

The Educational Weekly.

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PRESIDENT WILSON, at Convocation, stated that as college examinations were henceforth to be substituted for those of the university, the scholarships formerly given by the university would necessarily be withdrawn. He expressed his confident hope that friends of the college would be found who would supply funds sufficient to establish college scholarships of an amount equal to those previously available. We venture to express the opinion that friends of the college can make a much better use of their money. Scholarships, in a national institution, practically free, are not merely not necessary to education, they are inimical to it. If a student has not sufficient interest in his own mental advancement and culture to make the best use of all the advantages which professors and laboratories and libraries supply him, without the artificial stimulus of a competitive examination, he does not deserve the gifts the gods provide him, and should go punished all his life with an unexpanded mind and a rudimentary education. University College needs professors and demonstrators; it needs laboratories and facilities for practical work; it has no need of prizes, whether in books or money. These competitive examinations, their preliminary crams and their accompanying stimuli of scholarships and prizes, are but the residua of an effete, unphilosophic system which is fast vanishing under the heat and light of modern educational science and opinion.

THE doubt expressed by Dr. Wilson of the wisdom of the proposed arrangement in the "basis of confederation," by which there should be (1) a state supported university professoriate, and (2) a state supported college professoriate, inasmuch as the division is not logically made, but rather is confessedly made to harmonize the standing of the new University College with the status of the confederating colleges, seems to us to be groundless. No one who has looked over the scheme can fail to see that by it the state becomes committed to a much more generous support of higher education than it has ever yet given. A student enrolled in the new University College could suffer in nowise by the proposed division. To whatsoever degree the confederating colleges enlarged their staff, the state would be forced by public opinion to increase the staff of University College in the same proportion. And at the same time the university professoriate would be kept at the very highest pitch of excellence that the state could maintain, since in this the state would be upheld both by the public opinion of those

supporting the confederating colleges, as well as by that of the present supporters of our national system. It surely cannot be of great importance to one who believes in a national system whether mathematics, for example, be taught by a professor in University College or by a professor in the University; in each case the state would be responsible for the quality of the teaching and would equally see to it that it was good. From the standpoint of the University of Toronto, there are, no doubt objections to the basis, but surely this proposed division is not one.

THE unification of our educational system is not yet complete. The college does work that should be done in the high schools, that is done by many of them now; and the high schools do a great deal of work that should be done in the public schools. But the relationship of the three systems is more organic than it has ever been, and the tendencies are towards complete unification. The obstacle is, and always has been, the difference in ideals of primary and higher education. Primary education is adapted, every year more and more rationally, to the actual wants of the people. Higher education with us is governed largely by the traditions of past centuries, and its ideals are not germane to our people; they are imported.

MICHIGAN deserves the credit of being the first State to establish a completely homogeneous educational system. Its secondary schools exactly fill the gap between its primary schools and its colleges. It has but one university, and this takes cognizance of all the higher education of the State, both lay and professional; and for the various branches of its higher education the most ample provision is made. To be graduated from any high school in the State is to be deemed prepared to enter any professional school or college. To have passed through any graded primary school is the qualification of entrance to any high school. Each stage of the educational process is complete in itself, and its work is planned to comport with the conditions and requirements of those desiring to undertake it.

THE homogeneous system of Michigan has been adopted by all those States whose rapid development and early organization left them free to follow what models they chose:—Wisconsin, Minnesota, Kansas, Nebraska and other States, in the west and northwest. In the east, on the contrary, a most heterogeneous system exists. The large colleges and universities are the product of private beneficence bestowed in early times, when the State took no cogniz-

ance of education, either primary or higher. They were founded independently of the State, and since their foundation, by many increments of income from private sources, they have been enabled to exist and to grow without the support of the State. Some of these institutions had, from early times, preparatory schools of their own, but in process of time there were established, as need was felt for them, academies—some the result of private beneficence, others the outcome of private enterprise—institutions of secondary education, of more or less excellence and stability, to serve as feeders to the great universities and colleges. When the New England state system of education was established (in 1825 say), primary schools alone were included in its operation. In time the state schools in some of the larger towns developed into schools of secondary grade, but it was not until 1850 that a general national, that is to say, state system of primary and secondary schools, was established. In the meantime the private academies had obtained firm foothold both as preparatory schools to the universities, and as finishing schools for many who did not or could not go to the universities. Since 1850, however, the state system has been growing steadily in popular favor, and receiving more and more of popular support. Classics and modern languages have been added to science and mathematics in the curricula of these schools, and they form now the principal feeders of the universities and the principal finishing schools of that great number who do not enter the university. The private academies have declined in influence and importance and have received less and less support, so that now only the best endowed of them can long remain.

THE felt need of a more intimate and organic relationship between the universities and colleges on the one hand, and the public and private preparatory schools on the other, has been operative in originating and promoting a movement for the purpose of accomplishing this organic union. The presidents of Yale, Harvard, and Brown, and representative professors from Tufts, Newton, Andover and other colleges, are now co-operating with representatives of the leading classical (private) and high (national) schools of New England in devising a plan by which more unanimity of aim, and concentration of effort in the work of preparing students for matriculation into the universities may be secured. Again, we may say, that Ontario, backward as she is, has long since solved a problem which some of our neighbors are only now setting about to solve.