

### Specialization in Higher Education.

#### A Reference to King's.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:—

SIR:—The conservation of the country's educational forces preventing unnecessary overlapping or duplicating in the teaching machinery of the colleges is a Maritime Province problem.

The Duke of Connaught, in his address the other day to the Convocation of King's College, at Windsor, referred to the necessity of the public understanding the importance of giving universities the support they deserve, for the benefit of the professions, the scientist and the journalist. This is axiomatic; but the policy of giving public support to colleges teaching sectarian doctrines seems to be regarded more and more as outside the line of direct educational work. The Presbyterian body has de-denominationalized both Kingston and Dalhousie. Acadia has obtained a grant from Mr. Carnegie on the claim that it is an educational institution first of all, and that theology is a branch of learning. Mt. Allison, while under the patronage and guidance of the Methodist body, is as unsectarian as Acadia. The two latter colleges have followed Dalhousie in securing the best business men obtainable on their respective governing boards. The policy of selecting lay, instead of clerical governors, resulting in up-to-date business methods being adopted, is largely responsible for the impetus given of late years to those three institutions, and to the increased confidence reposed in their methods by the public—especially the moneyed public.

The Duke, at Windsor, also referred to King's receiving its charter from King George III., in 1788, and being one of the educational pioneers of Canada. The last "Canadian Magazine," reviews the work of the various Maritime colleges and gives the following figures of the attendance at the following:

Dalhousie..	413
Mt. Allison..	243
University of New Brunswick..	249
Acadia..	230
King's..	44

Why King's, the "pioneer," established decades before any of the other colleges, should be so far out-classed and out-distanced by them all in the race of educational progress, ought to give its friends very serious consideration. What is at fault?

Within the past half a dozen years, all these insti-

tutions have entered upon a campaign for more money and have appealed to the public to support their schemes respectively for enlarged facilities for work. The results are about as follows:

Dalhousie..	\$500,000
Mt. Allison..	400,000
Acadia..	400,000
King's..	50,000

While thus the public has donated to these colleges \$1,250,000, King's—the pioneer—is the recipient of only \$50,000. There is some reason for this lack of appreciation of King's. It is the business of the true friends of King's to ascertain so glaring a discrimination against King's and seek a remedy; otherwise this ancient and picturesque seat of learning may be hopelessly swamped.

Those who are inclined to investigate the stagnation of King's in the midst of tremendous intellectual activity, might do well to compare the composition of the various governing boards. In the first place, at King's, the Archbishop of Canterbury is Patron. What his duties are, and how he contributes to the welfare of King's might be explained. Then there are two bishops and a host of deans and doctors—all contributing to the uplifting and efficiency of a university that in 1904—after a century of work—mustered only seven students! The attendance has grown since then, principally owing to a revival of the abandoned scientific department—but even with the added growth, such pitiable results are deplorable and call for a critical examination of the methods and organization of King's.

It is an old aphorism that those whose thoughts are most turned towards the eternal verities of the world to come are least qualified to deal with the carnal affairs of this world, and it is no reflection on the reverend, very reverend, most reverend and right reverend gentlemen forming the government at King's that their methods have failed to enlist public confidence, respect or support. If so, in the past, how about the future? The large endowments of the other colleges, permitting immensely increased equipment and wider range of study, must render competition in the future much more severe and strenuous than in the past. Even Anglicans are likely to have scant regard for either the work or degrees of an institution hopelessly in the rear and popularly discounted as a relic of the past.

A meeting of the college presidents of Nova Scotia, six or seven years ago, indicated to