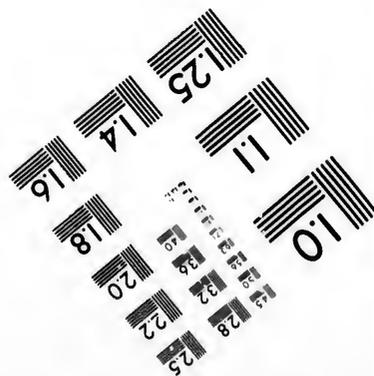
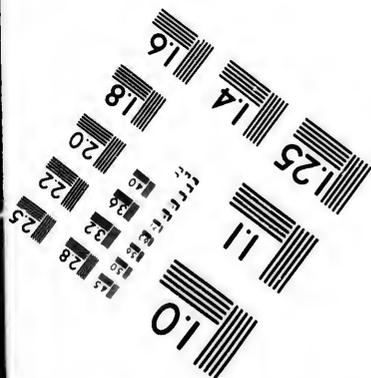
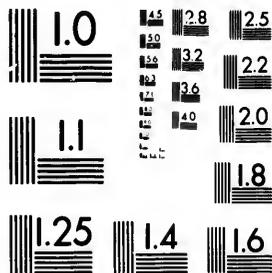


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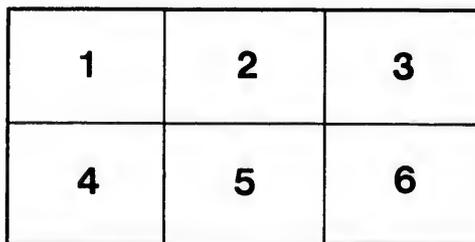
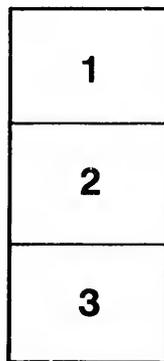
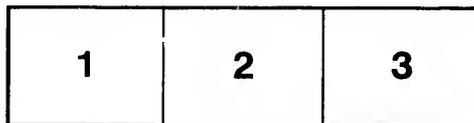
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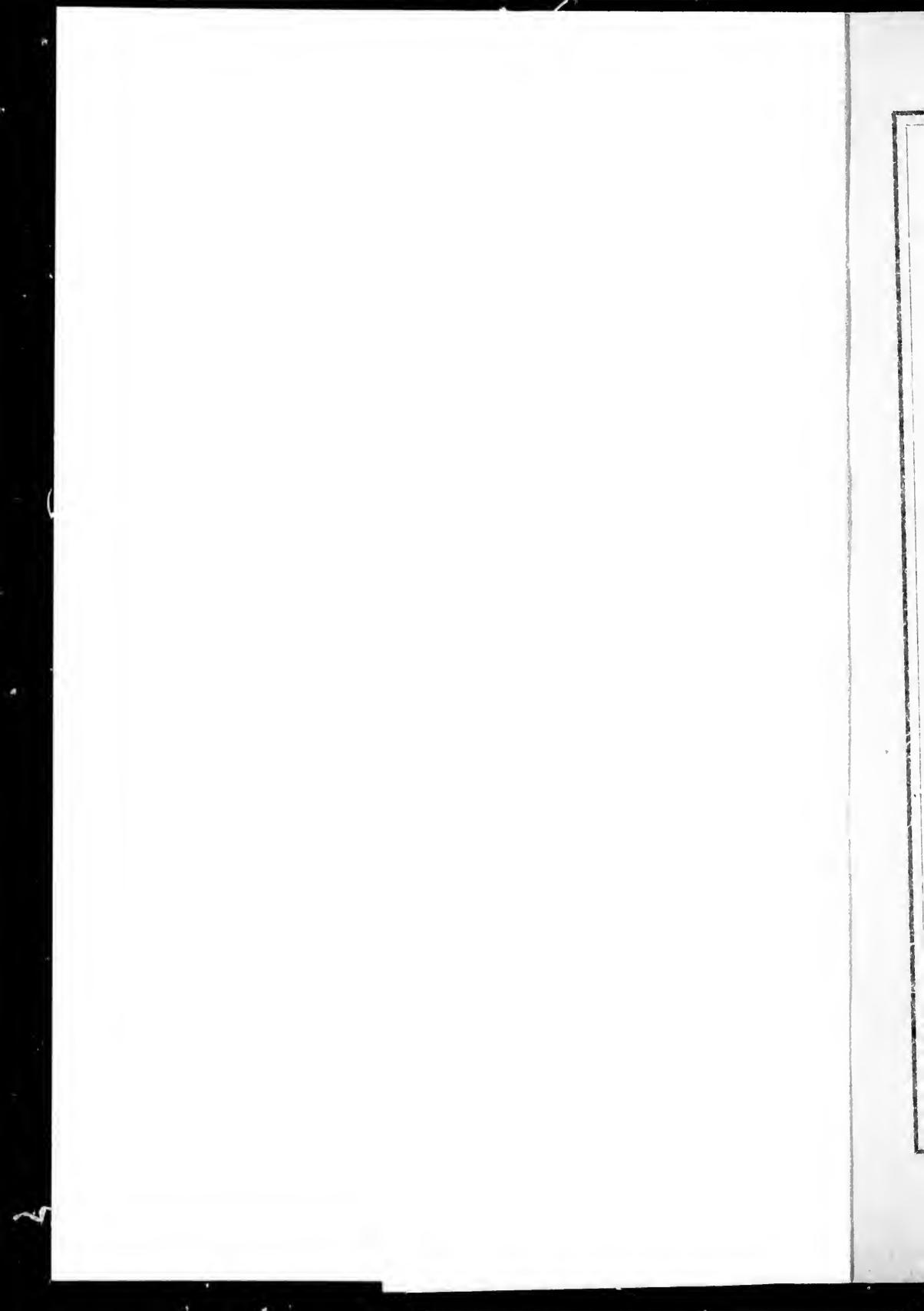
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Manitoba College Literary Society.

A MODERN UNIVERSITY

— BRING —

The President's Inaugural Address,

BY

REV. GEORGE BRYCE, LL. D.,

Honorary President of the Society.

GIVEN BEFORE THE SOCIETY OCTOBER 24, 1890.

WINNIPEG

MANITOBA FREE PRESS PRINT.

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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 "dissociable 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

A MODERN UNIVERSITY

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.

OUR SCIENCE LECTURE.

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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ple of a university professoriate in medicine both in McGill and Toronto University is quoted in favor of this, and the plan seems to have no unworkable features in it.

SCHOOL OF PHARMACY.

Closely associated with medicine is pharmaceutical science. The University of Kansas has an excellent school of pharmacy which works in very well with the regular teaching in science. Communications have been received from members of the Pharmaceutical Society of Manitoba, proposing a closer connection with the university. The dangers from careless and ignorant dispensation of drugs is a sufficient reason for the university listening to the requests of the members of this association and making adequate preparation for the teaching required.

A LAW SCHOOL.

It is somewhat remarkable that in Ontario, from which our legal customs are chiefly taken, there has been until lately little provision made for giving systematic instruction to students in law. In later years this is being changed. It is surely absurd that while in other professions skilful training and assistance in study are given to students, in the broad and difficult subjects of law all should be left to private reading. McGill college, Montreal, has now for years maintained an excellent law school; Nova Scotia a few years ago began a successful faculty of law in Dalhousie college, Halifax, and lately Toronto university has gone in the same direction. If the university building to be erected should afford accommodation, a band of capable professors might, after the manner of medicine, be organized from the members of the legal profession, which under university guidance might be of immense service to students studying law.

AN AGRICULTURAL COLLEGE.

Hon. J. C. Aicins, predecessor of Governor Schultz, on several occasions at university gatherings brought forward the importance of establishing an agricultural college in Manitoba. Certainly if there is to be an agricultural college or school anywhere it should be in Manitoba, with its broad fertile acres, and where the prosperity of the city, town and country alike all rest on the work of the farmer. The University of Nebraska has closely associated with it an agricultural college, and in it the ordinary classes in science are largely used, while the agricultural farm and station are easily reached by street railway, being about three miles from the Science college. In Manitoba the experimental side of agriculture and horticulture are being taken up by the experimental farms, by the Dominion Government, and they are doing their work thoroughly and are proving of great value to the province. This being the case, all that the Agricultural College needs to do, is to give scientific and special professional instruction to those seeking to become experts, station observers, foresters, farm instructors, and the like, for whom a wide sphere is opening up in the Northwest.

SCHOOL OF AGRICULTURE.

While the university science course could largely be adapted to the needs of an agricultural college, experience is showing that something additional is needed to meet the wants of our agricultural population. Minnesota university has made quite a new departure in this respect and with successful results. There the effort is to reach the sons and daughters of farmers, who must make a pledge that they intend remaining connected with farming. All that is required for entrance is a fair common school education; and the course is for two years, opening late in October and closing in April. Teaching is given in methods of cultivation, composition of soil, varieties of seeds, principles of gardening, tree planting and horticulture, stock raising, diseases of animals, along with the more important subjects of an English education. The expenses of the students are small, as buildings near St. Paul are provided, and the bare cost of maintenance is estimated from month to month and divided among the residents. The plan seems to be working well in Minnesota, and if placed within reach of our university centre could be worked at comparatively small cost in connection with Manitoba University. The farmers of Manitoba may well insist on this as their share of any advance that may be made in building up our structure of higher education.

A PROFESSOR OF EDUCATION.

While all other departments are demanding attention in the fuller organization of the university, the higher professional training of teachers ought to be considered. We have now no machinery for giving first-class teachers and collegiate assistants suitable training after the Normal school session for second-class teachers has been taken. In Toronto university a professorship of education is being organized, and this will be of greatest value in raising the standard of professional attainment. In Nebraska university there is a department of Pedagogics for the highest grade of teachers. Our university development should include such a course to complete the professional training for teachers now carried on successfully, though under many difficulties, by our Normal school for second and third-class teachers.

THEOLOGY.

There is another department provided for by our University Act which should be mentioned. I mean the faculty of theology. In the discussions as to the formation of our university this was the most difficult question to settle. At length it was agreed to the satisfaction of all that each affiliated classical college should be allowed under certain restrictions to organize a faculty in theology, to examine for and to bestow degrees, and then that the degrees so granted should rank along with the other degrees of the university. This solution, which largely leaves the matter in the hands of the several colleges, has been heartily accepted, though only one college seems thus far to have granted any theological degrees. But as being a university degree it is of importance to the uni-

versity, as well as to all, that these faculties should be as fully organized and equipped as possible. The proposal to relieve the several colleges of teaching in science, mathematics and modern languages, if carried out, will leave them much stronger to cope with the competition coming from eastern colleges and to fully organize with more complete staffs of professors, and well selected theological libraries.

UNIVERSITY BUILDING.

One of the most pressing needs for what I have mentioned is commodious university buildings. The university which has done an enormous amount of work, and work of an excellent kind for the country at a ridiculously low cost for some twelve years, deserves to be rewarded by having new buildings. It has suffered in the public estimation by not having a permanent home and visibility. The colleges are all comfortably housed and it seems absurd that the university should be driven from some dismal hall in the city, to occupy a fourth story attic for its examinations, and then to be unable to secure the same unsuitable spot for two years in succession. Had the real workers in education shown the apathy in regard to higher education that the Legislature has manifested ever since Manitoba was a province, the colleges would probably have been separate institutions to-day, each granting its own degrees. But the colleges resisted the temptation towards separation, and were patriotic in helping to form our provincial university.

SUITABLE BUILDINGS, ETC.

Almost all now agree that commodious buildings should be erected in some central place in the city, and thus satisfy all claims. A main building containing class-rooms, library, reading and consulting rooms, a convocation and examination hall, university offices and the like should be built, which would be an ornament to the city, and supply accommodation for such arts classes, independent of science, as are to be taught; as well as for law and education, if needed. This would require a considerable building, costing certainly not less than \$40,000, even if built in the plainest style. In addition to this, and in the same grounds, would be needed immediately

A SCIENCE BUILDING.

This ought to contain chemical, physical and biological laboratories, a museum of mineralogy and geology, another of biology and ethnology and be well provided with apparatus. Should the arrangements spoken of in medicine, pharmacy and professional agriculture be carried out a few additional lecture rooms would be required. While this building might cost somewhat less than the other, yet the apparatus needed would be much more expensive and would bring the science building up to very little less than the cost of the other building. Seventy-five or eighty thousand dollars must thus be provided to give the visibility so much sought for by our provincial university.

UNIVERSITY PROFESSORIATE.

The complement of the buildings needed by the university is the establishment of a University Professoriate. A year ago this question was but being raised, and though discussed with some warmth, and at times with appearances of divergence, the result has been to crystallize a public opinion that there ought to be a professoriate supported by the funds of the province. What we need is a conciliatory spirit in dealing with the matter. Colleges and university both need this to be successful. It is quite as much in the true interest of the colleges as of the university that this aid should be given at once, and I should hope that all will aim at practising the grand christian maxim: "Look not every man on his own things, but every man also on the things of others." The estimated cost, viz., \$16,000 a year, and if the school of agriculture, which should not be delayed, be added, \$4,000 more, or in all, \$20,000, while seeming somewhat large in our province, where hitherto, such paltry sums have been devoted to higher education, is really very small for the benefits promised, for a whole province is as little as should be thought of, and compared with the new states to the south, is a mere drop in the bucket.

OUR EDUCATIONAL PYRAMID.

We need the extension of our university to enable us to complete the educational structure we are attempting to build in Manitoba. The voice of the people has been expressed unequivocally in favor of a system of public school education. Though surrounded with legal difficulties meanwhile, it can hardly be doubted that a provincial opinion so decided and intelligent must carry its way sooner or later. The large foreign element within our borders, requiring to be brought into harmony with our free institutions can only be moulded by a united public school system. A change is urgently needed in the separation of the collegiate departments from the public school (good though their service has been) so that independent high schools—the people's colleges—may become more and more efficient. If to this be added more complete arrangements for giving normal training to our teachers, and a teaching university aided by the colleges, whose work for this province in its early life will never be forgotten by the thoughtful and intelligent portion of the people, there will be reared a comely pyramid of education placing Manitoba in the front rank of English speaking communities.

OUR PROVINCIAL FUTURE.

Manitoba has a good share of the best of our Canadian blood. The younger Canadian element has been well educated, has had the courage to leave the ancestral homes to come to struggle with and overcome the crude forces of nature. Any new country needs nerve and perseverance to subdue it. About one-quarter of our population is German, Icelandic, Scandinavian, or of other foreign European stock. But we do not desire them to be foreigners. We wish them to be in sympathy with Canadian institutions and to have

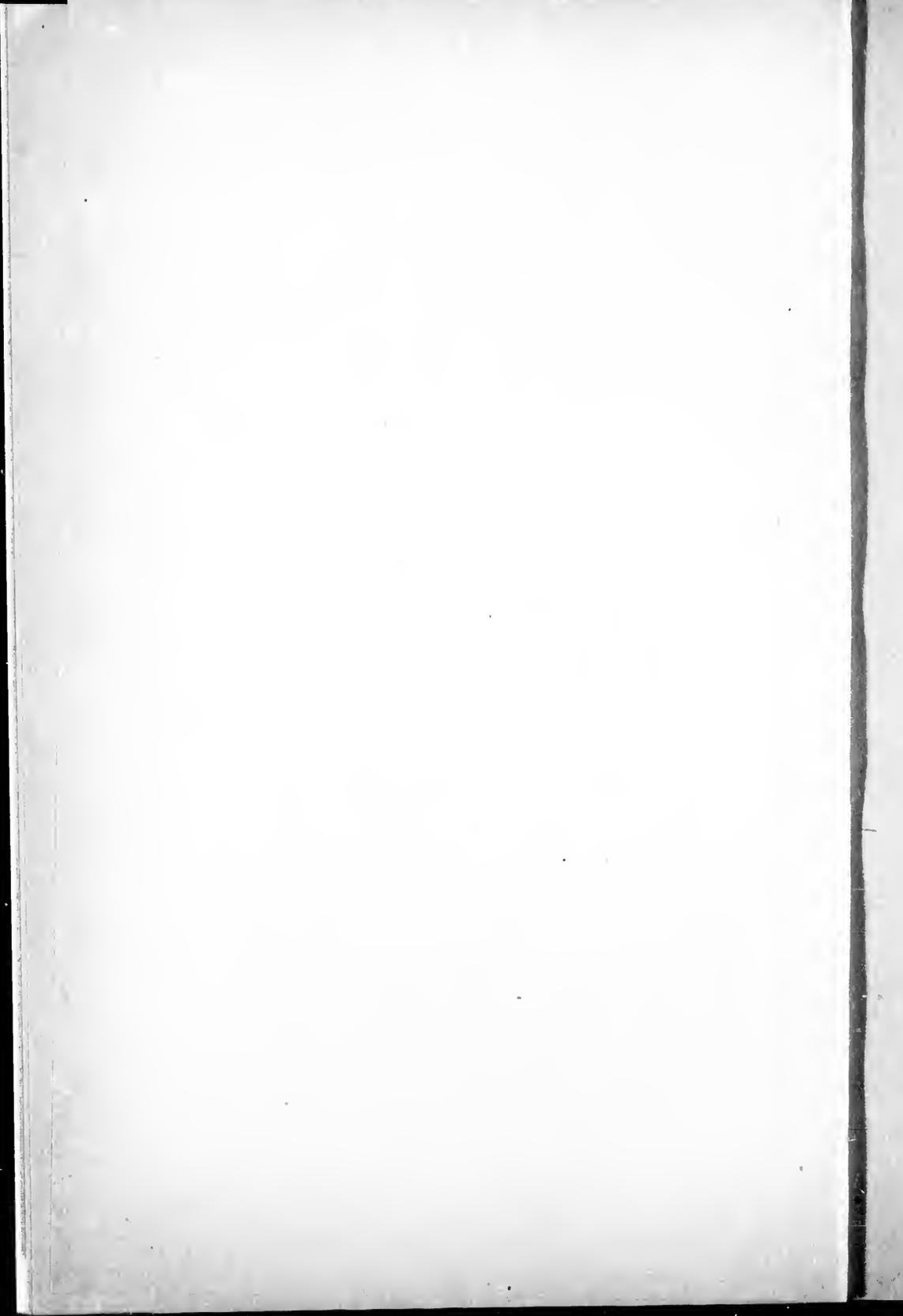
every privilege that we enjoy. For a time this large foreign element may be expected to increase relatively. It is vital, therefore, that our educational machinery be modern, adaptive and all embracing. We trust by voluntary agency in the churches under the divine blessing to have a moral and religious community, and are quite clear that this strong spiritual agency must move in parallel lines with our educational appliances. Thus may we hope to build up a greater Canada—a Canada with noble aims and high resolves—a Canada doing justice to every nationality, creed and element within our borders—a Canada developed on true financial, economic, educational and religious principles—a Canada ready when the time comes to take its place in the brotherhood spoken of in the oft quoted but worthy lines of our laureate.

"For I dip't into the future, far as human eye could see,
Saw the vision of the world, and all the wonder that would be ;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales ;
Heard the heavens filled with shouting, and there rained a ghastly dew
From the nation's airy navies grappling in the central blue ;
Far along the world-wide whisper of the south wind rushing warm,
With the standards of the peoples plunging through the thunder storm ;
Till the war drum throbbed no longer, and the battle flags were furled
In the parliament of man, the federation of the world."

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MANITOBA COLLEGE, WINNIPEG,

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