

question whether the interests of higher education would not be best served by the Colleges continuing to teach the humanities. The Colleges have their traditions, the University none. This is the problem which the larger American universities are facing to-day, namely how to organize their great body of students into smaller units which shall have common interests and a real solidarity.

The present movement toward church-union has resulted in a very gratifying practical illustration in college circles of the possibilities of union. Manitoba and Wesley have this session joined hands in all their arts work. They have succeeded in working out a system of co-operation in teaching which must of necessity raise the standard of work done by lessening the burdens of the lecturers and which is doing not a little to bring together two great bodies whose interests after all are not so divergent.

Leaving Winnipeg and travelling some one hundred and fifty miles we come to Brandon, a flourishing Western town. Here the Baptist Church is endeavoring with a measure of success to build up a strong college. Debared from degree-conferring powers it has been compelled to affiliate with the University of Manitoba. Its resources are as yet very limited and it is doing little more than secondary school work. It is valuable as a centre for educational activity existing beyond the direct influence of the university. We at Queen's, at least, would sympathize with it for it stands in much the same relation to the University as Queen's does to the Provincial University.

Outside of Manitoba there is little as yet to record. Quite recently the

Methodist Church has established a college in Edmonton. Its work at present is largely preliminary in scope but it will no doubt be compelled to undertake more advanced work in Arts and Theology. There remains a small college in Vancouver which is in affiliation with McGill and prepares students for the examinations of the first and second years in arts. This completes the list of so-called institutions of higher learning in the West.

The situation in the territories demands consideration. About a year ago the Territorial Assembly made provision for a university as soon as autonomy should be granted. Mr. Haultain, the Premier, is a university graduate and a warm friend of higher education. We may look therefore for a more rapid development in the Territories than has been witnessed in Manitoba. Let us hope that there we may not see a repetition of what all true friends of education will deplore, a denominational college system.

We have tried to describe the present condition of higher education in the West. It is evident that there is as yet very little vitality in it. It does not touch the life of the people, consequently there is no corresponding public opinion demanding higher education. People in the West are in favor of a certain amount of education. Nothing is more gratifying than the rapidity with which new schools are opened almost before the incoming settler has turned his first furrow. But the interest of the majority does not extend much beyond the three R's. It is largely a commercial interest. Plutarch tells us in his life of Themistocles that the peo-