

sympathy which flows hot from one living heart to another is too crude a thing for the "higher education;" it must be sublimated into regions of idealism before it can work the beatific transformation. It is equally as destructive to the mental content of a Greek professor to dwell in such crystalline regions as it is for the common devourer of novels to feel contempt for the discipline of the duties of ordinary life. Professor Bain, of Aberdeen, puts the position in his own stiff way in the following sentences, for it must be remembered that this is no new controversy—"The defenders of the classical system in its extreme exclusiveness are fond of adducing examples of very illustrious men who at college showed an utter incapacity for science in its simplest elements. They say that by classics alone these men are what they are, and if their way had been stopped by serious scientific requirements they would have never come before the world at all. The allegation is somewhat strongly put; yet we shall assume it to be correct on condition of being allowed to draw an inference. If some minds are so constituted for languages, and for classics in particular, may not there be other minds equally constituted for science, and equally incapable of taking up two classical languages? Should this be granted, the next question is—Ought these two classes of minds to be treated as equal in rights and privileges? The upholders of the present system say, no." To see what a thorough-going conservative our Greek professor is read his address and compare it with Professor Bain's irony—"The language mind is the true aristocrat; the science man is an inferior creation. Degrees and privileges are for the man that can score languages, with never so little science; outer darkness is assigned to the man whose *forte* is science alone." It is hopeless and equally useless, even when backed by the *Register*, for Professor Kelly to attempt to turn the current of public opinion, backed by true philosophic discernment, and it is a pity, notwithstanding the plaudits of the writer of the article, he should waste his own and other people's time in resuscitating an effete dispute.

The work of initiating students in Greek may be prosy work, with very little ideality about it indeed, but professors must condescend to prose as well as rise to poetry. Much of the prose would be removed if the matriculation examination included Greek as a compulsory subject. No doubt the professorship would possess more elegance and less of the drudgery of a schoolmaster, but it would not be well even for a professor to be exempt from the lot of common mortals. I will not challenge the good taste which prompts a man to speak so strongly in his own behalf, because compulsory or optional Greek is a debatable subject, but I must confess that I fail to see how restricting the admission to matriculation to bona fide intending students, or the making of Greek a compulsory subject, is to increase the number of graduates, and so remove the stigma of failure from future years' work.

Gossip has it that one of the Learned professors of the University wrote the article upon which I have been commenting. Internal evidence is said to demonstrate the truth of the impeachment. Certainly the article is perspicuously written, and the language is choice and forcible. While there are sentences which indicate the hand of a master, the reasoning is not that of a trained dialectician. It is not any sense of

It is not any concern of mine to prove the truth of what gossip strenuously urges, in fact I take higher ground and say the supposition is impossible. What matters it, though a sentence here and there suggests an imaginary trail, the principles which govern ordinary men are incompatible with the assertion. The idea that a professor, in whose hands rests with others the shaping of the life of a young University, would deliberately write it down a failure! Loyalty says no; allegiance to those who gave him his position says no; and his own conviction of duty says no. These considerations are, however, trifles when we regard the departure which such an act would involve from the standard of lofty principle and chivalrous exaltation that necessarily accompanies the "higher education." The gross delights of lower mortals who indulge in spleen are unknown in these regions of pure idealism. Human nature may sometimes be too strong for even colleges and universities, but any one who has voluntarily taken up his abode in the sacred halls of learning, and aims to walk in the pure atmosphere of a liberated soul, could not descend into the night of an anonymous scribbler. What! gossip dares to say that a professor would write an article in a newspaper, slyly applaud himself and his brother professors, attack the governing body, and loudly proclaim to the world the failure of our young bantlings' work? A friend could not so stab in the dark. Avaunt the thought!—I am, &c.,

SCRUTATOR.

December 23, 1885.

Register December 25th 1885

THE UNIVERSITY COMMEMORATION.—The writer of a letter printed by our daily contemporary on Thursday indulges in speculation as to who was the writer of the leading article on the University Commemoration which appeared in the *Register* of December 17, and insinuates that it was one of the University Professors. All we can say is that the suggestion is absolutely unfounded. It is gratifying to learn from this critic that the leader is the production of a master hand, but the admission by our contemporary into its columns of so complimentary a comment does not atone for the unprofessional and, in this case, rather indiscreet act of giving publicity to conjectures about the identity of the writer of a leading article upon University matters. As to the opinions of the correspondent on the subjects discussed he is welcome to hold them, but he has no right to try to make mischief by gravely putting forward his surmises as to the authorship of the views he challenges.

Advertiser Dec 28th 1885

THE UNIVERSITY EXAMINATIONS.

TO THE EDITOR.

Sir—Although we may have every confidence in the impartiality of the examiners, would it not be an improvement for the candidates to put numbers instead of their names to their papers? This would certainly do away with any idea of favoritism on the part of the examiners. Trusting this may be done for the future—I am, &c.,

WM. WHINHAM,

Whinham College, December 24, 1885.

Advertiser Dec 29th 1885.

EDUCATION.

TO THE EDITOR.

Sir—Now, when there has come to teachers and taught a period of lull, when the arduous labors inseparable from teaching and learning are temporarily intermitted, and the preciousness of rest is enhanced by the strain which preceded it, perhaps a few thoughts on the subject of education from one who has participated in the work may not be ill-timed. Archdeacon Farrar, in a sermon lately preached at St. Margaret's, Westminster, dwelt largely on educational questions. "Have we," said he "in this nineteenth century made any adequate advance in the wisdom of education?" Admitting, as he did, that many great results had been achieved, he went on to say, "I must express a sorrowful doubt whether our aims are so sufficient, our methods so perfect, or our results so satisfactory as a self-satisfied optimism is always ready to proclaim." In speaking of the system of payment by results he says—"It tests some results, and ignores others which may be of greater importance; it hampers and harasses the hearts of good teachers, while it may exalt and encourage those who are more mechanical." What teacher does not recognise the truth of these remarks as applied to other matters than payment by results? Or who that has earnestly striven to give to the minds of those entrusted to his or her care a cultivation ennobling and soul enlarging, but must agree with that inspector of schools whom the archdeacon quotes when he says, speaking of the forcing system—"It too often ends in reading which does not expand the mind, grammar which does not leaven speech or writings, arithmetic which does not form a correct habit of thinking, geography which does not excite the imagination, literature which does not improve the taste, and physiology which has no bearing on the simple laws of health." It is said that in no other country than ours is there that striving after percentages or mechanical accuracy which causes such anguish and weariness to teachers, and nowhere amongst teachers are there such traces of worry and anxiety. Demanding that all its children should be educated, the State in Holland, Belgium, Saxony, Prussia, and America, entrusts them to the intelligence of teachers of high character and training, and for results it trusts neither to the accidental competency or incompetency of inspectors, but mainly to the honor and faithfulness of those whom it has chosen, and whom having chosen it supports and trusts. Ere leaving this subject I may be permitted to advert to what the Minister of Education is reported to have said the other day when addressing the girls of the Advanced School:—