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Editorial Topics.

ARCHIBALD
LAMPMAN.

A suggestion has been made that something should be done in Trinity to perpetuate the memory of the late Archibald Lampman, one of our greatest graduates.

We heartily endorse the idea and if we may take the liberty, would suggest that a brass be erected in the chapel, for it is the most fitting way to honour one who was all through his course here a true Trinity man. We trust this suggestion will appeal to all and that it will not be long before it is carried out.

"THE
WHITE MAN'S
BURDEN."

It is curious to note the reception which has been accorded to Kipling's poem by the people to whom it is addressed. Perhaps no single poem was ever so much talked about and parodied in so short a time after its publication. The anti-expansionists, who seem to be a growing party in the United States are finding lots of clever things to say about it and display their wit in giving reasons why the "new-caught sullen peoples" had better be left to their own devices, especially as the "catching" process in some instances does not seem to be quite as easy of accomplishment as was anticipated. Others seem to think their national dignity has been wounded and don't like being told by a Britisher to "have done with childish days." Altogether Mr. Kipling had better look to it that his popularity amongst Americans does not suffer a little reverse.

VOLUNTARY
SCHOOLS

There is perhaps no question which is agitating the public mind of Canada to-day, more than the question of education. What is the best system of national education and how are we to obtain it? With all due honour to our public school system, which we believe and rightly believe to be one of the best in existence, we cannot fail to see that there are weaknesses in it. Of these the most prominent is perhaps, that a citizen has little or no choice in the subjects which his child is taught. Of course great care is taken by the educational authorities to choose none but fitting subjects, but, if we wish a child to increase the number of his studies, or to substitute one for another we find that no provision is made for this in the public schools.

We must accept all or none. The question naturally comes up, supposing a parent wishes his child to commence the study of Latin, or French, or any subject that is not taught in the schools, should his wish not be considered? The answer given by the educational authorities is this: We do not teach these subjects so you must send your child to some private school or college. This is what is being done by people who can afford it, but how about the great majority who cannot? It is not hard to see their position, which in short amounts to this that they have to accept the public school curriculum whether they will or no. A deep consideration of this evil, for it is an evil, has led several educationalists to try and obviate it. Several schemes have been tried, but with little success, and now comes a proposition which to our mind seems most practicable, the forming of Voluntary Schools. These schools would have at their head teachers holding regular certificates such as those held by the teachers in the public schools, the regular public school curriculum would be taught, and they would be inspected by the regular public school inspector, thus fulfilling all the requirements of the educational department. Now comes the difference: in addition to the regular subjects, special studies would be taken up such as might be required by parents. Naturally the question of buildings and grants comes up. The question of buildings is easily solved for there are a great number of Sunday schools which lie idle all week and which would, we feel sure, be thrown open for this work, and as far as the grant is concerned why should not the government make the grant to these schools which it now makes to the public schools in proportion of course, to the number of pupils attending? If this were done, the great majority of the people, by a very small additional fee, would be entitled to an education of which they are now deprived. The great outcry raised against Voluntary Schools is this: that they would spoil our public schools. Well, then, if this is the case there must be something wrong in them that will be done away with in the Voluntary Schools and surely our aim should be to adopt the system that will give our children the best and truest education.

POST-
GRADUATE
COURSES.

In an able article in the *Nineteenth Century* on "Impressions of American Universities," Mr. Percy Gardner, among other things, notices the great growth of post-graduate studies which has taken place during the last few years in the United States. Until quite recently graduates of American Universities who wished to take up more advanced work were forced to have recourse to foreign universities, principally those of Germany. The foundation of the Johns Hopkins University at Baltimore, and the influence it has had in furthering post-graduate work in America, has led to a decrease of nearly one-half in the numbers of Americans studying in Germany. The same thing seems to have occurred in Canada, and at Harvard, Johns Hopkins, Chicago, and other places, there are to be found large colonies of Canadian students. At the English Universities, on the contrary, the number of men from Canada and the other colonies is very small indeed in comparison. This is due in a large measure to the very meagre opportunities offered by Oxford and Cambridge for post-graduate work of any kind. The lately established degrees of Bachelor of Letters and Bachelor of Science are the only inducements offered to graduates of other universities for advanced study, and they are not