted with one play of Shakespeare, and a superficial sketch of English literature. There is great need for the university raising the standard of English in the curriculum.

FRENCH AND GERMAN.

In late years a greater relative importance has been given to these modern languages than formerly. Many of the most important advances in all branches of science are now recorded in the languages of France and Germany. For one important work in English in the departments of philology and anthropology, five are written in French and German. The most recent and thorough investigations in biology and chemistry are to be found in the French and German records of Pasteur and Koch, and in the European laboratories. Even modern theology in its departments of biblical and textual criticism, and apologetics can only be thoroughly studied in the works of Holland and Germany. The time has no doubt come in Manitoba university when French and German should be taken as a substitute for Greek, as is done in Harvard and the leading Canadian universities, including Toronto. That these subjects should be taught to the best advantage, both as written and orally, surely requires two professors in the university, who, if possible, should teach the language which is his mother tongue.

THE PRESSING NEED.

Surely with such crying needs in natural science, mathematics, English, French and German, another year should not elapse before the matter is dealt with. The 150,000 acres of land voted years ago by the Dominion government, and now nearly all selected, ought to be handed over at once to the province, without any conditions or drawbacks, for they form a part of the "better terms" settlement between the province and the Dominion government, but even if given at once the opinion of the majority is that they should not be sold until they reach a fair value, so that the government must, to secure us these advantages in any case, come to our assistance, and the public sentiment of the province would seem to support them in giving this aid.

THE MEDICAL FACULTY.

During last year a movement began to bring the teaching of medicine into a closer relation to the university. The medical college in this city has partaken of the prosperity which has attended all the colleges affiliated to the university. At the request of a number of leading medical men the university last year appointed a committee to consider this matter. It is claimed that if university buildings were being erected it would need but little additional space to provide for medical teaching, and that the members of the profession in Winnipeg could continue as now to supply the professors, while the chemistry, botany and histology would be taught by the regular science professors. The exam-

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