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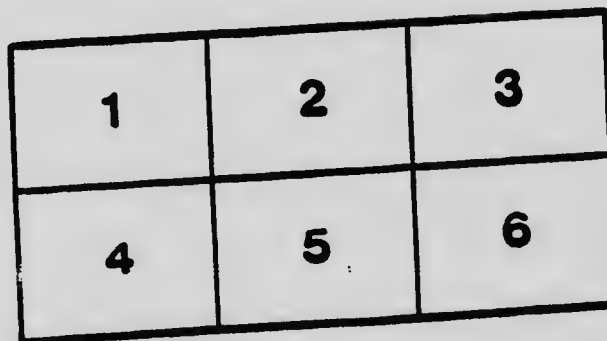
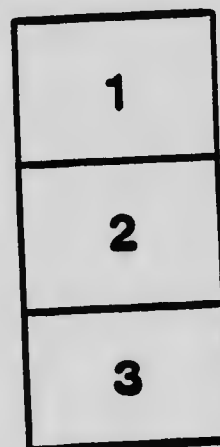
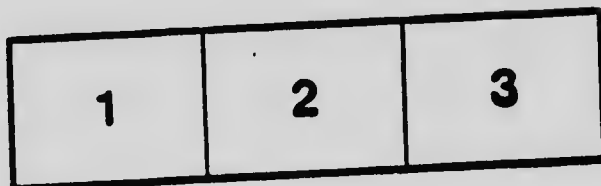
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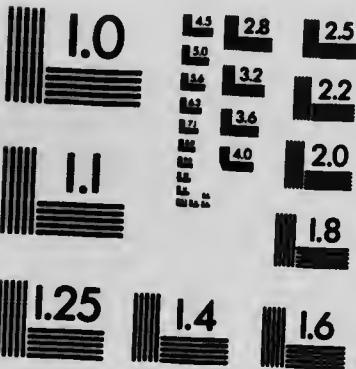
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THE UNIVERSITY QUESTION

(A SYMPOSIUM.)

KINGSTON:
PRINTED AT THE DAILY NEWS OFFICE,
1901.

SYMPOSIUM ON THE "UNIVERSITY QUESTION."

AT one of the Conferences, held Feb. 11-16, the Principal asked for a frank interchange of views on this question, and suggested that the article which was published in the last *QUEEN'S QUARTERLY* might be taken as a text for comments or criticisms. We give a summary of the remarks made by the principal speakers on the occasion. Dr. Watson opened the discussion as follows :

"Principal Grant, in his article on the University Question, strikes the true key-note when he says that the real question is 'what is for the interest of the Province as a whole,' and, again, 'whether our higher education, which in the long run moulds and inspires our system, shall be encouraged to develop freely.' This last statement is even truer than it obviously is. All applied knowledge rests upon the study of *principles*. This is one thing the Germans have understood, and therefore their whole system encourages emulation in the study of principles. Except by an exceptional gift of nature, progress has always been made through the instrumentality of men who have begun with a thorough study of principles. This applies to humane studies, as well as to the special sciences. The heart of University study must therefore always be a thorough grasp of principle. And it must be disinterested. This must be emphasized, because there is a prejudice abroad that it is not principles, but merely their special application, that we ought to teach our young men and women. No doubt we must teach applications, but unless we encourage the study of principles, we shall never produce scholars and scientific men of the first rank, and must continue to occupy a subordinate place among the civilized nations of the world. Nay, the present low ideal of education will be more and more accentuated, and will ultimately exclude even the remnant of a higher ideal which still makes itself felt. No one who has the real interests of Canada at heart can contemplate with any complacency the dying-out of men who love truth for itself and are prepared to make large sacrifices for it.

What is the present state of things? President Loudon

has told us that our Secondary Education could hardly be worse than it is. With certain reservations I believe that President Loudon is right, and that a drastic reform of our Secondary Education is urgently called for. It therefore seems to me of great importance that the future curriculum of our High Schools and Collegiate Institutes should be determined by the combined efforts of the best educational experts in the province. Assuming President Loudon to be right, it is hard to resist the conviction that a majority of the Senate of Toronto University has consented to or initiated a bad system of Secondary Education, and has embodied an imperfect ideal of education in the matriculation examination, which again reacts on the studies in the High Schools. There is, undoubtedly, a remnant in the Senate of Toronto University who know better, but, for some reason or other, their ideas have not had due weight. Now, the matriculation examination affects Queen's as well as Toronto, and ought to be determined by the united voices of both Universities. For the matriculation examination we are not responsible: we have to adopt that of Toronto, or force High School teachers to double the number of their classes for matriculation. In the interest of higher education it is time that this should cease. At present we are helpless. When we made a modest suggestion some time ago as to the character of the matriculation examination, our communication was not even acknowledged, of course we sent no more communications. My point, then, is that when the Government officially recognizes us as an educational organ of the Province, we shall then as a matter of course have a share in determining the character of the education of the province. I feel certain the result will be good. Education is a very difficult matter, and should be carefully considered by those directly interested in it. We don't claim all wisdom, but we claim to have a little; and in any case it is important that the matter should be discussed from different points of view. Whether the Government gives us financial aid or not seems to me less important than that it should officially recognize that we are on the same educational level as Toronto. It is for the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of letting their influence be felt. The combined representatives of Toronto and Queen's could have no difficulty in

improving the present matriculation examination. For this reason I think that the present lop-sided arrangement should come to an end, and until this takes place I despair of any radical improvement in our Secondary Education.

We must carefully distinguish two things that differ—freedom and vulgar rivalry. A University must be free, if it is to be a University at all; but there is no value in the vulgar rivalry for students. By the present anomalous state of things we have been forced to accept the matriculation of Toronto. A common matriculation examination, based upon the consent of both Universities, would put an end to this wretched state of things, and leave each University free to emulate its neighbour in the production of genuine students of humane letters and science. At present our Universities, as President Loudon points out, are, in most subjects, very little above the level of a good English public school or a German Gymnasium. We are still, as Curtius said years ago, an 'unscientific people,' and, unless things mend, we are going to be more and more 'unscientific,' in Curtius' sense of the term. What would that great scholar have said had he learned that in a University city this year not even a single pupil had entered the Collegiate Institute in Greek! No matter who may be responsible for this scandalous state of things, it is obvious that it is the duty of all University men who value the honour of the nation, to unite in restoring the higher education to its proper place in our educational system."

The subjoined statement of the Rev. Dr. Thompson, of Saranac, was then read:

"The University question, as it is commonly called, is in reality the question of the Higher Education of the country, and as such it demands the wisest and most earnest consideration. It is not as some of the professed friends of "Toronto University" proclaimed in hysterical tones that it was—the demands of one institution against another or of Queen's coming to despoil Toronto of her just claims. It is simply the practical question. 'What will be best for the country at large? What will tend to further the interests of higher education in the Province? What will best meet the needs of all our people?

That Queen's is in the truest sense a national institution,

that the welfare of the country, especially Eastern Ontario, needs her services, that the work she does is of as high an order as that done by any other institution in the land, and therefore, that her claims on public recognition are unassailable, are self-evident truths to me. But of these I do not now speak, wishing only to emphasize the need of educating the public mind on the whole subject involved.

That higher education as being the very life of a country and the source of its prosperity has a claim upon the Government of that country for liberal support is a truth that all intelligent men admit. And educated men know that on no object can public money be spent to greater advantage than on the higher education of a people.

But the great hindrance hitherto has always been the fact that the great mass of the people do not see the merits of the case. Even some of their representatives are not sufficiently alive to its supreme importance. They do not see that it tells directly on the commonwealth. The obstacle in the way hitherto has been the low tone of mind that says—' We have no interest in the question: there is nothing in it for us: we get no gain from University training: let those who want it provide for it: what we need is the practical, or something that belongs to our bread and butter.' Surely University men can see the absurdity of this position, and should, above all things, point out its fallacy, knowing as they do that theory comes before practice, and that all mechanical appliances, and all that is practical in life, all that has helped forward the industry and progress of the people has been first thought out in the laboratory, or in the study of the thinker, and that nations take their relative position according as higher education has been favoured or neglected. This is the secret of even the industrial success of Germany.

Moreover, intelligent workingmen know that University training is almost the only channel through which their sons can pass into more important and efficient spheres of service, and that the majority of our students are not from the families of the rich. Obviously what is needed is to educate the people to a truer appreciation of the merits of this question. What the exigencies of the hour demand to be done is that educational centres, instead of pulling against each other and thereby weak-

ening their moral force, imagining that what one gets is so much taken from the other, should rather, as formers of public opinion and guardians of higher education, unite their forces, make common cause, and press a claim which no government could afford to overlook. For if they are not prepared to take a broad statesmanlike view of the whole situation where need we look for it? This is, as I understand it, the position taken by Principal Grant in his article on the subject in the last *QUEEN'S QUARTERLY*.

The government itself may feel the force of the argument, and naturally be most anxious to respond to claims so rational and urgent. But what can they do unless their supporters uphold them. And what can the local members of Parliament do unless their constituents support them? Therefore the need of letting light in on this question, and by line upon line educating the public sentiment of the country. And let us be careful to show that this is not a question of party politics, but one that must rest upon the patriotism and public spirit of our people. Anything that tends to bias this discussion or give it a partizan outlook or local colouring is to be deprecated."

Professor McNaughton was called upon and said,—

"It seems to me that Dr. Watson has hit the nail on the head. Not the least important aspect of the University Question is the one to which he has called attention. The control of the Higher Education in this province has been entirely in the hands of the Senate of Toronto University. That control has been exercised in what must be called on the whole a rather Philistine direction. I am sure that if Queen's were recognized by the government, and could therefore make her voice heard authoritatively on matters of Higher Education, the province as a whole would benefit and the better elements of Toronto University itself would obtain a welcome reinforcement.

I should like to say a word suggested by the communication read from Dr. Thompson on the popular fallacy of 'practical' education. As if any subject could be called unpractical which appeals to the intelligent curiosity of men! The first 'practical' interest in education is the training and sharpening of the supreme instrument for all 'practical' achievement, viz., the human mind, and any means which leads to that end is 'practical'

in the highest degree. Besides, how can we tell what are the limits of the practical applicability of any the results of the disinterested search for truth? More than two thousand years ago a Greek mathematician worked out the properties of the ellipse. That seemed an absolutely barren speculation, with no possible relation whatever to the actual work-a-day world. It remained so, a perfectly idle, useless piece of 'unpractical' theory for centuries, until one fine day Kepler discovered that the planets move in elliptic orbits round the sun; and then Newton came and based upon this fact his discovery of universal gravitation. Hence, among other things, the whole science of astronomy, and resting on that among much else the whole art of navigation. And so every ship that sails the sea does so in virtue of the 'unpractical' speculations of an old Greek who lived more than two thousand years ago.

Our greatest 'practical' concern is to be an intelligent people. If we are that, success will come to us in every sphere. If we are not, we shall fall behind all round in the race which is becoming keener every day. Heyne said at the beginning of last century that France ruled the land, England the sea, and Germany—the air! They who rule the air, as Germany has shown, will soon or late rule land and sea. England has partly forgotten this. She must learn it again if she is to hold her place. Canada must recognize it and support her schools and universities accordingly if she is ever to come to anything either by land or sea."

Mr. Gracey, of Gananoque, said:—"The time is ripe for agitating this question in Ontario, because the matter must come before the legislature at an early date. Toronto University, the only one which has received aid from the state, is sorely pressed for want of revenue. It is running behind every year, and now appeals to the province for more adequate support. This appeal cannot be ignored by the Government. Because it cannot let the Provincial University continue to run deeper and deeper into debt; and, on the other hand, it can neither make the revenue cover the work now found necessary, nor cut down the work to fit the revenue. But when this question comes up in the legislature the friends of Queen's will have their opportunity to pre-

sent their very strong case. Queen's has a claim which cannot be ignored. The work she has done and is doing for the Province and the Dominion, the strong sentiments of loyalty she has developed in her graduates, the increasing number of her students, and the esteem for her which pervades the whole community about her, illustrated by the extraordinary liberality of the city of Kingston, show that Queen's is one of the great institutions of our country. One-fifth of the work done in the intermediate education in the province is done by graduates of Queen's, and the training of these graduates has not cost the province a dollar in either endowment or annual grants. An institution with such a record can surely go with a good conscience and ask recognition, and ask to be assisted out of the public funds with something like proportionate liberality, when the legislature is asked to help Toronto University out of her present financial difficulty. What the friends of Queen's can do and should do now is to leaven the public mind, as far as they can, with reasonable views, first, on the importance of thoroughly efficient University work in Ontario; and, secondly, the reasonableness of Queen's claim in the circumstances to a share of Provincial help to ensure still greater efficiency.

THE SCHOOLS OF ENGLAND.

I have been asked to contribute to the symposium on the question of education in Ontario some general impressions of the schools in England. Of the Board Schools and the Voluntary Schools—the one supported by local rates, the others in some measure by subscriptions, and both very largely maintained by state aid—I am hardly able to speak. These schools are entirely elementary as a rule, and in general parents who can manage to send their children elsewhere, do so and are wise to do it. Nor do I wish to speak of Preparatory Schools,* generally kept by private persons, where children are prepared for the Public Schools to which the boys will go and the High Schools which are exclusively for the girls. The High School is a comparatively modern development, but the Public Schools are immemorial. I use here the phrase Public Schools as a convenient term to cover

*Boys from these and sometimes from the Board Schools compete for entrance scholarships at the Public Schools, whence in time they may go to the Universities.

at once those great foundations, some extremely old and others more recently created after their model, which are the Public Schools of England properly so called, and the less imposing but not less ancient Grammar Schools. Shrewsbury is an example of the latter developing in the 19th century into the former under the rule of Dr. Butler and Dr. Kennedy.

What I have to say applies then to these two classes of Public Schools, and, as I shall shew, applies to them in very various measure. My personal experience is of the Grammar School, but the points I shall emphasize are true *a fortiori* of the other class.

The first thing to remark is that there is in England no universal or even widely accepted system of secondary education, as there is in Ontario. That is to say, while the government takes care that the revenues of an ancient bequest or foundation are not diverted from the School concerned to an extraneous object, it leaves the control of the School to the School's own governors, and the curriculum generally to the head master within certain very wide margins. Possibly the governors may have something to say as to the curriculum in some Schools, but it is probably as a rule left to the head master, who, however, has not as much licence as might be supposed. For, after all, he and his colleagues, the governors and boys, are all ruled by tradition, and every School has its own tradition, stronger or weaker as may be.

The tradition of a School depends on a hundred things—the School's history, which may extend over centuries, the character and tone of the School during the last few decades, the head master and his predecessors, the assistant masters and their traditions, associations with some particular college in Cambridge or Oxford (the great example is given by Eton and King's College, Cambridge), the type of boy that has regularly led the School in manners, studies and games, and so forth. But, above all, there is the public opinion, not merely of the English society at large, but of the School's own public—its Old Boys, and of the similar "publics" of other Schools, all focussed in the Universities. If you know what becomes of the best boys of a School, you can tell at once the general character of the School.

The Public Schools are thus all under the influence of University opinion, in a large sense of the term. It is not that the

Professors of the Universities shape English education, for they are a mere handful and often have little weight in forming University opinion, but the great mass of men with University degrees have a voice in guiding, though it be only indirectly, the destinies of the University. In particular, the 400 or 500 resident Masters of Arts at Cambridge and at Oxford (the lecturers and "dons" of the colleges and others engaged in teaching or research) control education, but if a majority of these go too far in any direction they are very liable to be outvoted with the aid of non-residents, as happens now and then when some revolutionary "grace" is proposed.

To sum up, education in the Universities and the schools is controlled by the pressure of the opinion of the educated public—the people who have been through the Schools and the Universities and mean their sons to follow them—and, it should be remembered, amongst this educated public are naturally nearly all the masters in the Schools. Consequently, no man and no group of men can control the Schools or introduce or remove any subject of instruction without convincing the educated opinion of the country. Here and there a head master may have some pet hobby taught in his own School, but he can do no more. Needless to say, the government keeps out of these matters, in the trust that the people most concerned will know what is best and be thoroughly disinterested in doing it.

I should like to indicate briefly how the Schools are affected by this rule of educated tradition in three directions—government, curriculum and environment.

The government of the Public Schools is as various as their origin. The powers behind the Head Master are to most of us remote and shadowy. As long as he keeps within what is reasonable he has his own way about nearly everything—studies, games, masters, boys, servants, houses. This power means immense responsibility and involves a correspondingly large salary. So its power and its pay make a head mastership the prize of the profession, well worth waiting for and in general only to be won by a reputation for honestly good work and capability. The assistant masters are generally chosen by the Head Master, who will not ask if they have certificates from any "School of Pedagogy," but what degree or other academic or athletic distinction

they have obtained, and will trust that in six months at most they either will be practised teachers or will have realized they never were meant to be and never will be. Such assistant masters may begin with a salary of \$750 to \$1,250, in addition to their residence and board, and they may rise a great deal higher, particularly in the larger Public Schools where they may be set in charge of "Houses." where thirty boys (the limit at Uppingham) or more will board. The assistant master is thus responsible to a man of academic training, who has been an assistant himself and knows the University and the School. Thus there is a comfortable tenure and a tolerable income to attract men to make teaching their profession for life.

The curriculum of a School is affected by the traditions of its class and by its own history. Thus it has been the rule at Pocklington School and the Merchant Taylors' School in London (a great school founded by one of the old city companies or guilds) that Hebrew shall be taught. But in general the curriculum is made to fit the requirements of the Universities. In each University there are about eighteen Colleges, each of which annually offers from six to thirty scholarships, exhibitions and sizarships to be competed for by school-boys. The Colleges set their own examinations for these, and as they look rather toward the standard a man must finally attain to win an Honours degree than to that of the examinations corresponding to matriculation in Ontario, they try by stiffening their papers to be sure of getting the best boys. Consequently the School has to prepare boys up to a much higher point than is done in Ontario, and all its work is regulated by the requirements for the degree at the end of the long course, and not by the entrance examination at the beginning. To manage this, serious education begins at once on a boy's entering the School. (I for example began Latin rather late in life—about ten or eleven.) The work is graded upwards and boys will consequently enter the Vth Forms (the VIth is the highest), as well prepared as we find them coming to college here. In the Vth and VIth a boy will specialize heavily—twenty hours a week perhaps may be given to Classics or Mathematics or Science as he may choose—and when he enters the University he will have read about as much of the Classics as is required in Canada for an Honour degree. There is no universal examination like the

Ontario matriculation, and a School may take the Oxford or the Cambridge "Locals," or the Oxford and Cambridge Joint Board examinations, or manage for itself as the Head Master may arrange. But in any case the pace is set by the scholarship examinations held by the Cambridge and Oxford Colleges about a year before the elected scholars will enter on residence. It may be that not more than two or three boys from a School will compete for these scholarships, but the curriculum is arranged to suit them. Meanwhile the boys who do not go to the University, will in the Vth and VIth have a course equivalent to our first two years at College without Philosophy, and perhaps I might say without English, but that this might lead to misapprehension. There is little formal teaching of English, but a great deal of indirect training in it.

Lastly, tradition makes the indescribable environment of an English Public School what it is. Every School has a well-understood series of "taboos"—such and such things are "bad form," and the "man" who does them is a "bounder." Public opinion is all-powerful except in the large day Schools, where as in Manchester and London, boys come from great distances daily and spend nearly all the daylight not absorbed in School on the underground railway or the tram, and even in such Schools public opinion counts for a great deal. A boy will often enter the Public School at eight or nine and stay there ten years. It becomes in a way his regiment, his college, his club: he is formed by the masters and by the teaching, and very noticeably by the other boys and the games; and at last he comes to have a loyalty, often amounting to something like a passion, for his School. Under the masters the VIth form boy rules the School, partly through his age and knowledge of traditions, and partly because of a deliberate delegation of power to him by the headmaster. He may set impositions and in some cases inflict corporal punishment, and the general experience seems to be that this arrangement is good for everybody—the VIth form boy and the small boy in particular. In the lower forms the boy learns obedience and respect for authority; in the VIth he tastes responsibility and practises the exercise of authority; and throughout tradition fixes the limits for him. One very happy result of these school arrangements is the feeling of a common life, shared

by boys and masters, and a resultant tendency to friendships between them which are helpful to both.*

To resume in conclusion : There is no definite system of secondary education in England. Each School is governed and moulded by its own traditions, subject to the undefined but not less real influence of University standards. These standards are kept up by the competition of the Colleges within the Universities to secure the best possible boys for their own scholarships, by the general pressure of the best educated opinion not formally enforced but felt upon education, and by its free interaction between Cambridge and Oxford, between College and College, School and College, and School and School. In a word, though, as is almost universally the rule in England, the real authority is concealed in tradition, it is in education the opinion of educated people, and this is in general entirely trusted, in deference to that other equally accepted rule in England that no one will ever wish to push power or theory to an extreme.

T. R. GLOVER.

**Tom Brown's Schooldays* and Mr. Kipling's story *The Brushwood Boy* illustrate English School life much more truly than *Stalky and Co.*

