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SURGERY AND ALLIED SCIENCES

WINNIPEG. CANADA

University
Number

VOL. III.

DECEMBER, 1909

NO. 12

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Western Canada Medical Journal

GEORGE OSBORNE HUGHES, M.D.,
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WESTERN CANADA MEDICAL JOURNAL

VOL. III.

DECEMBER, 1909.

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*Medical
Progress During
1909*

The year of 1909 has been a good one for the profession of Western Canada. Much has been accomplished and several important reforms are now practically on the way to completion. The standard for Registration has been raised and Western Federation will soon be finally settled. *The Canadian Practitioner and Review* says 'We must congratulate our friends of the West on the fact that they have done more in a few months in the direction of Dominion Registration than Ontario, Quebec and the Maritime Provinces have accomplished in twenty-five years. There is something definite, clean cut and business like in the resolutions passed at this meeting. (Banff, Sept. 28.) Such methods of doing something, instead of looking old and wise and talking platitudes, are rather inspiring and a study of them may do us slow folk in the East a lot of good.' This is true. The West has certainly gone ahead on the subject of Federation. Having attained so much this year, let us not be weary in well doing but march on. Prosperity is said to be a greater test of character than adversity. May this little experience of prosperity in achieving what we much desired quicker than many thought possible, not cause us to slow down now, but rather fire us to greater efforts to make the Medical West the equal of any. Another sign of progress is the better understanding between the public and the profession which results in better co-operation in the greatest national work—The health of our nation. Much is being accomplished in preventive medicine—The Tuberculosis campaign and Sanatoriums in the various provinces, lectures to the people, regarding the preserva-

tion of Health by the various Associations. By these means the public is developing a Health conscience so that in time the saying 'Health is Wealth' will be properly comprehended and then our work will be appreciated and we shall have a Minister of Health presiding at Ottawa and not as at present under the jurisdiction of the Minister of Agriculture!

By request our last issue for 1909 has been made a University number. We feel all our subscribers will appreciate this as at the present moment the University question is the great problem that must be settled. If we are to have a great West, we must have University education in the West of such kind as will supply the peculiar needs of the community. We are sowing now for the great West of the future. And so may the conferences at present being held come to wise decisions. The greatest need of all, in this as in every thing else, is to have the right man at the head leading—The President. Some time ago, Taft was asked to give his ideas of what constituted the best College Leader, and it is interesting to note his opinion. "I have known of colleges thinking that they need a business man for a head, a man who knew the value of a dollar and who knew how to get it. I am glad this is not the ideal for a College President. This is not an attack on business men, but it must be admitted that one who is a business man has limitations and these ought to exclude him from being a college president. The first requisite for a College President is that he must be a TEACHER. That is primarily his profession and combined with that he must have executive ability to possess the power of properly selecting men for the work of the institution. If he does not possess these qualities he is not fitted to build up an institution and a faculty for its work." Professor William Rice says "Whatever other influences may be felt in the life of college students the primary and essential character of a college is that it is a *teaching institution*. when the old universities of Europe kindled anew the light of learning in the dark ages it was the fame of great thinkers and great teachers that caused the ardent youth to throng by thousands to those centres of learning. Vast endowments and stately halls are a secondary development and today the title of a college to the love of students and alumni and to the support of the public rests upon the intellectual activity, the high scholarships,

the aptness to teach, the loyalty to truth and to all high ideals, of the members of the faculty. Secondary to these are stately buildings, rich museums and even well furnished libraries and laboratories and without these the college is dead—a body without an inspiring soul. We would do well to listen to such opinions as these if we wish in the West Universities that in the future may rank with those of older countries.

Another question agitating the West is that—of Hospitals. Many cities are in favor of municipal or state hospitals such as are found in Vienna, Berlin, etc. Others are for those supported by voluntary contributions and endowments. There seems springing up a very strong feeling against hospitals having paying and charity patients in the same building. Probably this hospital question will be one of the problems solved in 1910.

The profession has also its own interna' problems—as usual, the fee tariff which never seems to get nearer solution—club practice—the commission question—the representation on the colleges of Physicians and Surgeons—requirements and payment and conditions of practice of medical men holding civic appointments. However, on all these questions much has been gained by discussion and nothing more is needed for a satisfactory solution than knowledge and fair dealing. Winnipeg has the segregation problem also. In the address of the President of the Clinical Society one might say the sentiments of most of our profession were expressed.

On reviewing the work of the past year, the profession has much to be thankful for and some things of which to be ashamed (among others the laxity in the matter of reliable statistics.) Still, the balance is in gratitude for the fine work done by some of our reformers and for the reforms accomplished. This year will be memorable as the year in which Western Federation was arranged and for this alone we have reasons to rejoice so "Here's to the year that's awa'" and may we have many more as progressive.

INAUGURAL ADDRESS, MANITOBA UNIVERSITY,
OCTOBER 14th, 1909

BY

DR. J. R. JONES

WINNIPEG, MAN.

In compliance with the request of the teaching faculty, represented by Professors Cochrane and Parker, I have undertaken to address you on the occasion of the commencement of another year of study.

As I have not the pen of a ready writer and being unaccustomed to composing formal addresses I have bitterly repented of my amiability or weakness in acceding to the request of the faculty.

My first duty is to extend a hearty welcome to all students young and old, but a special sympathetic welcome to those on the borders of that land of wonder and fascination, of delight and despair, of struggle, experience and revelation which is opened by a university course especially in the department of medicine and the allied sciences, biology, physics, chemistry and botany.

My second duty is a pleasant one, to offer a Western welcome to our ranks of the newly appointed professors. Coming as they do from large and old universities having splendid traditions, equipped with modern laboratories and every facility for imparting instruction, I feel like dusting in some sympathy with our welcome. They can, however, comfort themselves with the barren consolation that they "will make history."

For the student-body of our university we offer no apology whatever.

Their earnest intelligence and industry, their gratitude to and respect for their teachers are equal to any other university which we may so much admire and envy. The success of our graduates in the various walks of life, the professorships obtained by them in many educational institutions afford ample evidence of the accuracy of my assertion.

Our student material is of excellent quality.

No longer do we write "limited" after the words Manitoba University.

The council have recently established chairs in History, Political Economy and Electrical Engineering. Let us hope this is the beginning of a fully developed university.

The inclusion of Electrical and Civil Engineering in our curriculum is an evidence of the progressive character of our university course. These salary securing subjects have a definite market value. In our new and rapidly developing country it is evident that our curriculum should be so modified and elastic as to meet the industrial needs of the community. No University in this age of rush and push can afford to stand aloof among dead languages and abstract speculations. It must conform to the life around it.

Science and manufacture must henceforth work together if we are to keep abreast of our competitors. The economic loss to Great Britain, owing to a lack of technical education, is illustrated in many ways.

Sir Wm. Perkins discovered the dye stuffs extracted from coal tar. The basic discoveries in connection with coal tar industries were made by an Englishman in England, but owing to a lack of experimental research this valuable trade in drugs, perfumes and dye stuffs, amounting it is estimate to \$200,000,000 per annum, passed to Germany. The industrial pre-eminence of any country depends largely upon technical education.

Germany has made enormous strides in the application of science to industry. The various governments of Germany have liberally supplied their universities with fully equipped research laboratories organized and controlled by professional directors.

This is the secret of the rapid advance made in Germany in the ever-widening field of medicine and in the manifold industries upon which the wealthy producing power of the nation largely depends. The teachers, lecturers and professors are not selected by a competitive examination but by proved aptitude for original work, for creative power.

The world is indebted to the results of research. Pasteur prevented the threatened extinction of the silk industries of France. The silk worm industry had fallen off in value to \$1,500,000 per annum. He discovered the disease and the remedy.

This great Epoch-maker extended his researches into various channels of industrial importance. He saved the champagne industry from complete annihilation and prevented the ravages of hog cholera.

The physical sciences by their prominence have modified the range of education and their profound influence has changed the curriculum of the older universities and dominates that of the newer ones. The marvellous results of applied science and the practical sciences are stimulating the ideals of education.

Birmingham and Sheffield Universities are examples of the modern trend of education—examples of institutions which conform to the industrial necessities of the districts in which they are located.

In this Western country there are great opportunities for such "bread subjects" as civil and electrical engineering and land surveying and the council has wisely established teaching in these branches.

As our revenue increases so that our income will be adequate and permanent, let us assume, we shall answer Dr. Johnson's definition of a university "a school where everything may be learned." Hopeful assumptions are encouraging.

While frankly admitting the wisdom and necessity of directing our strength and energy, in a measure, towards technical work we must remember a university must be more than a work shop, a home of science, a degree conferring factory.

It must have loftier ideals than affording an adequate equipment for the battle of life as given by engineering or this with the sciences, chemical, physical, biological and medical.

It must provide for culture, the development of individual power and train the mind. It must be a gymnasium for the exercise of our faculties avoiding the parochial spirit of a mere seminary.

A vigorous university can exercise a beneficial influence upon the life of nations. It can certainly play its part in so training men that they can contribute to the commercial success and the material welfare of the people among whom it is placed.

We are so saturated with commercialism that learning culture and scientific research are almost submerged.

The greatness of a nation should not be measured solely by sordid prosperity, the extent of its empire, by the vigor of its fighting power. There are only three possible methods of maintaining a university.

The first of these is on a commercial basis. Universal experience has failed to produce a satisfactory type of this class. They are found in rank luxuriance in the neighboring Republic and in comparison with endowed or state-aided universities their degrees are valueless. Rivalry and competition have produced much disastrous results. They are gold brick diploma mills.

The second method is by private donations or endowments. Through munificent benefactions many excellent institutions have been built, equipped and maintained as for example Cornell, Leland, Sanford, Jr., and John Hopkins. McGill owes much of its success to the generosity of Sir Wm. Macdonald and Lord Strathcona. The magnificent gifts and bequests of private individuals to institutions of superior education is one of the characteristic of the great American nation. In one decade these private contributions amounted to \$360,000,000. Mrs. Sandford gave to the state of California \$30,500,000 to establish the Leland Sandford Junior University. Rockefeller gave the University of Chicago in successive payments \$13,000,000. He endowed a research laboratory in New York which has discovered a remedy for that awful malady spotted fever thus saving thousands of lives and assuaging human suffering. The enormous wealth of many American universities is derived from these gifts. To equip and maintain a modern university requires a large amount of money and it is not wise for Manitoba to wait till some benevolent persons provide the requisite funds.

Such an expectant attitude would postpone our development to the Greek Kalends.

The third and only practical place is that of state support.

Manitoba gives free elementary education and it must complete its work and give state-aided and state-equipped university education. Universities are for the benefit of the people and the nation should pay for them.

The re-iterated and state objection that state control encourages inefficiency is contradicted by the experience of all civilized countries. In Scotland the universities receive substantial aid

from the state and no one can assert it has had a paralyzing effect. Much can be said in favor of a certain amount of state control but not enough to make the university the foot ball of politics.

In Michigan, Wisconsin, Minnesota and many other states of the Union a university tax is levied. We are informed that the people cheerfully contribute to the funds by this tax. Surely there would be no opposition on the part of the people of Manitoba to the imposition of a similar tax for the benefit of the University which is the crown of our educational system. Huxley in his "Lay Sermons" says "the primary school and the university are the alpha and omega of education." Again he states "the educational leader should reach from every home, however humble, up through the common schools ending in the university."

Principal McIntyre, in a thoughtful paper read at the last meeting of the British Association for the Advancement of Science truly says "a state without a properly equipped University may be likened to a vessel without a rudder chart or compass."

The assets of Manitoba University, apart from the value of the land grant, is no small sum. According to the latest financial statement they amount to \$586,686. The present estimated value of our land is \$1,250,000. It is obvious that the proposed levy the municipal commissioners to cover expenses would be a light burden for the tax payers of this prosperous and progressive Province.

I shall now state the sources of revenue of a few universities of the United States taken from the Report of the United States Commissioner of Education.

	State for current expenses	State for special purposes	Total Income
North Dakota	67,700		118,705
South Dakota	60,000		73,950
Minnesota	251,873	555,100	1,069,304
California	342,832	132,484	771,563
Indiana	152,222	100,000	307,025
Iowa	189,875	232,500	528,025

Kansas	216,900	50,500	300,000
Michigan	357,000	80,000	843,923
Missouri	205,500	191,822	571,777
Toronto			610,000
Manitoba	10,000		70,383

Ten thousand dollars is the donation of the Manitoba Government for 1908, its first act of alleged liberality. The usual grant, till last year, was \$6,000. I cannot speak of the generosity of the successive governments of our Province in terms of pompous laudation.

Contrast this driblet with the amount expended upon the maintenance (including salaries) of the Agricultured College which for 1908 was \$40,242. Last year the College had 215 students and the per capita cost was \$187.

The total cost of the Agricultural College is \$610,000. This large expenditure is paid out of the ordinary revenue of the Province—not by a special tax which seems, strangely, to be repugnant to Canadian politicians. No matter what plan of raising an income is adopted, after all, the cost comes out of the pockets of the people.

The money expended by the government upon the Agricultural College receives the hearty endorsement of the people of this country. The nation regard the money spent on these excellent institutions as a good investment giving a splendid return by increasing the wealth of the country. The same arguments can be applied in favor of state aid to our University. In the tabulated statement, to which I have already made reference, it should be remembered that these universities derive the major part of their income from a special tax.

The tax is fixed by statute and the incomes is not subject to the mutations and gyrations of politics.

Manitoba has a population according to the last Municipal Commissioner's Report of 349,808. The assessment of real and personal property is valued at \$346,505,517. This will increase year by year in the rates of our development. It is therefore manifestly evident that a very slight levy made annually or biennially would furnish us with ample funds.

Carlyle says "the millstone of poverty is the necessary ballast that keeps our centre of gravity right."

Manitoba University through years of experience in "millstone poverty" has maintained its "centre of gravity" so that, we are now prepared for the enervating influence of wealth.

We do not want our university to be shabby, half-starved with a poor literary and an underpaid teaching staff. During the next decade we should have a yearly income of \$150,000 in order to carry on our work with efficiency.

We are constantly boasting about and advertising our prosperity—the productiveness of our agricultural resources, the rapid increase of our population, the marvellous development of our manufacturing industries and yet grudgingly dole out pittances for the support of our university. The various nations of the world liberally contribute to universities. France spends \$1,500,000 annually on Universities. France has fifteen universities, 26,000 students, one student for every 1400 of its population. The cost to the state of each student is \$56.

In Germany there are 21 Universities. 300,000 students or one student for every 1400 persons and the cost of each student to the nation is \$115.

In England there is one student to 3000 of its population.

In the United States there is one student to 1200 of the population.

Scotland has one to every 830.

Manitoba has 628 university students distributed as follows: Arts 374; Engineering 30; Medicine 129; Law 31; Agriculture 11; Special 53.

Manitoba therefore has the largest university student population of any country, that is one student to every 557 persons. The annual cost for each student to the government during 1908, was \$15.92.

In the years preceding 1908, the cost of each student to the Province varied between \$9 and \$11.

Our students are recruited from all ranks of society, from every element of our cosmopolitan population. For the information of politicians, who are so anxious about the farmers' vote, I would state the majority—the vast majority—of our students are from the agricultural districts.

EXAMINATIONS.

On an occasion like the present one shrinks from uttering a discordant note hence it is with reluctance that I refer to the inadequacy of paper examinations as an exact test of the relative merit of candidates or an indication of sound scholarship.

All examinations have a tendency to have the characters of machinery which turns out mental products by the wholesale ; but they are an enemy to the development of individuality.

The fortunate or unfortunate possessor of a phenomenal verbal memory usually excels at an examination. The winner of a scholarship or the graduate medalist may not be the soundest scholar. Frequently he turns out to a dismal failure either drifting into a position of monotonous mediocrity or posing as a person endowed with superficial omniscience.

The object of a test examination is to appraise intellectual growth—not to check intellectual baggage gathered during a university course.

A thorough searching examination whether written or oral or both combined is an indispensable accompaniment of teaching ; boldly state that *mere* preparation for the express purpose of passing has a very deteriorating effect upon teachers as well as students. These ordeals are so oppressive as to make students hate knowledge for its own sake. In our congested curriculum the student is over burdened, over—lectured and under—taught. He is required to attend lectures upon the most diverse topics which are in no way co-related and he must carry his knowledge till the annual examinations at the end of academic year.

In the Royal School of Mines, London, England, general examinations have been abolished. The student is examined in each subject at the end of his attendance in the class and then if the result is satisfactory he is done with it. This rational plan allows the student to concentrate his mind upon the other remaining subjects of his course. In our University, I think we should have term examinations.

Teachers should remember the intellectual and physical limitations of students. The brain like the stomach should not be over-loaded.

In the reconstruction of our university which is an obvious necessity I hope in the prosecution of our academic aims it will be free from all external control in its management—free from official fetters, political and ecclesiastical.

In working out our university salvation the exercise of those powers should be vested in select bodies of competent persons, sufficiently small to be efficient yet large enough in numbers to prevent degeneration into an intellectual clique, changing sufficiently from time to time to prevent the domination of personal politics and representative enough to be in touch alike with the experience of the past and with aspirations for the future so far as they have taken shape and acquired definition.

I do not think the arts matriculation is an adequate preparation for students contemplating the medical course. After 25 years experience as an examiner I have concluded that the preliminary education of medical students as represented by the arts matriculation is defective so much so that they are incapable of pursuing the medical course with profit.

An American educationist says "The physician, above all others, is the man whose education should be broad and complete. To him are entrusted the lives of his fellow men, and half-baked youngsters without preliminary mental training should not be allowed to travesty so serious a profession." The entrance for medicine should be higher than that for the arts course. The arts student continues his liberal education ending in a degree whereas in the medical student his liberal education ends when he commences his medical course hence a superior primary education is urgently required.

What is the remedy? The range of our matriculation examination embraces diversified subjects of essential importance. If the percentage of marks were raised from 40 or 65 per cent. perhaps we would secure the attainment of that superior education necessary for the neophyte in medicine. This plan would not dislocate the curricula of the secondary schools engaged in the preparation of scholars for the entrance examination.

The time is near at hand when the Board of Studies should follow the example of Toronto, McGill and Minnesota in so revising the medical curricula that we should offer a optional combined course—B.A. and M.D.

The English is the most neglected subject in our public schools and strikingly bad English characterizes the examination papers of the final subjects in medicine. Many unconsciously follow the advice of Oliver Wendal Holmes to a young practitioner "do not linger by the enchanted streams of literature."

It has frequently occurred to me that the time is ripe for the formation of a Manitoba University Volunteer Company.

Canadians are members of a vast Empire, of a ruling race. Our Empire occupies one-fifth of the earth's surface and of the the world's total population over 400,000,000 owe allegiance to King Edward VII.

It is the duty of the component parts of the British Empire to safeguard its gigantic interests.

Earl Roberts in an article in the 19th Century says "I maintain that it is the bounden duty of the State to see that every able-bodied man, no matter to what grade of society he may belong, undergoes some kind of military training in his youth sufficient to enable him to short straight and carry out simple orders if ever his services are required for national defence."

It is evident that some form of universal military training is necessary for the defence of our country.

The military training of our youth would so inculcate the spirit of patriotism and a sense of duty that in time of difficulty young men would rush to the ranks and compulsion would be unnecessary.

In this respect Japan is an object lesson to the world.

"Bashido" or the spirit of chivatty has been taught in their schools—a system which includes the inculcation of patriotism, obedience to authority and self-sacrifice. The children are taught that the individual is nothing and that the state is everything.

Let this university send forth good and true men, loyal patriotic citizens who will not only do their duty in any avocation but will fight, if need, be for King and Country.

Military training is of great value physically and morally.

It will make our young men more vigorous, more manly, more erect, more courageous. It teaches obedience, regularity, precision and punctuality. Through it we can get rid of that "contemptible contempt" for authority which so largely prevails on this continent.

Teaching is the infusion of principles, military training is the formation of habits.

During the last two years startling events have taken place. Two tyrants have been dethroned. The Sultan of Turkey and the Shah of Persia; the sovereignty of the air has been acquired; the North Pole has been twice discovered but the University Commission has not sent in its report.

Fellow students of every department and all years I wish you success and happiness in your University course and when life's labors are over I hope that many of your names may be a treasured inheritance and the proud possession of the University; and that having reached eminence your lives will be an ornament, a glory and an inspiration for your successors.

A SHORT HISTORY OF THE UNIVERSITY OF MANITOBA

BY

DR. GEORGE BRYCE

WINNIPEG, MAN.

President of the Royal Society of Canada.

Red River Settlement, founded by Lord Selkirk, in 1812, had in its first decade evidence of a desire for education, and ever since there have been educational forces at work more powerful than the remoteness and inaccessibility of the settlement would have led us to expect. The churches organized on the banks of Red River were begun by scholarly men; the Fidler and Red River Libraries early diffused knowledge; the people had in their seclusion time and taste for books; and the Hudson's Bay Company officers were to a certain extent an aristocracy of learning, who read books and favored letters.

The First Colleges.

Notwithstanding the backwardness of the Settlement in material respects, yet the good Fathers Provencher and Dumoulin, brought at the suggestion of Lord Selkirk from Montreal, carried in 1818 the torch of religion and learning, and founded a classical

school which afterwards became St. Boniface College. Shortly afterward the Church Missionary Society in 1821 sent a clergyman who began a school. This became the MacCallum School, being so named after its teacher, which after varying fortunes was established by the late Archbishop Machray, in 1886, as St. John's College. Shortly before the transfer of the Red River Settlement to Canada, a long cherished dream of the Selkirk Settlers of Kildonan and of their revered leader Dr. Black, was realized and the writer was sent out from Toronto to found Manitoba College, which was done at Kildonan in 1871.

An Anticipation.

Early in 1875 an educational meeting was held in the Court House, Winnipeg—a year after Manitoba College had moved to Winnipeg, and with Mayor W. N. Kennedy in the chair and Chief Justice Wood and Consul Taylor as Chief Speakers—in which expression was given to the view that the province should consider the establishment of a University. Probably each of the existing colleges could have obtained from a good natured legislature University powers but the authorities of the Colleges were opposed to such a thing as being entirely premature. While this seems to have been the first public step in the line of suggestion of a University it must be confessed that it was a mere academic opinion and proposed nothing practical.

The Actual Founder.

In the year 1872, Hon. Alexander Morris was governor of Manitoba. His five years of office represented an eventful period to the young Province, including the incorporation of Winnipeg, in 1873, as a City, with 2200 inhabitants. The governor was a graduate of Queen's College, Kingston, and being ambitious was anxious to signalize his reign with something memorable. To the leading men of the Colleges the idea of a University seemed at that time rather chimerical, but nothing could stop the governor. He kept the matter before his ministers, counselled indirectly with the College authorities, and succeeded in getting a quasi-acceptance from them of his plans. Hon. Joseph Royal brought in the bill on Feb. 9th 1877, but made the remark "The govern-

ment think the bill premature, but have been so repeatedly urged that they have brought it down." To every one but the Governor, as was said at the time, it was nothing more than "a mere paper University."

The University Act.

At first the University was declared to be a mere examining body. It is true that in the Act as passed there occurred in the English copy of the Statute the words there shall "be no professorship or other teachership *at present* in the University." In the French copy—for these were the days of dual languages in Manitoba—the words "a^t present" did not appear. How these two words found their way into the English copy, no one seems to know, but it became a "bone of contention" some ten or twelve years afterward. All graduates of any University were invited to register to make convocation. A young legal gentleman and the writer succeeded in inducing the government to introduce a popular element in the Council. This was done by including the incorporators, with the members of council and future graduates of Manitoba University, to choose three representatives on the Council. This number of three, afterwards became seven and now it is ten.

Important Features.

The three Colleges—St. Boniface, St. John's and Manitoba—were affiliated to the University in the Act, each being allowed seven representatives upon the Council. Power was given the Government to affiliate new colleges, should these arise. Each college was guaranteed "the entire management of its internal affairs, studies, worship, and religious teaching." No student can be required to take any course of materialistic or sceptical system of logic or natural philosophy, and a student may have his choice of authors in mental philosophy and history. It is but right to say that the colleges were never consulted as to these points and never had them before them. Liberty was given St. Boniface College to have its students examined in the University, using the French language. The question of conferring Theological degrees was solved by allowing students with a certain arts standing in the University to take a theological degree in a col-

lege. This degree on being conferred by the College, became "ipso facto" a University degree. More powers are given the University to confer degrees in Arts, Science, Medicine, Law and in such other subjects as it may see fit. The policy of the Province as to the University from the first was to have but one degree-conferring body.

First Meeting.

The first statute passed by the University was:

The Chancellor (Bishop Machray had been appointed by the Government) shall call the first meeting at the Court House (then on Main Street near the present Ryan Block) on Tuesday, Oct. 4th, 1877 at half past three p.m."

This meeting was a notable gathering of between twenty and thirty members. Though the Board of Education had already brought the leaders of the religious denominations together, yet the new Council was unique in its cosmopolitan character. It was all very remarkable to see a province containing only a few thousands of people facing such an undertaking, and this in a new western town that had seven years before this time been a hamlet of one hundred people. All this was to be done with an annual grant of \$250—the amount placed by the government for the University in the estimates of the year.

The First Curriculum.

Arts being the only subject taken up, the Council at its first meeting appointed a Committee for the purpose of drawing up a curriculum. The Committee represented the three colleges and the writer remembers the many pleasant and profitable evenings of the Committee at St. John's College. St. John's representatives saw things largely from the Oxford, Cambridge or Aberdeen standpoint; Manitoba College naturally stood for Canadian University ideas: St. Boniface sought for the French-Canadian ideals. The plan of St. Boniface was to have two degrees, one in Literature, the other in Science, using these words broadly, and then count these two together as equivalent to a B.A. degree. Along this line came the first agreement. To the English mind there came naturally the Littlego or Previous Examination, and two years afterwards the Final. This made a three years' course

and corresponded fairly well with the joint French-Canadian degrees of (1) Literature, (2) Science. To meet Canadian wishes a Preliminary examination was fixed one year before the Previous. A curriculum for Preliminary and Previous examinations was first prepared and shortly afterward that for the Final or B.A. examination. At the first examination held in 1878 there were seven students, who presented themselves for examination, 6 for Preliminary and 1 for Previous. The first graduate in Manitoba University finished in 1880, and he took his degree in Natural Science.

The Executive Body.

The first Council of the University consisted of the Chancellor and twenty-four members. It was plain that an Executive body was needed to carry on its work. Statute XIV of the University, found in the first University Calendar, constituted with the members from the College—units of the University, this Executive known as the Board of Studies. This Board has been invaluable to the University in carrying on its work. This body superintends all examinations, nominates examiners, deals with the standing of students, oversees the gathering of examination results and the printing of returns, etc. The regular meeting of the Board are held monthly, with many specials intervening. As has been said the "Board of Studies" has had many a brush at meetings of Council, but on the whole has "borne its faculties so meek" that it has come to be looked upon as indispensable.

Noble Recognition.

Very soon after the formation of the University the idea came of obtaining from the Dominion Government a grant of wild lands for the University. Frequent representations were made to the Dominion Government, deputations waited on every visiting Governor General coming to Manitoba from Lord Dufferin onward, and the Local Government was asked to assist in this great boon. At last Hon. Mr. Norquay in conferring with the Dominion Government in regard to obtaining "better terms" for the province succeeded in 1885 in obtaining a grant of 150,000 acres of land to be afterwards selected. In 1883 a splendid legacy was left to the University as a Scholarship Fund by Mr.

A. K. Isbister, a native of Rupert's Land, who received his early education in St. John's College, completed his University course in London, and became a distinguished educationalist. The gift of Mr. Isbister amounted to upward \$83,000 and the capital has now reached to about \$10,000. \$3200 are distributed upon examination every year in scholarships, including this year a scholarship of \$600.

Women Admitted.

In the year 1886 an important step forward was made in the admission of women to the privileges of the University. Strange as it may now seem this was only done after a considerable opposition. The matter was brought up again and again in the Board of Studies but was evaded. At length a young lady presented herself at the Preliminary Examination and claimed her rights under the University Act. This—the first lady to enter the University—became entitled on examination to a scholarship. The giving of the scholarship was also resisted by the Board, but in the end it was awarded to her. There is a large number of women now in attendance at the University.

New Colleges.

Provision was made in the University Act for the affiliation of new colleges, which showed evidence of ability to erect buildings and carry on the work prescribed. First of these to join the University sisterhood was the Medical College begun in 1883. This became affiliated with the University in due time. The College of Physicians and Surgeons for Manitoba is the licensing body for Medical men coming to the province. In 1893 this body asked to have examinations in Medicine for newcomers conducted by the University and legislation was obtained to accomplish this. This College and the Medical College are looked upon as a University unit and they together have seven representatives on the Council. In 1888 Wesley College, which for some years preceding had held an Act of Incorporation was put into operation and took its place among the college sisterhood. Several years afterward the college of Pharmacy was organized and affiliated with the University having a representation of three upon the Council. The last addition to the units of the University is the

Agricultural College, which is affiliated and has seven representatives upon the Council.

The Council.

As completed up to the present time the University has a large Council. It is made up as follows:

The Chancellor	1
St. Boniface College	7
St. John's College.....	7
Manitoba College	7
Medical Colleges	7
Wesley College	7
College of Pharmacy.....	3
Faculty of Science.....	2
Agricultural College	7
Graduates	10
Local Government	8
	<hr/>
Total	66

Of the sixty-six members of Council it is worthy of note that there are in all fifteen clergymen of whom eleven are professors.

The Lands.

It has been already stated that the Dominion Government bestowed 150,000 acres of wild land in Manitoba upon the University to be selected by it. The Provincial Government gave \$4,000 to inspect the land and to choose what was most valuable. It was unfortunate that from various causes it took 12 or 13 years to choose the land, otherwise a still more valuable choice could have been made. A most vexing delay of eight years took place on account of the Archbishop of St. Boniface putting in a claim for a share of the land on account of the decision of the University to become a Teaching body. A still further delay occurred in 1897, when much discussion took place in the University Council as to the tenure of the University lands. At last this was settled by the University of Manitoba as a corporate body hold-

ing the land in fee simple. The patents were immediately granted by the Dominion Government, on the all but unanimous recommendation of the Dominion members from Manitoba. These lands have greatly risen in value so that now 63,857 acres have been sold realizing a capital of \$444,023, while 86,143 acres still remain in the hands of the University, which are administered by the Land Board.

University Site and Buildings.

The passing of the Act of 1893 and the desire to supply adequate Science-training as well as a habitation for the University, led the Council to seek diligently for a site on which to erect a building, such site as convenient as possible to the several colleges. Some nineteen pieces of land were examined and considered but it was impossible to obtain unanimity on the subject. The sites examined were too small, or too expensive, or in unsuitable districts, or in some way unacceptable. In its desperation the University Council threw the question over upon the Provincial Government. For some time the matter lay dormant. On the question of the lands being settled in 1898 application was made by the Provincial Government to the Dominion asking that the vacant park near the Court House buildings in Winnipeg, consisting of nearly seven acres, then valued at \$50,000 should be given to the University for the erection of a building upon it. The Dominion Government consented and after the usual debate in the Council as to the tenure of site, form of deed and location of site (including a reference to provincial legal counsel, the decision was reached in favor of the present site. The building was then proceeded with and completed in 1900 at a cost of something above \$60,000, which was ultimately paid out of the capital of the University.

University Teaching.

So long ago as 1889 the colleges finding the teaching of Science beyond their means utilized the facilities provided by the University, and handed over all their Science plant to the University for use in its Laboratory. Three professors paid by their respective Colleges were appointed to give instruction in Science under University auspices. This scheme was taken part

in by St. John's, Manitoba and Wesley Colleges. They occupied rented rooms in several different buildings. In 1898 their quarters were in the McIntyre Block, Main Street, and a fire completely destroyed the block, the laboratories and property of the Science Department, along with the nucleus of an excellent Science Library. Others quarters were obtained until the completion of the present building in 1900. On entering the new building the University constituted a regular Faculty of Science, the three College lecturers being appointed Science lecturers, a part of their salaries being paid by the University. About this time the University changed its Arts course from three to four years in length. In 1904 six professors in Science and Mathematics were appointed.

University Control.

In 1893 the Provincial Legislature intending to proceed with the fuller establishment of the University passed legislation giving the Government power to appoint professors in certain subjects. In 1897 further legislation was passed providing for the erection of the University building and the further organization of the University. On the advent of the Hugh John Macdonald Government to power in the province a change was made at their suggestion in removing the University from Government control so far as the appointment of professors was concerned and giving the power of appointment to the University Council, subject only to Government approval. Probably this change was in the interests of University education, provided the Government was likely to take the same interests, as it would under other circumstances in providing the means for University development.

Wider Scope.

During the year 1909 the most important step toward unification of all interests has been taken by the University Council. Since the establishment of the Science Faculty there has been a great development in the University staff. By additional aid given by the Government two chairs has been established in Civil Engineering and Electrical Engineering respectively. Thus there are now in the Faculty of Science no less than eight professors,

five lecturers, and five assistants. This is a Science staff covering the ground much more fully than any other Western University is likely to do for any considerable time to come. But while the Science side was being largely increased there was growing up a strong feeling that the Arts side of the University should receive more attention. True, the Colleges have largely increased their staffs, and are doing a large and useful work, yet the demand is for University extension. Accordingly the Council in 1909 has established three new professorships in English, History, and Political Economy, respectively. A further subvention from the Government has enabled the Council to do this, and a new building has been erected comfortably housing Arts and Mathematics and leaving the University building proper to Science, Pure and Applied.

The Student Body.

The growth of the University in attendance during its history of 30 years has been satisfactory. Including matriculation the candidates taking the examinations in the University in selected years will show the progress made:—1873—7; 1879—16; 1880—27; 1900—435; 1909—1428.

To a province of the age and circumstances of Manitoba, the statistics of 1909 are highly encouraging. The annual expenditure for maintenance has now reached in the University proper some \$60,000 annually, of which \$20,000 is from the Provincial Government, while in all the affiliated bodies doing additional work most valuable to the University the probable expenditure will exceed \$100,000 annually.

The graduates of the University have now reached the following numbers:

Arts	1069
Medicine	442
Law	89
Theology	44
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Total	1644

The degrees of Manitoba are well regarded throughout Canada, the United States, and in Great Britain. Graduates in Arts, Medicine, and Theology have gone from our University to take post-graduate courses elsewhere and have almost invariably gained high places in the competitions of the older seats of learning. The University of Manitoba should take "Progress" as its motto. The younger generation of the University are almost all in favor of a larger site, more extensive buildings, an increase in the Arts staff, and a unification of all interests in the University. The past has done well with what it has had, but wider views on the part of the University Council, the Legislature and the Government in regard to site, buildings, and instructors, which call for a largely increased revenue, must be faced.

THE UNIVERSITY QUESTION IN BRITISH COLUMBIA

BY

E. C. ARTHUR, A.M., M.D.

About the year 1891 the Government of British Columbia placed upon the statute books a University Bill, but owing to some local jealousies the matter was allowed to drop without the convocation thereby constituted having ever been convened.

Some six years ago the Nelson University which took up the question in a systematic way and kept it before the public continuously with the result that in 1908 the McBride Government passed a very good University Bill.

The first Convocation shall consist of all graduates of any University in His Majesty's Dominions who are actually residing in the Province two years prior to the date fixed for the first meeting of Convocation, and who at least six weeks prior to the said date register themselves as members of such Convocation as provided by the Act and twenty-five members to be elected by the Lieutenant-Governor in Council and appointed for the first Convocation only.

Members of the Board must be British subjects and residents of the Province.

The Senate is to be composed of the Minister of Education, the Chancellor and the President of the University who shall be Chairman; the Deans and Professors of the Faculties; the members to be appointed by the Lieutenant-Governor in Council; the Superintendent of Education and the Principals of the Normal Schools; one member elected by the High School Principals and assistants actually engaged in teaching; one member elected by the Provincial Teachers' Institute; one member to be elected by the governing body of every affiliated college or school in the Province, and fifteen members to be elected by Convocation from the members thereof.

Affiliated Theological Colleges may confer the degrees of Bachelor of Divinity and Doctor of Divinity, but only upon *graduates in Arts of the University of B.C., and of some other University recognized for that purpose by the University.*

Our University club asked for an endowment of ten million acres of land of five per cent. of the annual revenue derived from all parts of the public domain. The Government in 1907 set apart two million acres but reserved the timber and minerals, which I think was a mistake.

Since the passing of the University Bill not much has been done. The question of site is one that causes local jealousies. Our club suggested that it should be near Vancouver, that being by far the largest centre of population, but that does not suit Victoria. The Government has said that a Commission of three heads of Universities would be appointed to select the site, but as yet this Commission has not been appointed; at least, it has not been announced.

In the meantime McGill University has established at Vancouver and Victoria faculties which are doing the first two years work of an Arts course. I understand that at present there are in these schools between one hundred and fifty and two hundred students.

Columbia College, the Methodist Theological School at New Westminster is also doing University work.

In addition to these a large number of students from the

Province is sent annually to eastern Universities for training in Arts, Medicine and Science.

While the white population of British Columbia probably numbers less than three hundred thousand, the area of the province far exceeds that of any other in the Dominion. In extent and variety of natural resources it acknowledges no superior.

To-day it probably possesses more merchantable timber than all the rest of Canada. Its fisheries are among the best in the world. Perhaps no other equal area of the world's surface has such great and varied mineral wealth. While the percentage of arable land is comparatively small, its fertility is marvellous. Its water powers are unlimited. To enable the sons and daughters of the province to develop and *conserve* these great resources to services of a great modern university are urgently needed at the present moment, and the urgency is increasing with every succeeding year.

Probably the seemingly unnecessary delay in establishing such an institution, as the inadequate present endowment certainly, is due to the inability of the great majority of our legislators to appreciate the public advantages to be derived therefrom. Now that a new legislature is elected let us hope that its members will hasten to establish and efficiently endow a thoroughly up-to-date Provincial University.

THE UNIVERSITY OF SASKATCHEWAN

The University Act was passed in April 1907. The Act placed in the hands of all graduates, of British and Canadian Universities, who were resident in the province, the power to elect a Chancellor and twelve members of the Senate. The Senate elected five Governors and the Governor-in-Council appointed three others. The Governors appoint the President and Professors.

The Senate determine the educational policy of the University, while the Governors have charge of its business affairs. Without the recommendation of the President no appointment can be made. The sanction of the Lieutenant-Governor-in-Council is required for the purchase of land, for capital expend-

iture on buildings and for the incurring of any liability impairing the financial position of the University.

The revenue of the University is derived from (1) The Supplementary Revenue Fund, (2) The Succession Duties, (3) Fees and (4) a direct Grant. The Supplementary Revenue Fund is derived from a tax of one cent an acre on the lands of the Province. The University and the Agricultural College receive ten per cent. of this fund. The maximum amount of this fund will be about \$330,000. Of the succession duties the University receives one-third. This amount will for some years be small. The fees are not heavy, the tuition fee for an undergraduate being thirty dollars. The direct grant is intended to equalize and supplement the revenue derived from these variable sources. The first year of the University's operation this grant reached \$8,000.

With the approval of the Senate and the Government, the Board of Governors decided to establish within the University both a College of Arts and Science and a College of Agriculture. This somewhat novel step was an open recognition of the claims of Agriculture to an important share of the attention and resources of the University. The College of Arts and Science will give the liberal training required by the different professions, and the special training required for teaching; while the College of Agriculture will meet the needs of those who make Agriculture their vocation. The union of the two will enable the teachers to fit themselves better for teaching Agriculture in the schools, and will keep the profession in touch with Agriculture. A school of Domestic Science will no doubt be established at an early date.

It is not proposed to establish professional schools of Law, Medicine, Engineering, etc., until the supply of students and the clinical and other resources of the community warrant them. It is, however, possible that almost immediately courses in Arts and Science preparing students for the professions will be arranged. Certain Science classes, and certain classes of a quasi-professional character may be introduced into the Arts and Science course with a view to shortening the student's course in a professional school after graduating in Arts and Science. There is no reason why certain classes in Chemistry (Inorganic and Organic), Phy-

sics, Biology, and possibly Anatomy or Physiology should not be taken in the Arts and Science course. Nor is there any good reason why they should not afterwards be accepted as the first year of a four year Medical Course. There will be less difficulty in meeting the needs of those who look forward to Engineering or Law. Meanwhile the University can assist in examining the candidates who apply for registration in one or other of the professions. Already arrangements have been made whereby the examinations required for admission to the Institute of Chartered Accountants shall be conducted by a Joint Board representing the University and the Institute.

A Divinity School has been opened by the Church of England. Some of its students are taking classes in the University. Doubtless other Divinity Schools will be established at no distant date.

The scope of the plans of the University depend upon the faith of the authorities in the future of the province. They believe that the University will equal that of the State of Wisconsin. Within forty years the University of Wisconsin has grown from a tottering college to a University with well equipped Professional Colleges, a staff of 350 instructors, 4000 students, a revenue of \$1,000,000, and a capital expenditure of nearly \$4,000,000. Yet Wisconsin has but 56,000 square miles, and a population which grew at the rate of 3000,000 a decade until it has reached 2,500,000, Saskatchewan has 250,000 square miles and in the first decade of its existence will add over 300,000 to its population. Further, this year, Saskatchewan with not more than one-tenth of its arable land under cultivation produced 80,000,000 bushels of wheat, while the wheat yield of the United States last year was about 800,000,000 bushels. Saskatchewan with every acre under cultivation could yield as much as did the United States in 1908.

The University authorities in purchasing a site of 1333 acres and in planning for a University which in forty years will have 5000 students are surely wise in taking long views. While the immediate expenditure of money will be modest, it will be so made that the early buildings will become integral parts of a large institution. Without haste, without waste, and without rest will its plans develop.

Without sound educational ideals comprehensive plans may prove ridiculous. An institution whose mania is large numbers, and whose proud boast is that it can feed its students at 6.0153 cents per head per meal might claim respect as a refuge for derelicts or a penitentiary, but it can hardly be regarded as a higher educational institution.

Two things this University should stand for. It should be *thorough*, and its highest ambition should be *service*. As the scientific arm of the state it can serve best when it is most thorough. Thorough devotion to the people will extend its interests beyond the boundaries of applied science until it includes within its scope the deeper interest in man and human affairs.

The organization of the courses in Arts and Science should show these characteristics from the outset. The early or first two years should aim at thoroughness in the training in the fundamental subjects of human culture, the languages, history and philosophy, and in the sciences, both mathematical and experimental. The later years should permit the individual greater latitude of choice either in broadening his culture or in developing his special aptitude. A wider culture consistent with thoroughness may be secured in these years by a system of electives restricted to groups, thus preventing such heterogeneous combinations as Italian novels, Hebrew, Entomology, Religious Psychology, Landscape Painting and Criminology. In like manner specialization should be limited by a system requiring selections from a system of groups.

In the selection of a staff the University has tried to secure men who have received a good undergraduate education, who have afterwards spent the usual time on graduate work in their chosen subject, and who have successfully withstood the practical test of teaching. To training, scholarship and professional skill there should be added enthusiasm, high character and a readiness to meet the needs of new conditions without sacrificing the things that are essential. In the appointments already made the authorities have every reason to believe that they have met these exacting requirements.

The staff in Arts and Science at present consists of President Murray, M.A. (Edin.), who takes Philosophy, Prof. Ling, Ph.D. (Col.), Mathematics; Prof. Oliver, Ph.D., (Col.), History and

Economics; Prof. Bateman, M.A., (Dub.), English and French; and Professor Moxon, B.A., (Oxf.), Classics; Appointments to the chairs of Physics, Chemistry and Modern Languages will be made within a year. In the College of Agriculture Prof. Rutherford, B.S.A., (Guelph), is Dean and takes Animal Husbandry; Prof. Bracken, B.S.A., (Guelph), Field Husbandry; Prof. Greig, B.S.s., (McGill), Agricultural Engineering; Prof. Willing, Entomology, etc. Appointments to the chairs of Agricultural Chemistry, Biology, Dairy Husbandry, Horticulture, Forestry, Veterinary Science, and Bacteriology will be made at an early date.

THE UNIVERSITY OF ALBERTA

BY

H. M. TORY, M. A., D. Sc., President

If the attitude toward intellectual things is in any way a mark of the progressive spirit of a people then the people of Alberta are to be congratulated on their progressiveness. The founding of no other institution has stirred the feeling of the people so strongly nor aroused so much enthusiasm as the founding of the University. While the placing of it aroused criticism, no word has been raised but in praise of the thing itself.

It is said that in a certain modern state when the University was being placed, the Legislature had to decide at the same time the location of the penitentiary, and the people of the town where the University was placed were disgusted and exceedingly angry because they did not get the penitentiary instead, the latter being regarded as the greater commercial asset. The utterly different spirit of Alberta is shown by the fact that the placing of the University was regarded by the people as second only to the placing of the Capital itself.

One of the first acts of the first Legislature of the Province was the passing of the University Act. By this means the calling into existence of the University was made possible. Within two years the appointment of a President and a Senate gave active form to the organization.

The general plan of expansion of the University as approved by the Senate involves:—

I. A Faculty of Arts and Sciences to include,—

(a) the usual Arts Departments, (b) Applied Science, (c) Education. These three groups will be held together until the natural expansion of the University makes the formation of separate Faculties necessary.

II. A Faculty of Agriculture.

III. A Faculty of Law.

IV. A Faculty of Medicine.

The First Faculty organized was the Faculty of Arts and Sciences, students being received into this Faculty in September, 1908. As the classes were only opened for Freshmen, only such departments were organized as were necessary for teaching in that year. These departments were added to for the Session 1909-10, and will be again supplemented for 1910-11; so that when the next Session opens Courses will be offered in English, Latin, Greek, French, German, Mathematics, History, Economics, Chemistry, Physics, Geology, Biology, Philosophy and Psychology. In addition a department of Civil and Municipal Engineering will be open to students who wish to specialize in Applied Science subjects.

The Faculty of Agriculture, the second one in the University, is now being organized and will be open to receive students during the Session 1910-11. In this Faculty will be departments of Animal Husbandry, Field Husbandry, Dairying, Horticulture, Agricultural Engineering, Bacteriology and Veterinary Science. The plan approved by the Senate involves,—

(a) A Faculty of Agriculture at the University.

(b) A scheme of elementary instruction to be carried out in a group of secondary schools.

(c) Extension work in the Province. To this latter department a great deal of attention will be given in the immediate future.

No steps have yet been taken towards the organization of the Faculties of Law and Medicine.

Plans for the first University building to be the home of the Faculties of Arts and Agriculture have just been completed and the building is now in the course of construction and will be

ready for occupancy next autumn. In the meantime classes are being held in the Stratheona Collegiate Institute.

The building will be a three story one, Collegiate Gothic in design. The main portion, which is 230 feet long by 70 feet wide, will be flanked on each end by wings 114 feet long by 40 feet wide. A Convocation Hall on the rear will give in the basement a gymnasium 92 feet by 60 feet, and an assembly hall on the first floor of the same size with a seating capacity of 1,000. The building will be of granite and sandstone, and fire proof throughout.

Concurrently with the construction of the main building the erection of a residential building will be carried on and will be ready for occupation next October. It will have accommodation for about one hundred and twenty students. This will be one of a group of residences on the grounds as it is the intention of the Senate to make the University a residential one.

A portion of the University Site has been set apart for a great group of teaching buildings and the plan of the grounds has already been worked out. Provision is being made for a group of laboratories which when completed will afford opportunity for carrying on any research in which the Province may be interested.

In addition the Senate is making provision on the University grounds for the Denominational Colleges. Already two applications have been dealt with, and next year one Denomination proposes building its College.

The action of the Government in providing for and of the Senate in starting the University at such an early date in the history of the Province has already been more than justified. The number of students in attendance has exceeded the most sanguine expectations. This year, the second year of active operation of the University, one hundred and three students are registered, eleven of whom are graduate students proceeding to the Master's degree. It is not too much to say that probably not one quarter of these would have ever had an opportunity for College education but for the home University. It is hoped that this is but a promise of the great future.

The University of Alberta belongs to the people of the Province. Neither sectionalism, nor politics, nor sectarianism enters into its management. It will be dominated by the idea that it must always justify itself to the people of the Province by its high standards of work and its devotion to the public good.

EDITOR'S NOTE—The Paper on the University of Saskatchewan on page 556 was kindly contributed by Professor W. G. Murray, M.A., of Edinburgh, President of the University of Saskatchewan Saskatoon.

EXTRACTS

The Doctor as a Social Force

At the present time, when a general election is looming in the not distant future, the thought comes naturally to one's mind that the doctor is still almost a negligible factor in politics, while his value as a social force is not generally acknowledged. How little the true extent of the doctor's activity is recognized at the present day is shown by the answers given to questions on the subject addressed some time ago to leading men in France by Mr. Fernand Mazade. M. d'Haussonville's answer was short if not altogether to the point; it was conveyed in the words, *Ne sutor*. M. Alfred Mezieres replied as follows: "Let the doctor look after 'his patients; let him cure them. Thus he will fulfil his true social duty." M. Costa de Beauregard answered somewhat oracularly as follows: "Every physical suffering belongs to the 'scientific sphere of the doctor as every moral suffering appeals 'to the conscience. Why? Because the doctor is the only person on earth to whom one never lies." According to Mr. Kipling the doctor is precisely the person to whom every one, if a patient, lies most freely. Many other answers were to the like effects as those quoted. What strikes us most about them is the narrow view that seems to be taken by many, even among intellectual persons, of the part which the profession really has to take in the work of the world. By all means let the doctor give his best attention to curing the sufferers under his care. But the influence of each individual member of the profession should extend far beyond the sick room. He should within his sphere be the apostle of medical science, which, as far as bodily efficiency goes, carries in it the hope of the present welfare and future development of the community. Notwithstanding the great strides forward which have been made, the people still perish, not only in slums but in palaces, for lack of knowledge. Such saving knowledge it is the function of the medical profession not

only to gain for itself but to teach to the public. The doctor's province includes everything that concerns the life of man, and much that is vital to the development of the nation and the progress of mankind. It was the recognition of this fact that led Mr. Gladstone to say that as civilization advanced the medical profession would gain more and more in influence. It is the perception of this fact, too, that causes rebellion against what is called medical tyranny and priestcraft in that type of mind so common at the present day, which revolts against anything like authority, even that of reason, and prefers its own small fads to the accumulation of stored and ever-gathering knowledge. Had the doctor "stuck to his last" there would have been no such thing as public health. Every movement for the prevention of disease, every effort for the physical well-being of the population, has come from this profession. In the application of medical knowledge lies the solution of many social problems. The real obstacles to progress have been the apathy of the people on the one hand and the blindness of the rulers on the other. Both people and rulers have had to be educated by the profession, and it has succeeded better with the public than with the politicians. This is fortunate, for politicians will do nothing that cannot show results expressible in terms of the ballot box. It were to be wished that the profession was much more largely represented in the Legislature. In the clamor of the numerous interests—land, beer, spirits, sects, and so forth—which have their spokesmen in that assembly, the voice of medicine is but faintly heard. The small number of our representatives is, of course, partly due to the fact that doctors, unlike lawyers, do not find it professionally profitable to have a seat in the House of Commons. Very few of them can afford the time, and the sad fate of the late Member for Bermondsey is not likely to encourage men to try to combine practice with parliamentary life. It is to be hoped, however, that there is sufficient public spirit in the profession to induce a considerable number of medical candidates to come forward.—*British Medical Journal*, Nov. 13, 1909.

Lord Rosebery in his address as Chancellor of the Glasgow University and Chairman at the dinner in reference to the gene-

ral work which the graduates of that University perform said: "Glasgow as a pre-Reformation University could claim both the halo of antiquity and the advantages of newer universities. It owed its special position to the fact that the city and itself had been united from the beginning. The University had always formed part of the City and the city had always sympathized with and supported the University. Something too, was due to the character of Glasgow itself, a commercial city which had vast interests all over the world. It had taken the University to its heart and promoted the interests because it knew that the interests of the city were its own. It had built up and extended the schools because it had felt that they were an advantage practically and commercially to the city.—From Edit. B. M. J.

Sir John Tweedy, in his opening address, discussed the relative status in bygone ages of the professions of law and medicine. The remarkable differences in the degrees of importance which had been at various times attached to these two branches of learning depended upon social, economic, religious, and ethnological conditions. In ancient Athens for example, medicine was highly honoured, while professional lawyers had scarcely come into existence. Hired advocates were not permitted in courts of law, the *logographos*, or man who made a business of writing speeches to be delivered by others, being held in contempt. This was at a time when Hippocrates was laying the foundation of medical science. In Rome, on the other hand, arms and the law were the only professions; medicine was almost unknown, and the treatment of disease was chiefly by recipes based upon tradition and superstition. This contrast was due to ethnological and political differences. The Greeks, though living in many self-centred and self-controlled city states, claimed a close relationship and a common origin. The Greek citizen was a pronounced individualist. The Romans, on the other hand, were a mixed race and in Rome individualism was suppressed. All activity was concentrated upon the affairs of the State. In the Middle Ages great differences existed in the learning of Paris and of Italy. In the University of Paris in the twelfth and thirteenth centuries there was no systematic teaching either of medicine or of civil law. Theo-

logy was the only branch of learning which was thought worthy of serious study. In the south of Europe, however, medicine and law were actively cultivated, partly as a result of the educational traditions of the old Roman world, and partly under the influence of Arabian writings. In France intellectual life was confined to the cloister or to the schools which were dependants of the cloister; while in Italy intellectual activity manifested itself mostly in the political sphere. In England, the new learning was largely helped by an eminent lawyer, Sir Robert Rede, and by an eminent physician, Thomas Linacre. At the present day, law and medicine were working together in the spread of learning, the defence of liberty, and freedom of thought, but some readjustment was required between the necessities of legal evidence and the character of medical evidence in order that the highest interests of the community might be secured.—British Medical Journal, Nov. 13.

Dr. John A. Witherspoon, of Nashville, in his presidential address on "Medical Education, Past, Present and Future," said that being the largest independent medical society in the country, it should go on record as standing for more than social and scientific work in its meetings; it should stand firmly for medical education in its highest sense of progress and wield its influence to bring about reform in medical teaching by insisting (1) on every State within its territory having uniform medical laws; (2) that none but men of culture and strictest integrity be placed on examining boards, and that politics be kept out of all medical transactions; (3) that colleges not having equipments to teach modern medicine should be condemned, and that no one should assume the responsibilities of teacher who is not by training and natural talent specially fitted to impart and instruct others; (4) that no college should be recognized that did not insist upon sufficient preliminary education and mind training of every student to receive and digest modern medicine as an entrance requirement, and a standard curriculum, in which full laboratory and clinical facilities will insure that none but good and well qualified men will be graduates; (5) that all schools should give prominence to the teaching of hygiene and sanitation, departments sadly ne-

glected in the past, but in preventive medicine so necessary for the protection of our people from infectious diseases, either endemic or epidemic; (6) we should insist upon the fact that colleges must have endowment, and that no philanthropy was more needed or deserved, and none would give greater returns both by insuring the people that none but competent men would belong to our profession and financially because they would enforce laws which would forever bar the entrance of epidemic scourges into the ports of this, the grandest and most glorious country that was created for the enjoyment of mankind.

“It should be remembered that the mass of a nation must be convinced of the value of a general principle which is being carried out, else what we might judge the most salutary change will be ineffectual. Ritchie in discussing the Rights of Minorities, has remarked that on matters of Public Health only the scientific expert, in the first instance form a sound judgment. In democratic societies there is often a distrust of scientific opinion. The remedy is not despotism but public enlightenment and the scientific specialist is bound therefore by patriotism as well as the interests of his own science to lend what aid he can to the popularization of science from which he is too apt to recoil. Those whom science neglects fanaticism and quackery will claim for their own.”—Address on Medical Progress, B. M. J. Oct. 9, 1909.

From Dr. Gibson's address on “Modern University Ideals”
British Medical Journal, Dec. 4.

Looking broadly at the aims of our universities, we may assume that the principal object in view is to train the undergraduates to play a useful part in the drama of every day life. How this can be done is the practical question which lies before every one of us. Healthiness of body and soundness of mind are the first great requisites and every means by which wholesome-ness bodily as well as mental can be assured deserves the greatest consideration. Newman defines a university as a place of *teaching* universal knowledge. They (all our modern universities) not only diffuse knowledge but they advance it. They

advance knowledge by scientific research, by philosophical investigation, by literary effort, by historical inquiry—by every means in short, through which additions may be made to the sum of our knowledge. It is sometimes difficult, even when the spirit of change is abroad, and periods of transitions are upon us to modify old institutions. nothing is more certain than that the old universities have been doing their best to assimilate new methods. But they are wise in this respect that they insist upon *broad general training* as a necessary preliminary to more professional education. As the aim of University education is not to produce hermits, each imprisoned in the cell of his own intellectual pursuits, but men of the world, able to take their places in the community and live in contact with their fellow-men some system must be formed which, without sacrificing individual variation too much, or neglecting the pursuit of different scholarly interests will produce intellectual and social cohesion. Mr. Lowell expressed the view that an ideal college would contemplate the highest development of the individual student, the proper connexion of the college with the professional schools, and the relation of the students to one another

.....
 The wider the culture, the better the result. Some acquaintance with the great literature of the past is absolutely essential. Nothing can ever rob classical learning of its high value in a scheme of training. Similarly some knowledge of the laws of thought is a matter of the highest moment. There is no better corrective of the arrogant self-sufficiency of imperfectly trained scientific men than the acquisition of at least the elements of "Divine Philosophy."

The occasional stated lecture has, no doubt, at times its uses—for example to provide a summary of work which has been done, or to shape the course which has to be followed. But to give a hundred and fifty lectures on any subject in the medical course in this age of excellent books is an absurdity that should be abolished. We have no use for the lecture if it is simply like the "resurrection pie" of the frugal houses wife. It must contain some new facts or it must have some fresh method of presenting them or it must have some of the personal experiences of the teacher

or it must be given with dramatic force.....

Above everything, clinical work in the wards and laboratories of the hospital is of paramount importance..... It is no use going about the hospital simply to loaf and a thoroughly organized method of instruction must be carried out.

The number of students attached to each ward must not be too great..... Those responsible for the superintendence of the undergraduates should show an interest in their recreations."

GENERAL MEDICAL NEWS

VITAL STATISTICS

WINNIPEG.

	November	
	Cases	Deaths
Typhoid	20	3
Scarlet Fever	28	—
Diphtheria	19	1
Measles	7	1
Tuberculosis	20	7
Erysypelas	2	—
Whooping Cough	4	—
Chickenpox	4	—
Smallpox	1	—
	<hr/>	<hr/>
	105	12

Of the Typhoid 8 were from outside the city.

Vancouver—Births, 169; Marriages, 60; Deaths, 9.

Edmonton—Births, 55; Marriages, 26; Deaths, 28.

PERSONALS

Dr. and Mrs. Auld, of Calgary, have gone East, where Dr. Auld will take a post-graduate course. Dr. Mayhoad is in charge of Dr. Auld's practice.

Dr. Hunter, of Vancouver, has gone to Europe to take a post-graduate course.

Dr. Lachapelle, of Dawson City, has gone East for post-graduate and will return to settle in Vancouver.

Dr. A. Wilson, a graduate of McGill, has settled in Vancouver.

D. Perry, of Whitehorse, B.C., has gone East for a vacation.

Dr. McKay, late assistant to Dr. Malcolmson, of Frank, Alta. has settled at Blairmore, Alta.

Dr. McLellan has gone to New York to take post-graduate work.

Dr. Scovil Murray, of Hampton, N.B., has purchased Dr. Stockton, of Okotoks practice.

Dr. H. S. Ford, of Vancouver, B.C., has recovered from his illness.

The question of licensing woman who are professional infant nurses has been brought up in Vancouver.

UNIVERSITY FOR PEOPLE

The University Club Conference

It was the idea of a university for the people and governed and maintained by the people which was voiced by almost every speaker at the annual banquet of the university club of Winnipeg held in Manitoba hall last evening. The chair was occupied by the president of the past year, W. A. McIntyre, and the speakers of the evening were President McVey of the university of North Dakota, and N. B. McLeod, of Morden. At the opening of the banquet a nominating committee was appointed, and the following officers were elected for the coming year: President, Dr. H. H. Chown; first vice-president, Prof. Parker; second vice-president, Dr. I. McKay; secretary-treasurer, J. B. Hugg; executive committee, Dr. Halpenny, Joseph Bernier, Prof. A. D. Baker, Edwin Loftus, and O. H. Day. It was further moved by Mr. Loftus, and seconded by Prof. Buller, that the retiring president, by an amendment of the constitution, should continue to be a member of the executive for the succeeding year.

"During the long time I have been in Manitoba," said Mr. McLeod, "I have seen the buffalo give way to the inroads of the settler; the Red river cart pass away before the auto, and pemmican give way to wheat. But I regret that progress in the intellectual and spiritual has not been commensurate with that in material things. There are three things in the public life of Manitoba that I, as a Manitoban regret, the low standard of higher education, the conventionality of religion, and the banality of politics. The two latter I consider to be due in a large extent to the former. We require a stronger infusion of intellectual men in our political life, and we have lost much in our beginning years ago where Alberta and Saskatchewan are beginning now in the extension of higher education."

Discontented With Conditions.

"There is noticeable," continued the speaker, "a marked spirit of discontent among the people, especially the people of the country, with the existing conditions in the province in regard to such education. A change, and a very radical one, is necessary in our university, and the thought which has brought us here tonight is how the university may be broadened to include all the people."

In order that the University of Manitoba should be made a university of the people, Mr. McLeod claimed that three changes were necessary, first in function, second in government, and third in maintenance. In function it was too narrow. It did not include the facilities necessary for equipping men for all walks of life. "We must widen it," said the speaker, "and show that we have an education not only for the classes but also for everyone. We have our business colleges, and our training schools for various branches of work, but in none of these can one go to the school of culture. That must be received at a university, by association with the cultured living, and the noble dead."

Again the speaker contended that the government of the university should be in the hands of the people. "If I had the choice of the head of the board of governors," said Mr. McLeod, "I should choose a farmer of executive ability. The only road to the university at present is an intellectual road because the government is in the hands of the university alone. I would give representation to the farmers of the governing board."

Maintenance Should Be Public Charge.

The maintenance of the university should be made a charge upon the people was the third change suggested by Mr. McLeod. He was confident that the people would support such an institution. The maintenance of the public schools had been in the hands of the common people, and the maintenance of the university in the hands of a few. Which had been most efficient? He didn't think that there could be any doubt but that the former had been. Would the farmers be willing to tax themselves for the

university? He had no doubt that they would, for if they were willing to support the public schools to the extent of \$25 on the quarter section, then surely they would be willing to support the university to the extent of 25 cents.

Three Things Needed.

There was three things necessary to bring these changes to pass, a publicity campaign, a president and a board of governors. As for revenue there were six sources: 1. The endowment from Dominion government land grant, not one acre of which, in his opinion, should be sold. It would never do, however, to keep it without paying taxes, for there was many a man who was unable to get education for his children just because of the untilled area lying around him. It should be broken up and rented. 2. Help from the province. No government would ever discredit itself with the people by aiding such an undertaking. 3. Taxes, which the people were ready and willing to pay. If the undertaking were based on the hearts of the people, it must needs touch their pockets. 4. Legacies, for there were many people who were willing to be generous when they were dead, who would not give while living. 5. The graduates of the university should lend to its support not only from their means but from their enthusiasm. 6. The goodwill of the people would do more than anything else

President McVey.

President McVey in opening his address stated that during his two-days' stay in Winnipeg he had noticed that the situation struck him as being conspicuous for its complexity. The organization of the University of Manitoba was difficult to grasp. The government was a production due to conditions, and was based partly upon the tradition of the English universities, and partly upon the newer, and more extensive ideals of the south.

Deprecated Denominational Control.

The speaker without reflecting upon the denominational colleges in themselves, deprecated the system in university formation. Each denominational college had its own point of view,

and denominational control must always mean control from the standpoint of a certain interest. This was a crucial point in the history of the Manitoba university. It was a question as to whether the old system should be kept and developed, or whether a new and more comprehensive system should be resorted to.

The income of the University of North Dakota amounted to \$220,000, procured from a tax of one-third of a mill on the entire assessment of the state. There was also the income from lands, cash income from bonds, and various fees from special appropriations, making the amount this year about \$330,000, a modest income but one which could bring results. "You should talk of a dollar, or 38 cents on the quarter section, rather than 26 cents," said the speaker.

President McVey then went on to explain the organization of the university into colleges, field laboratories, and extension departments, and concluded by hoping that his explanation of affairs as carried on to the south might be beneficial to those interested in the development of the university in the province.

—Free Press.

A COUNTRY DOCTOR

The *British Medical Journal* of July 24, 1909, quotes Sir Frederick Treves, who in an address delivered as Lord Rector of the University of Aberdeen in 1906 said he was disposed to believe that there have been more heroic men among practitioners of medicine than among those of any other calling. The heroism, he went on to say, may not be of a dramatic type, nor of a thrilling character. It is a heroism based upon self-sacrifice, which, accomplished under obscure conditions, has more than once signified that a man has laid down his life not only for a friend but for the stranger beyond his gates. It is in the humbler walks of the profession that men have thus borne themselves gallantly are to be found, "I should not," said Sir Frederick Treves, "seek for such men at a great medical festival held in some lordly hall where ornate toasts are proposed amid every evidence of ease and luxury. I would rather think that on the very night of such a festival, in some far-off part of the country, on a bleak moor, perhaps, a solitary man in a gig is pushing through the dark against wind and rain, to help another who is poorer than himself. Indeed, the true spirit of the profession of medicine is not to be illustrated by the brilliant surgeon who holds the operating theater spellbound, nor by the learned teacher who can grasp the attention of a crowded audience, but rather by the lonely figure of the man in the gig."

Readers of the "Surgeon's Daughter" will remember Scott's sympathetic picture of Gideon Gray, drawn, as Lockhart tells us, from life. To him Scott applies Johnson's beautiful lines on Levett:

When fainting Nature call'd for aid,
And hovering Death prepared the blow
His vigorous remedy display'd
The power of Art without the show :
In Misery's darkest caverns known,
His youthful care was ever nigh,
Where hopeless Anguish pour'd his groan,
And lonely Want retired to die ;
No summons mock'd by cold delay,
No petty gains disclaim'd by pride,
The modest wants of every day
The toil of every day supplied.

BOOK REVIEWS

COMMON DISORDERS AND DISEASES OF CHILDHOOD—By G. F. Still, M.D., F.R.C.P. (London), Professor of Diseases of Children, King's College. Oxford Medical Publications, Agent D. T. McAinsh & Co. (Toronto).

The influence of environment on the development of the child is fully dealt with in the above. Then the important matter of breast feeding. Next artificial feeding, this should be a most helpful chapter to all family physicians. Metabolic disorders of childhood, hypertrophy of the pylorus in infants, tuberculosis as found in childhood, especially *tuberculosis mesentericus*, are all fully discussed. Most interesting is the chapter on "habit spasms," equally so are the chapters on mongolian imbecility and hereditary syphilis. Dr. Still is such a well known authority on Children's Diseases, one cannot but benefit by the study of any of his works.

PRIMER OF SANITATION—By John W. Ritchie, Professor of Biology, College of William and Mary, Virginia, Yonkers-on-Hudson. New York.

The above Primer of Sanitation is well written and adapted for use in public schools. The sanitary problem is one of education and the best place to begin is in the homes and schools. The introduction of such a text book into our schools should be an immense help to the cause of public health, as it is only through education of the children that our hopes pertaining to preventive medicine can be fully realized.

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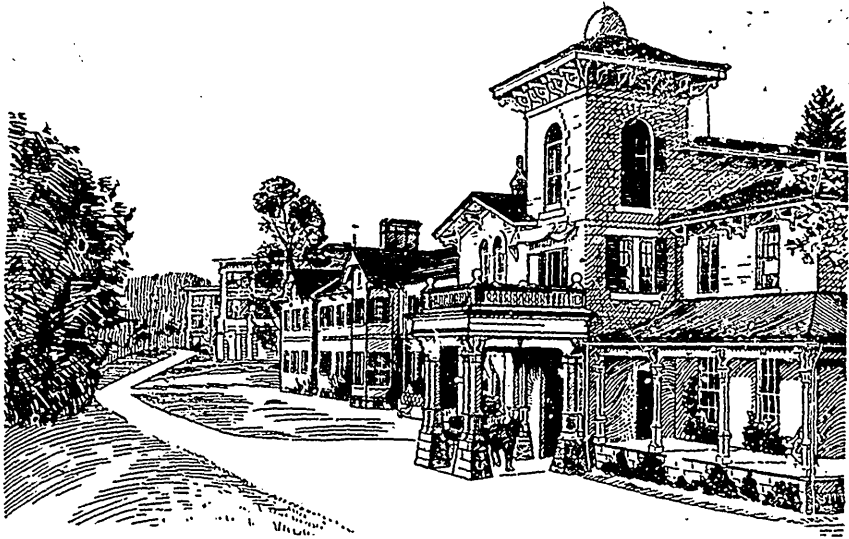
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Application for entry must be made in person by the applicant at a Dominion Lands Agency or Sub-Agency for the district in which the land is situated. Entry by proxy, may, however, be made at an Agency on certain conditions by the father, mother, son, daughter, brother or sister of an intending homesteader.

DUTIES:

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(2) A homesteader may, if he so desires, perform the required residence duties by living on farming land owned solely by him, not less than eighty (80) acres in extent, in the vicinity of his homestead. Joint ownership in land will not meet this requirement.

(i) A homesteader intending to perform his residence duties in accordance with the above while living with parents or on farming land owned by himself must notify the Agent for the district of such intention.

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W. W. CORY,

Deputy of the Minister of the Interior.

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