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THE new professor of History at Cornell is a Cambridge man. In conversation with the ubiquitous reporter he has been making some interesting comparisons between the American student and his English brother. The American student he finds shows a better power of generalization, he is better able to grasp the meaning of a certain period or movement in history, but as compared with his brother in the old land he betrays a lamentable ignorance of details. In an examination dealing with some twenty-five important events very few of his class made forty per cent., and he was confronted by the most egregious blunders in spelling and composition.

We venture to say his experience would be much the same if he were at any of the other universities south of us or even in our own Dominion. To put the matter in a word, there is a lack of thoroughness in the preparation that most men make for a university training. "There is a better power of generalization but a lamentable ignorance of details." Fairly enough equipped as tools go, but no material to work on. A system of this kind may turn out its crop of graduates, but it cannot make for scholarship in the highest sense. The university is not the place for preparatory work, and yet it becomes necessary to do much work of that kind just to save a great many pass-matriculants from missing the whole point of the class lectures. Men should come

to the university prepared to do advanced work, but instead of this many find it necessary to supplement the work of the high school by attendance on tutorial classes in almost every branch of study covered by the departmental examinations. The student who enters on honor matriculation has an immense advantage over his other classmates, but even he is none too well equipped and there are few indeed who know their Greek grammar or Latin prose as they might or should. Perhaps something is due to the mistaken notion which prevails with parents, that university work is THE education, while the work of the high school is merely preparatory and ought to be shortened as much as possible. A notion of that kind is in the air and is hard to resist. But in the opinion of university graduates, the preparation of the high school is most important, and ought to be made as thorough as possible. In fact some are rash enough to assert that a thorough-going high school course would furnish a better education than a hard-scrabble course in the university, begun by the favour of the senate and the grace of a supplementary examination. Such a course will be carried on by a process of squeezing through classes and will end in the mean triumph of carrying off an ill-deserved sheepskin.

Suppose he aims at something better. If he enters on the work of an honour course without the necessary preliminary training in the classics he is simply preparing endless vexation for himself by prescribing narrow limits to his own study, limits that cannot help but fret him, and that will certainly prevent his achieving anything like genuine scholarship. The material should be on the ground and chiselled into some sort of shape before the work of construction begins. Many a student has awakened to this fact when his term in college is nearly completed, whereas he should have been met at the very outset by an imperative demand for better preparation. While the way into the university is made easy and others are crowding her gates it requires some other aid than the "wise foresight (?) of a callow youth" to enable him to make haste slowly. Let the university save men from such disappointment by raising the standard for matriculants, and let her save her own fair name by refusing to place her imprimatur upon men who have not proved their worth by honest preparation.