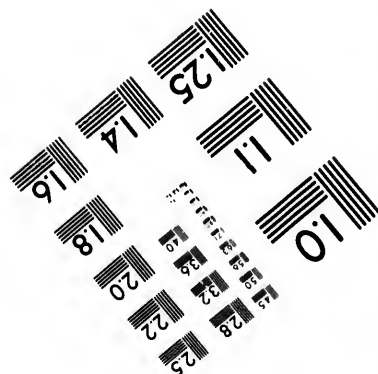
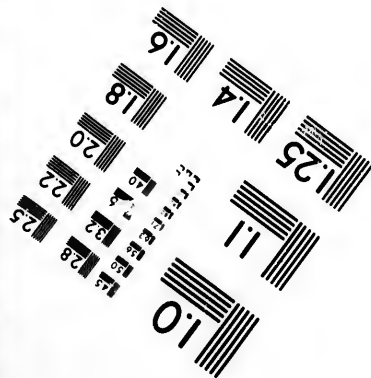
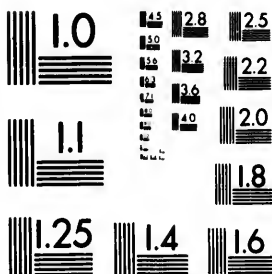


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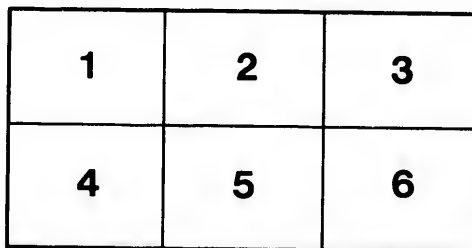
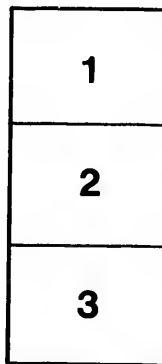
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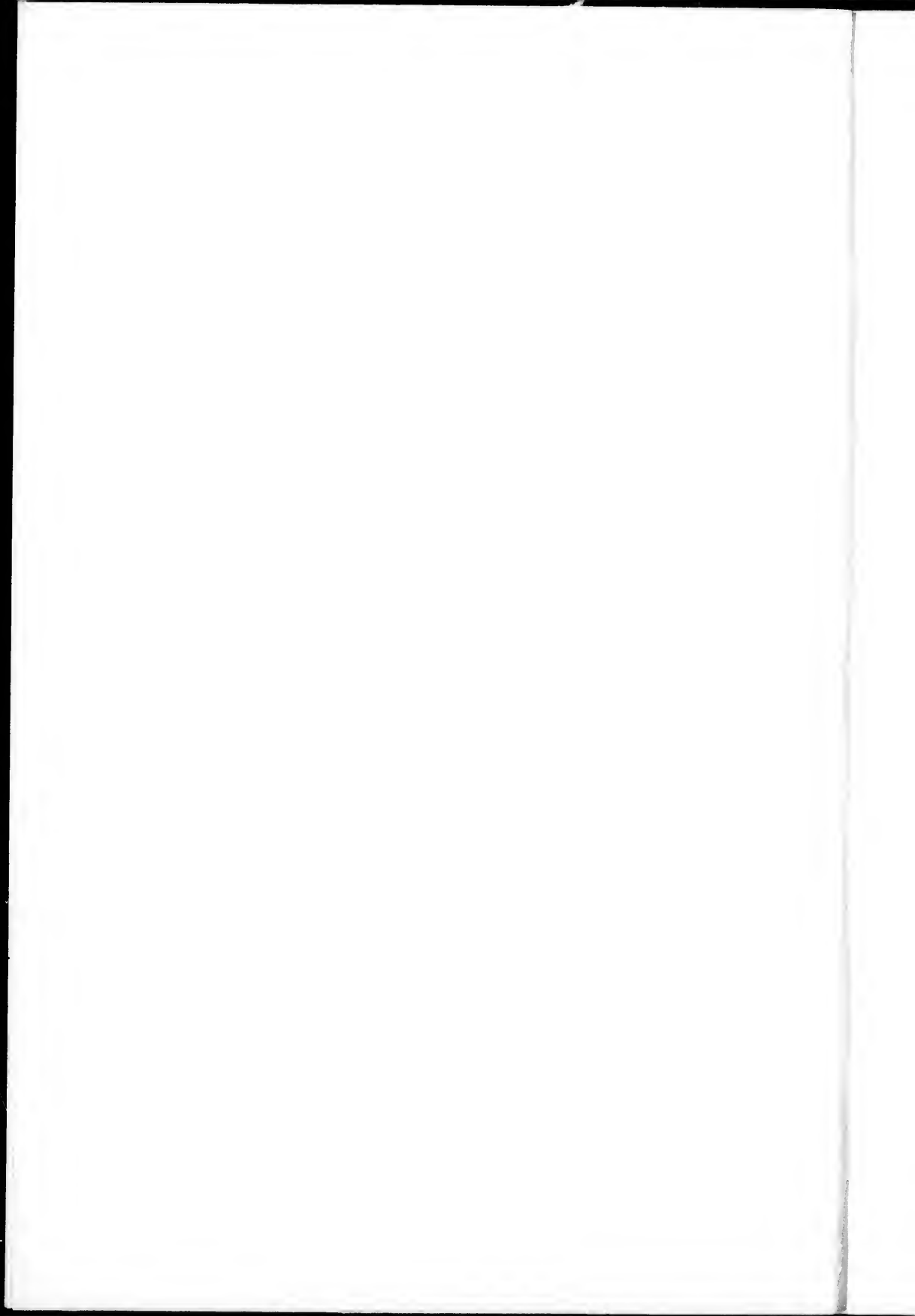
University Education

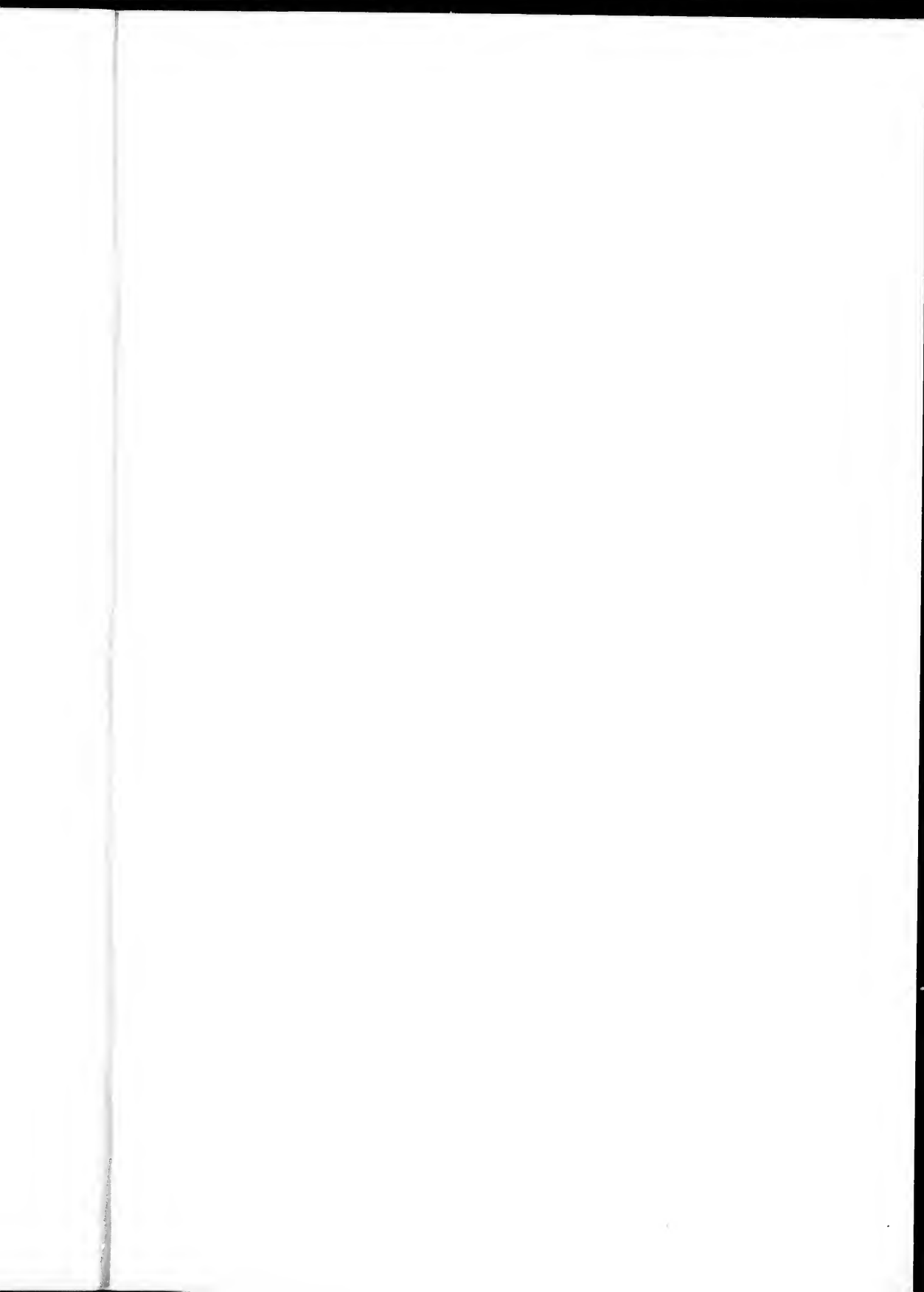


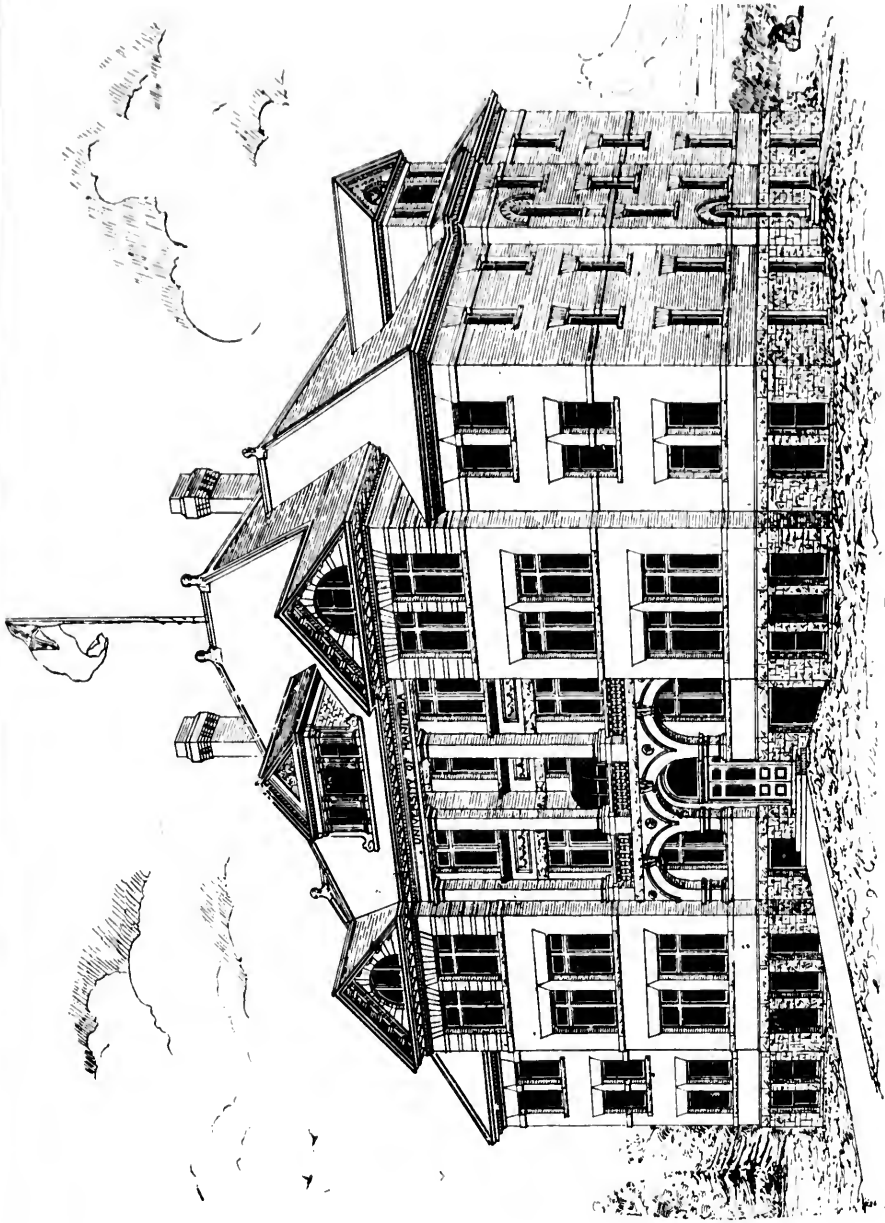
By
Rev. Prof. George Bryce, LL.D.

HONORARY PRESIDENT
MANITOBA COLLEGE LITERARY SOCIETY

Inaugural Address
Delivered in Convocation Hall
Manitoba College, Winnipeg
November 10th, 1899

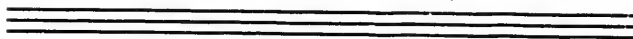




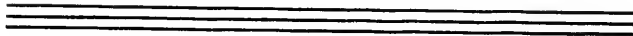


UNIVERSITY OF MANITOBA
BEING ERECTED ON NEW UNIVERSITY GROUNDS, BROADWAY, WINNIPEG

BEING ERECTED ON NEW UNIVERSITY GROUNDS, BROADWAY, WINNIPEG



UNIVERSITY EDUCATION





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UNIVERSITY EDUCATION

At the public meeting in the convocation hall of Manitoba college a large gathering of students and friends of the college took place Friday evening. After the presentation of medals, scholarships and prizes, and the rendering of an attractive musical programme, Rev. Dr. Bryce, acting principal and president of the Literary society, delivered the following inaugural address:

This is Manitoba's greatest year. Not only does it mark the climax of her greatest material development, but it is a red letter year in the advance of higher education. This year possession of university lands and their appreciation in value has opened up a vision of hope for the equipment and extension of the university. This year also through the generosity of "the powers that be" the university has secured a site for the erection of a university building. This year through the gift of sunshine by a kind Providence, the season has remained open long enough to enable us to virtually complete the foundation of a university building which may now be hopefully expected to be in use by the end of next year. Encouraged by these tokens the special committee of the university held its first meeting this week to reorganize the curriculum of the university, and obtain the increased advantages to be given by a four years' course in arts. It seems an appropriate occasion for discussing this evening at our annual Literary society opening the question important to us all, of university education.

OUR PROVINCIAL SYSTEM.

Manitoba university is unique in its organization. It shelters under its wings all the incorporated colleges of the province. Organized originally as a mere examining body, those of us who were present at its start, remember how doubtful we were of its vitality, how little we expected from its growth, and how when its provincial mother put but \$250 for it in the estimates we wept over its infantile woes. But we have lived to be happily disappointed. The interest and confidence of our western people gathered around the helpless pantling and we have lived to see in little more than a score of years the university examining at its June examinations 425 candidates, and printing in its calendar the names of hundreds of graduates in arts,

in medicine and law. The university has reached its majority, and though it has been laborious, patient, and trying work for its guardians, yet it has rewarded their anxiety in the number and success of its students and graduates. It was a great experiment to gather the religious denominations into one common fold, and to lay down the principle that but one source of degrees in arts, medicine, law and theology should exist in Manitoba. It was a "consummation devoutly to be wished," even if self-denial, difficulty, and at times disappointment were involved in its maintenance.

THE COLLEGES.

The most superficial observer may, however, see that the colleges have been the life of the university. Two of them, St. Boniface and St. John's, bring with them the best traditions of the old Red River days. Two of them, Manitoba and Wesley, are of post-confederation date. The college of Esculapius, bearing its symbol of vigor has now reached a stable place in its history, and it is but just to mention the three excellent collegiate institutes of Winnipeg, Brandon and Portage la Prairie. All of these institutions have cheerfully and earnestly given the time of their professors and teachers to do the work of the university, and sent their students to be a glory and crown "toti Academiæ." At times as the years have gone by critics have charged the college men with want of thorough devotion to the interests of the university, as compared with those of their colleges. Looking back on the whole course of the university history it seems to me that the charge is not just. Rarely has there been a request to lower the standard of the university for the sake of student or college. The colleges have all erected commodious and attractive buildings, have agreed to the increase of the university fees as occasion demanded, have given the university loyal and generous assistance, and have been most modest in claiming recognition, even when an occasional superficial or over-heated opponent may have ignored the great services they have rendered to higher education in Manitoba. The graduates as they formed themselves into college societies, in connection with the colleges to which they belonged have, as belonging to the university, largely dealt with its interests in their meetings, and all true lovers of the univers-

ity will feel that with their youthful and pure enthusiasm they are "decus et tutamen in armis" to their Alma Mater.

PLACE OF THE UNIVERSITY.

The existence of our provincial university is a matter to us of congratulation, but perhaps we do not fully appreciate its importance as the top of the educational pyramid of Manitoba. The university gives the tone and direction to the educational development of the country. Those provinces of the Dominion that have a strong and united university life are those that have the best systems of public school instruction, both secondary and primary. Prince Edward Island and British Columbia have no university and their educational progress has not been marked. The elevation of the standard for teachers is only possible when the facilities for higher education are good. It is a great matter to have the assistance of men of university standing and broader training to guide the affairs of the lower schools. It has certainly been an advantage to the school system of Manitoba that six out of the eight members of the advisory board that directs public school education are active members of the university council. The large infusion of university trained teachers in our public schools has introduced a much higher standard of culture into our school rooms than would have been otherwise possible. How many a bright and useful teacher have we seen in the experience of our university become animated with the thought of taking a degree and embarking on the career of study necessary to attain his ideal. It cannot be otherwise with the choicest and best of our young men and women, who have the means opened up before them of going on to a university education.

IS IT HEALTHY?

The question has been raised, when we have looked at the 425 candidates presenting themselves at the university examinations: Is it advisable for so many to be taken from the ranks of manual industry and business to go on to higher study? It is quite possible that the farm and the workshop have thus been robbed of some who would have done better to leave higher study unattempted. To be a briefless lawyer, a starving doctor, or a "stickit" minister is certainly to be placed in an excruciating and painful condition. But, we should remember that curs is a growing and developing country. It is perfectly startling to read the statistics of increase of our Canadian west, which has now half a million of people west of Lake Superior, or of this city which I have seen

grow from less than three hundred people to forty-five or fifty thousand.

There will be an enormous work for the better educated to do in our land. Professional men and educated women will be needed. The general culture of the mechanical and mercantile classes will be elevated, and places of usefulness will be found for those who are willing to work, and to seize the duty that lies nearest to their hand. I certainly would do nothing to over stimulate young people to take a university education, but where the 'lad of pairs,' however humble his origin, has the pressing within of the higher aspiration I would encourage him to go in the pursuit of that which will broaden and ennoble him. If I am rightly informed the present occupations of our graduating class of last June are, Business, farming and house-keeping 7, medicine 4, the ministry 4, law 1, teaching 3; total 19.

SYSTEM OF TEACHING.

A considerable band of earnest students, the prospect of ample means of accommodation, such as buildings, laboratories and apparatus being given, the question of most pressing importance is, What are our facilities for teaching? The proposal at the present time is to have under the act of 1893, a joint professoriate, a part supplied by the colleges and a part by the university. The terms of the act are that there may be in the university professors of natural sciences, mathematics and modern languages. A committee of the university is now charged to make with the provincial government arrangements for as much as may be possible in this direction. Natural science and very soon mathematics may be taken by the university. Probably in the meantime, modern languages will be left to the colleges along with classics and mental and moral sciences. This plan of a joint university and college professoriate is that followed in Cambridge and Oxford in England, and in Toronto university.

There seems some reason in this, apart from its financial aspect. The colleges all have faculties of theology. To them the teaching of Latin and especially Greek is necessary for those who are to be devotees of the "Queen of all the Sciences." To theology also, it is of first importance that its cultivators should be logicians and philosophers. Classics then, and philosophy, as being cognate subjects with theology, may well be taught in the theological colleges. In the meantime, modern languages would also thus be cared for.

But whether in college or university the band of teachers must be looked

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ST. BONIFACE COLLEGE



on as one—one in aim and so also, in spirit. That higher education may be advanced the arrangement must be heartily entered upon if the highest good is to be done.

SPECIAL COLLEGE FUNCTIONS.

Presuming that the line of action thus laid out is to be that which will be followed for a number of years to come it is plain that the colleges have certain other most important functions in our system. They are given an individuality under our constitution of a most marked kind. To me it is a most important feature of these colleges that they all have residences for the students. The residential system is a part of the English university system. It has to my mind a great advantage over the Scottish and German system of students living in private lodgings all over the city. The residence system which seems to have been a failure in Toronto university is a very marked feature of our Winnipeg college life. It produces a strong esprit du corps in the college. College men form here life long friendships. They learn to bear with the failings of their fellow students, and they receive great impulse and assistance from their associates. Both in my student and professorial experience a large percentage of the best workers and most successful students have been students in residence. The hard worker always has his rights respected, and can have all the privacy he desires, for it is a point of honor even among the greatest triflers to avoid disturbing the man who 'tags.'

The fact that the arts colleges are each under the direction of some religious body gives them a special opportunity to exercise a kind, wise, and watchful care over the young men who are committed to their charge. The atmosphere of a religious life may ever be found in the college—its morning and evening prayers, religious opening, and other influences freely exercised supply a most valuable factor in the training and development of the students. This feature will be most helpful in supplying a side of university education.

THE TEACHING STAFF.

But after all what is wanted to make any educational institution is competent teaching. Good buildings, large endowments, plenty of scholarships, and ardent students may all be present, but it is the personality and successful effort of the teacher which after all avails. Men of (1) character, (2) of learning are wanted. Nothing can atone for the want of a high, upright, and benevolent character and disposition in those who are

to be models for the young, in those who are to be moulders of high character in others. Learning is essential in the instructors on a university or college staff. Nothing inspires a student so much with the true spirit of study and with the aspirations to excel as the feeling that his professor knows his subject, that he has a reputation which extends outside the college walls, that he is an authority in some sense on the subject on which he professes to speak. Nothing so clips the wings of aspiration in a student as the feeling that his professor is only an example of reputable mediocrity. I speak thus strongly because I believe there is a fallacy abroad in our educational circles in this respect. We hear men say that put a man of fair ability into a professor's chair and he can soon take up enough to enable him to teach. This is a most mischievous opinion. The professorial chair should not be occupied by an apprentice; it should be the seat of a master.

This is a most important thing for our joint system. It needs first-class men both in our college and university positions. The pressure arising from small staffs and overworked professors has led us into low ideals of what university teaching should be. To make success possible professors should not be unduly pressed with tutorial work. No professor can deliver more than two or at most three lectures of an hour each in the day. Contrast this ideal with what men in all the colleges have had to do in the past. The fact is many have ceased to lecture, and have come down to a system of grinding and catechizing.

A NEW ERA.

This year the four years course will be fully considered, and judging from the harmony of the committee on Tuesday last on this matter will probably be adopted. This will be a new departure. It will throw greater responsibilities on the joint university and college staffs. Can we meet it? The appointment of university professors will to some extent relieve the colleges by removing science and perhaps mathematics and allow them to devote more time to the three departments left to them. But it will require heroic and determined action to rise to a higher plane of teaching. To students it will no doubt be a great change. The student needs to be thrown more upon himself. To use a colloquialism 'he must cease to be spoon-fed.' He must not expect to have so many lectures—but what he has should be real; he should not look to have texts books synopsised for him, but do his own summarizing under the inspiration of high class lecturing; he,

too, should have fewer hours a day of class work, and have a more self directed life. He should be an independent, self determining being in his student life or he will be a poor, helpless, spiritless incompetent man in after life. Eliminate the spirit, what the French call 'elan,' from a man and he is useless.

THE TEACHER'S ATTITUDE.

I have spoken of the importance of learning on the part of the teacher, but the teacher's aim and outlook is a matter of the greatest importance. At times it seems as if devotion to a subject, absolute absorption in a department of study, cuts the sinews of activity in the teacher. This must not be. The professor, whatever his department, should have mental alertness. He ought to keep abreast of the current literature on the subject which he is teaching; he should associate with those of kindred studies in societies or in private conferences, he should if possible see other institutions in different parts of the country, and examine the methods followed by other teachers. The greatest evil is for the professor to gain the feeling that he has attained, that his lectures are written, that his course is outlined, that he is familiar with every point he expects to teach, that there are no more worlds for him to conquer. Self-satisfaction has in it the teacher's Nemesis. Whenever the teacher feels that he has reached the ultimate, mental stagnation and consequent decay have already set in. To be a real teacher there must be the constant reaching out to the unknown.

UNIVERSITY TEACHING METHODS.

But this is an age which pays great attention to methods of teaching. The principles of pedagogy from the infant class to the post graduate university course have much in common, but there is a special field for the university or college professor. He is dealing with young men and women; his modes of interesting his class must be varied; students are more critical than children; the subjects treated are more abstruse; the student is required to do more independent work than the scholar. The professor's work is rather that of inspiration than of pedagogical dogmatism. But there is the same need as in the school for clearness of enunciation, orderliness of arrangement, continuity in development, illustration, and even appeals to the "scientific imagination" of which Tyndall speaks. With all this the student must be treated as a man, and not as a child, and inspired by higher motives and ideals.

TEACHING OF ENGLISH.

I should like to illustrate modern

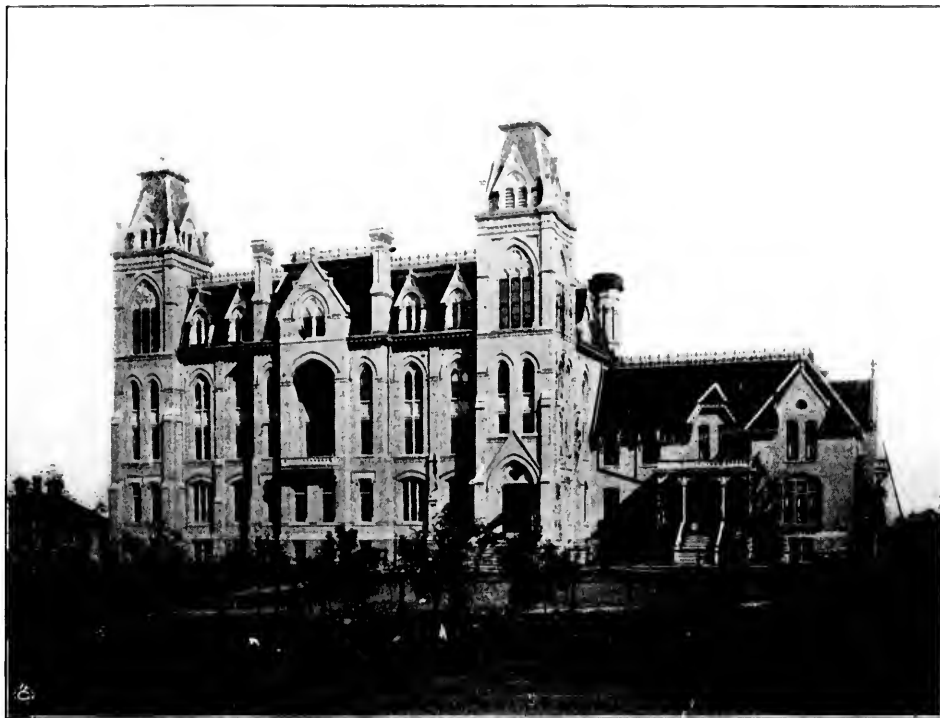
methods by reference to one or two departments with which I happen to have some acquaintance. The teaching of what Professor Bain calls "the mother tongue" is one of immense importance and some difficulty. An antecedent difficulty meets the professor in teaching English. The student is of opinion that he knows his own language. He willingly admits his ignorance of Latin or German, but not of English. He may make numberless mistakes in his speech or writing but he finds that he can make himself understood. He will not take the study of his own language seriously. Teaching him formal grammar will not remedy his deficiencies. His taste must be elevated. Good literature, especially interesting forms of poetic literature, brought before him may attract him. Along with this practical effort in composing is needed. The essay is becoming the chief device for showing the student his defects. Practical work in language building will give a knowledge not to be obtained in any other way. It will be remembered that Bacon said that while reading and conversation are valuable in certain directions, yet "writing maketh an exact man." And time is a factor in all successful teaching of English. By requiring frequent exercises, by correcting and discussing these, by imitating good models, by appealing to the imagination and interest through choice selections from the best authors, and by continuing this year after year something may be accomplished and both taste for good literature and facility in using the mother tongue secured. English language and literature should form a compulsory subject for the majority of the students during the four years of a university course.

SCIENCE TEACHING.

During the Victorian era the teaching of science has become a new art. Before this period science was regarded as something occult to be cultivated by the few, very much as it was by the Alchemists in the Middle Ages. Now the necessity of including it in the curriculum of the elementary and secondary schools as well as in the college and university is generally admitted. On account of its expensiveness it has not yet, unless it be in botany and to a certain extent in elementary chemistry, taken much hold of the elementary schools. In consequence of this the statement made by the "Committee of Ten" (1894) is very true: "When college professors endeavor to teach chemistry, physics, botany, zoology, meteorology, or geology to persons of eighteen or twenty years of age, they discover that in most instances new

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ST. JOHN'S COLLEGE

habits of observing, reflecting, and recording have to be painfully acquired which they should have acquired in early childhood."

Now what is needed in connection with science teaching in every grade from the kindergarten to the B. A. year is the practical method; there should be "observational study with the specimens in the hands of each pupil." The practice too frequently followed of taking a text book and learning a certain number of definitions is not only wasted time, but lays the foundation of a vicious habit. Facilities should be provided whereby the teacher of botany should have plants and microscopes; the teacher of chemistry and physics reagents, apparatus and instruments, the teacher of geology specimens, diagrams, and models. The greatest care should be taken in laboratory work. The work should be minute and accurate, all slovenly methods repressed, systematic records made, drawings insisted on, and the examinations chiefly conducted by laboratory work during the session rather than by written examinations at the end of the session. The closest supervision by the professor or assistants should be carried out, and each student be compelled to manage apparatus, its cleaning, storing, and care as part of his regular work. The distant method of witnessing experiments performed by professors has little educative effect; the experiments are generally misunderstood, and the most trifling and inaccurate conclusions drawn from them. Practical work done by the student himself under the careful supervision of the professor is the only thing that really avails anything worth while.

LABORATORIES AND MUSEUM.

If the principles laid down are correct it immediately follows that laboratories must be provided. They are expensive, it is true. It is largely for this reason that the university has to come to the help of the colleges. An equipment for the new building which is chiefly for science purposes will cost many thousands of dollars and then will be found inadequate. Apparatus for physics alone, to be of any service in giving a real training, will cost a large sum, but the different sciences must be provided with the material for work, and the curriculum should be adapted for compulsory practical work in every department. The museum is simply a laboratory. It does not mean in science — what it is generally taken to mean—a collection of materials as miscellaneous as the contents of the witches' cauldron in *Macbeth*, or of the old apothecary's shop in *Romeo and Juliet*. It is not a musty, dusty

collection of old books, peacock's feathers, Zulu assegais, and old flags and discarded military uniforms. But it is a well arranged classified collection of animals, plants, rocks, minerals, and the like, to be constantly used by the professors in their daily demonstrations. A conservatory for plants, a dissecting room for practical zoology, private laboratories for original work by professors, form a part of the modern system of instruction in science.

PLEA FOR THE LIBRARY.

But when the plan of inductive investigation to discover truth, or deductive practical work to prove known truths is contended for, yet the library in all the departments of college and university education is a necessity. Not the libraries as we are apt to have them, closed up like the temple of Janus, embodiments of a condition of intellectual sleep, but constantly accessible and open—when—ever a student has a leisure half hour—libraries not made up of collections of antiquated tomes, but books of the living present, books well selected and covering the several departments fairly well. The colleges should be well provided with books in the subjects left for them to teach, and the university should have a reference library of a broad and comprehensive kind. What the colleges may not succeed in doing the university might undertake. Then the consulting room should be provided with books in the several scientific departments to which at all times the students should have ready access. The library thus becomes a literary laboratory. It supplies the instruments for the practical working out of a thousand problems. To be in a large, well selected, comprehensive library such as the British Museum, Harvard college, or the Ottawa House of Commons library in which I have had the pleasure of many months work on different occasions, gives a student a sense of power. He can solve many problems, receive new impulses and impressions, correct his mistakes, and banish his ignorance.

How well Ruskin speaks when he says of our preparing ourselves for grasping with true purpose the book, or the treasure of a good library. "You must ask yourself, 'Am I inclined to work as an Australian miner would? Are my pickaxes and shovels in good order, and am I in good trim myself, my sleeves well up to the elbow, and my breath good, and my temper?'"

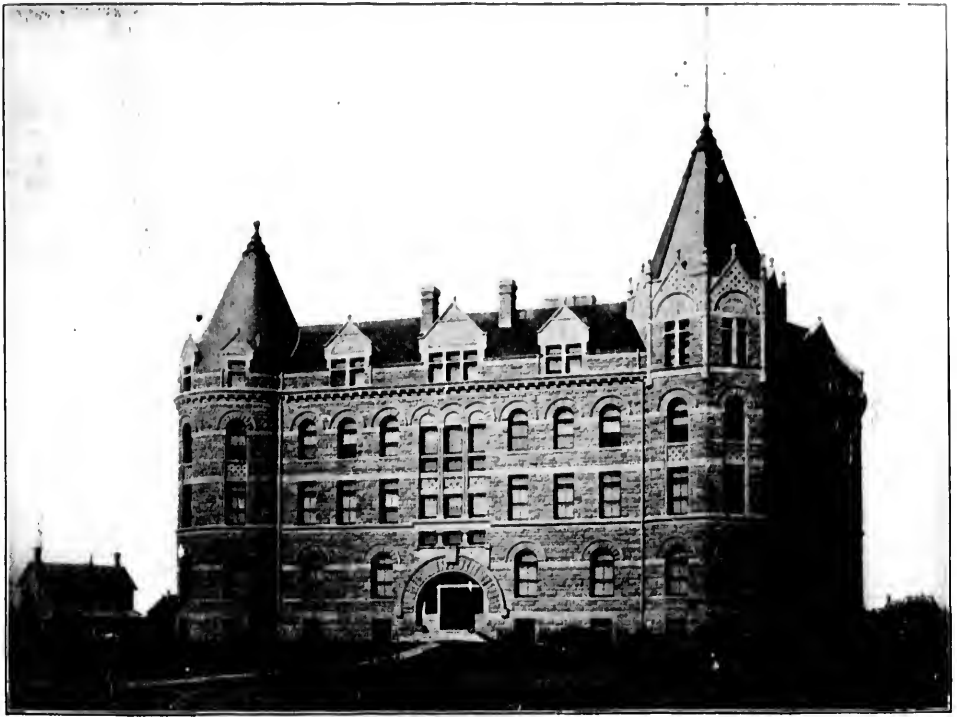
I have chosen the two departments of English and Science for illustration, but the same reasoning applies, "mutatis mutandis," to all the other courses in college and university. Whatever be

the course in the university if we follow such methods and have the noble spirit of endeavor, we can say in the words of the wise man: "The hand of the diligent maketh rich,"—Yes rich in world-

ly success—rich in experience—rich in mental endowment—rich in the treasures of the the heart—and rich in the deep thing. of the spirit and of the Eternal Father.



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Publications of Prof. Bryce, LL.D.

MANITOBA COLLEGE, WINNIPEG.

Author of articles "Manitoba" and "Winnipeg" in Encyclopedia Britannica; of "Canada" in Narrative and Critical History of America; and of "The Indians" and "Education in Manitoba" in the new Canadian Encyclopaedia.

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