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Editorial Comments.



WE wish to draw the attention of our readers to a letter from "Constant Reader," which appears in another column. The change which he advocates is intensely radical, but in the majority of points meets with our entire approval. We would not care to make a proposal which would be at all definite on account of our present want of knowledge. The scheme as proposed is right in line with what the University needs, still the success of such a venture is not assured. We will reserve further comment on this subject for a future issue.

The following is a section taken from the editorial columns of the *Red and Blue* :—

Mr. Andrew Carnegie delivered an address in this city a few nights ago in the Academy of Music to the graduating class of a large business college. During his address he eulogized the course of a business college, and congratulated the students upon their being so much better equipped for their life-work than if they had spent four years at a university. This was all right enough, perhaps, taking the occasion into consideration, but throughout his address Mr. Carnegie rode his hobby from one end of the stage to the other, and he seemed content to let all the rest of his talk go for naught, so long as he impressed upon the audience his idea of the uselessness of a university graduate, by which he meant the holder of an academic degree.

It was amusing to hear him rant upon the utter worthlessness of institutions that turned out Greeks and Romans instead of Americans! that sent out into the world puppets, and positive ignoramuses in every USEFUL branch of knowledge; men who couldn't draw a check or write a business letter, and winding up with that choice and original thrust, "but that these institutions did teach football!" It took one some time to believe that a man who has gone through life and met as many college graduates as Mr. Carnegie has met should not hold them in some regard. It is his idea that a young man should be at work at the age of entering college; AT WORK laying the foundation of his own fortune.

This explained it all. Mr. Carnegie's sole idea of a man's usefulness rests in his ability to make money—to labor all through life with that one end. And so, he thinks, to take away four years of a man's prime and devote it to USELESS learning instead of making his fortune is a sheer waste of time.

It makes any one, interested in the cause of higher education, boil with indignation to think of such sentiments being spoken from the rostrum where increased incentive to education should be preached.

Mr. Carnegie evidently is a self-satisfied man. He started out in life with comparatively no education, and he has made millions. Hasn't every other young man a like chance? He has done all this without a college education, consequently a college education is *useless*. But, Mr. Carnegie, allow us a word. Wealth is bestowed with persistent inconsistency, a turn of the wheel will, perhaps, make one man rich and ten poor. You, in this

case, were that one, perhaps; do you suppose education or the lack of it bent the scale in your direction?

Do you not believe we must have men to do the thinking of the masses, to control the State while the millions toil with their hands, or do you think all should labor thus, and let the State take care of itself?

This is a fearful thing we're going to tell you—we, undergraduates of a UNIVERSITY, but you are radically wrong in your idea. You let your zeal for search of life's substantialities overrun the brain's desire for true, lasting learning, something that will remain with a man while life lasts, and whether wealth smiles upon him or hard-fisted poverty.

Both the substance of the statements made by the Iron King and the comments of the editor are worthy of our consideration and criticism. While there is a great deal of truth in Mr. Carnegie's remarks, there is besides a considerable amount of blatant nonsense. He seems to have the idea that man's attitude towards money and its accumulation is the only criterion by which to judge of his efficiency for performing life's duties, that the æsthetic part of one's nature should receive no attention only in so far as it is an element of civilization and contributes towards the maintenance of peace among those whose energies are exhausted in piling up the fortune of the millionaire. We will leave this subject to the Political Economist and discuss the cause of such a display of spleen and vindictive spirit. Do our colleges educate in the purest sense of that term? Are there not departments with which we never deal that would be more beneficial to the average student in after life than those to which we devote so much time and energy? Although Mr. Carnegie's speech was by no means liberal, but gave evidence of great narrow-mindedness; still where there was so much smoke there must be some fire. Why are there so many business colleges all over this country and the United States? We would say that it shows a deficiency in our educational system. Those subjects which are dealt with in such institutions should receive greater attention in all our Public and High Schools, and before they will receive the necessary amount of attention there, the directors of our education in such schools should receive adequate training at the colleges and, in this country, at the Provincial University.

Wherever the college graduate goes throughout the country he comes in contact with successful self-made men who (justly in a few cases) point the finger of scorn at some of his fellow-graduates, or probably himself, for their want of a practical knowledge of common business transactions. The successful editors of some of our most influential newspapers hold in derision our education—men who probably cannot write faultless literary English, still whose opinions, expressed in their own peculiar style, have more weight with the mass of their fellow-beings than the beautifully rounded sentences of a well-trained college graduate.