

Educational Weekly

VOL. III.

THURSDAY, APRIL 29TH, 1886.

Number 69.

The Educational Weekly

Edited by T. ARNOLD HAULTAIN, M.A.

TERMS: Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

New subscriptions may begin at any time during the year.

Payment, when sent by mail, should be made by post-office order or registered letter. Money sent in unregistered letters will be at the risk of the senders.

The date at the right of the name on the address label shows to what date the subscription is paid. The change of this date to a later one is receipt for remittance.

Subscribers desiring their papers discontinued are requested to give the publishers timely notification.

In ordering a change of address, or the discontinuance of the paper, the name of the post-office to which the paper is sent should always be given.

Rates of advertising will be sent on application.

Business communications and communications intended for the Editor should be on separate papers.

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,
TORONTO, CANADA.

JAMES V. WRIGHT, *General Manager.*

C. FRASER, *Business Manager Educational Weekly Dept.*

TORONTO, APRIL 29, 1886.

THE changes that have been made within the last five years in the curriculum of our Provincial University are very numerous. They have been of far greater importance than those of any other period of twice that length. No department has been left unaltered. Without professing to believe that the changes have been, in all cases advisable or judicious, and even admitting that a radical spirit has sometimes overpowered that of calm and well-balanced observation, it is yet probable that university men will agree that most of what has been done in the way of change, has been dictated by wisdom, and the defects in the way of omission that lurk in the revised curriculum are caused by the

force of circumstance. We should like to see Anglo-Saxon among the studies, a more extensive course in Political Economy, and a wide range in history, both ancient and modern. No one, we imagine, would be more anxious to effect this than those into whose charge the details of the curriculum were placed. But lack of sufficient revenue must for the present stand in the way of such an enlargement. The staff of Professors' change in the curriculum has been most marked in the Metaphysical Department. The abolition of text-books (with a few exceptions) is a step in advance. There is so much difference of opinion on metaphysical problems, so many different schools of thinkers, and so many questions, especially in moral philosophy that encroach upon the region of theology, that suitable or even unbiassed text-books are exceedingly difficult to discover. Under the present system, too, originality will find encouragement, and in metaphysics a student's originality is more demanded than, perhaps, in any other course. In classics the number of authors has been reduced. Formerly the extent of work required to be read was enormous. A certain breadth was gained at the expense of that thoroughness and exactness that are necessary to the classical scholar. A well-selected course of few books is better far than a wide course of many books. The bill of fare may be more varied, but its contents will not be so well digested. The principles of the present curriculum evidently tend to foster thorough knowledge in some one author, whether in history, philosophy, or the drama. Aristotle and Plato are read almost in their entirety.

To Thucydides, also, much attention is devoted. Poetry, however, is taking a very subsidiary place to prose. The classical student at the university to-day will have less knowledge of the Greek tragedies, of Homer and Lucilius than those of past years. The reason for this is clear. The poets are more difficult to read, and the notes explanatory and otherwise, and the points of grammar connected with

these writers, make it impossible to read them with thoroughness in the limited time afforded by a four years' course. These changes, too, are in the direction taken by Oxford and Cambridge; in following such exemplars we cannot think them wrong. In science the division of labour, so to speak, is very marked. A man may now graduate in chemistry, biology, or mineralogy.

Startling as the change may seem to those who remember the time when a degree in science meant a course in all three of the departments of science, our university has really not gone as far as the great European universities, where a degree may be taken in any of the subsidiary departments of science.

The most pronounced feature of the Modern Language course is the encouragement given the study of Philology. Educationalists occasionally dispute as to whether the main object of the study of modern languages is to give a practical or a theoretical knowledge of them. For a university man to decide, should not be a difficult task. Knowledge of the modern languages from a practical side only is nothing compared with the learning acquired by a study of the foundation upon which languages are constructed, and an acquaintance with their literature. With the practical purposes of the modern languages a university man has very little to do. With modern languages as literary training, everything. Within the last five years mathematics has been divided into two distinct classes, pure and applied. This is a further step in the direction in which all the courses are very properly tending—specialization, *non omnes omnia possunt*. The opinion of those who ought to know inclines more and more to this view, that while at school it should be our endeavour to know something about everything, at a university our endeavour should rather be to know everything about something. To know everything about everything would, no doubt, be preferable, but the world is more benefited by specialists than even by well informed men