

# THE SATURDAY EVENING POST

An Illustrated Weekly Magazine  
Founded A<sup>d</sup> D<sup>i</sup> 1728 by Benj. Franklin

Volume 172, No. 1

Philadelphia, July 1, 1899

5 Cents the Copy; \$2.50 the Year

Copyright, 1899, by The Curtis Publishing Company

PUBLISHED WEEKLY AT 425 ARCH STREET

Entered at the Philadelphia Post-Office as Second-Class Matter

## A SCOTS GRAMMAR SCHOOL

By  
**IAN MACLAREN**

Copyright, 1899, by John Watson

### Number Two—"BULLDOG"



THE head master of a certain great English school is accustomed to enlarge in private on the secret of boy-management, and this is the sum of his wisdom: Be kind to the boy, and he will despise you; put your foot on his neck, and he will worship you. This deliverance must, of course, as its eminent author intends, be read with sense, and with any modification it must be disappointing to philanthropists, but it is confirmed by life.

Let a master, not very strong in character and scholarship, lay himself out to be a boy's friend—using affectionate language, overseeing his health, letting him off impositions, sparing the rod, and inciting him to general benevolence—and the boy will respond, without any doubt, but it will be after his own fashion. The boy will take that master's measure with extraordinary rapidity; he will call him by some disparaging nickname, with an unholy approximation to truth; he will concoct tricky questions to detect his ignorance; he will fling back his benefits with contempt; he will make his life a misery, and will despise him as long as he lives.

Let a man of masculine character and evident ability set himself to rule and drill boys, holding no unnecessary converse with them, working them to the height of their powers, insisting on the work being done, not fearing to punish with severity, using terrible language on occasion, dealing with every boy alike without favor or partiality, giving rare praise with enthusiasm, and refraining always from mocking sarcasm—which boys hate and never forgive—and he will have his reward.

They will rage against him in groups on the playing-fields and as they go home in companies, but ever with a keen appreciation of his masterliness; they will recall with keen enjoyment his detection of sneaks and his severity on prigs; they will invent a name for him to enshrine his achievements, and pass it down to the generation following; they will dog his steps on the street with admiration, all the truer because mingled with awe. And the very thrashings of such a man will be worth the having, and become the subject of boasting in after years.

There was a master once in Muirtown Academy whose career was short and inglorious, as well as very disappointing to those who believed in the goodness of the boy. Mr. Byles explained to Mrs. Dowbiggin his idea of a schoolmaster's duty, and won the heart of that estimable person, although the Doctor maintained

an instructive silence, and afterward hinted to his spouse that Mr. Byles had not quite grasped the boy nature.

"Yes, Mrs. Dowbiggin, I have always had a love for boys—for I was the youngest of our family, and the rest were girls—seven dear girls, gentle and sweet. They taught me sympathy. And don't you think that boys, as well as older people, are ruled by kindness, and not by force? When I

remember how I was treated, I feel this is how other boys would wish to be treated. Muffins? Buttered, if you please. I dote on muffins! So I am a schoolmaster."

"You are needed at the Academy, Mr. Byles, I can tell you, for the place is just a den of savages! Will you believe me, that a boy rolled James on the ground till he

was like a clay cat yesterday—and James is so particular about being neat!—and when I complained to Mr. MacKinnon, he laughed in my face and told me that it would do the laddie good? There's a master for you! Thomas John tells me that he is called 'Bulldog,' and although I don't approve of disrespect, I must say it is an excellent name for Mr. MacKinnon. And I've often said to the Doctor, 'If the masters are like that, what can you expect of the boys?'"

"Let us hope, Mrs. Dowbiggin, that there will soon be some improvement; and it will not be my fault if there isn't. What I want to be is not a master, but the boys' friend, to whom the boys will feel as to a mother, to whom they will confide their difficulties and trials," and Mr. Byles' face had a soft, tender, far-away look.

It was only for one winter that he carried on his mission, but it remains a green and delectable memory with old boys of the Academy.

How he would not use the cane because it brutalized boys, as he explained, but kept Peter MacGuffie in for an hour, during which time he remonstrated with Peter for his rude treatment of James Dowbiggin, whom he had capsized over a form, and how Peter's delighted compatriots climbed up one by one to the window and viewed him under Mr. Byles' ministrations with keen delight, while the Sparrow intimated to them by signs that they would have to pay handsomely for their treat.

How he would come on Jock Howieson going home in a heavy rain and ostentatiously refusing even to button his coat, and would insist on affording him the shelter of an umbrella, to Jock's intense humiliation, who knew that Peter was following with derisive criticism.

How, by way of conciliation, Mr. Byles would carry sweets in his coat-tail pocket and offer them at unsuitable times to the leading anarchists, who regarded this imbecility as the last insult. It is now agreed that Mr. Byles' sudden resignation was largely due to an engineering feat of Peter's, who had many outrages



"A salmon-fisher showed us how to rub Nestle till he came round, and . . . he smiled to us, and said, 'I'm all right; sorry to trouble you chaps!'"



# COLLEGE ? UNIVERSITY

## THE ADVANTAGES OF THE GREAT UNIVERSITY

By FRANCIS L. PATTON, President of Princeton University

I AM asked to speak through the columns of this paper to young men about to go to college on the advantages and disadvantages connected with the larger universities. It is assumed that those for whom I write are looking forward to the four years of undergraduate study leading to the Bachelor's degree. If any one is contemplating a course of graduate study, or is working for a professional degree, he will naturally go to one of the universities or professional schools which offer the facilities he needs, and he will not have to weigh the relative advantages offered respectively by the college and the university.

It is not necessary to discuss here the meaning of the word university, or to say wherein it differs from a college. For whatever difference between these two institutions may be based on the presence or absence of professional schools, or upon provision or lack of provision for graduate work, it is safe to say that, so far as undergraduate work is concerned, there is little to distinguish them beyond the fact that the institutions called universities are commonly more richly endowed, and consequently are able to maintain a larger staff of professors and to offer a more comprehensive and more highly specialized curriculum.

### EDUCATION OUTSIDE THE LECTURE ROOM

It is obvious that with this understanding of the difference between these two types of educational institutions the university possesses advantages which the college does not enjoy. But it does not follow from this that in choosing his alma mater a young man should decide in favor of the larger institution.

Other things besides the relative size of the institutions that come under his notice must enter into the judgment that he forms. He may find it necessary for economical reasons to go to the college which is near his home; or his family affiliations with a particular seat of learning may lead him to decide in its favor. The kind of education that he desires to obtain may also be a factor in his decision. He may prefer to spend the four undergraduate years in general and disciplinary study; and the opportunity for doing advanced and specialized work may not appeal to him. But whether the institution from which a young man is to graduate is called a college or a university; whether its curriculum is all prescribed or mainly elective—is really a very subsidiary matter compared with other questions which should be asked. The information that a student gets in the lecture-room is, after all, but a part of his education.

### SURROUNDINGS A FIRST CONSIDERATION

During his undergraduate days he will probably form his strongest friendships, and come under the influence that will permanently affect his manners and his morals, his faith and his character. A father may well feel that his son's refined demeanor would be a poor offset to his loss of religious faith, and that great attainments would not atone for bad habits. A young man would do well to consider the moral as well as the intellectual influences that surround a college or university. His undergraduate life will certainly not be a conspicuous success if he fails to acquire as the result of it that discipline of his powers and that degree of knowledge necessary for independent inquiry. But it will certainly be a conspicuous failure if he does not learn to scorn everything that is base and mean; if he does not come into possession of high ideals of conduct, and, above all, if he ceases to maintain a reverent attitude toward the spiritual side of life.

The first thing to be considered in regard to an institution of learning, whatever be its size and wheresoever it be situated, is, What is the moral tone of the place, and what efforts are made there to keep the students under the best influences? A young man will also very naturally seek a college or university that has a somewhat cosmopolitan character, that offers him a wide range in the choice of friendships; where what may be local or provincial in his manner and life will be corrected and made to conform to a more generally accepted standard, and where he will be in daily contact with high academic ideals.

### THE GREAT WORK OF SMALL COLLEGES

Those for whom I write have perhaps not yet considered whether the education they seek is general or special; whether their aim is to secure the best training of their faculties or to acquire the largest and most varied amount of information. The typical American college was planned with special reference to the training of the mind, and it did its work well. Its curriculum consisted in the main of a prescribed course in Latin, Greek, mathematics, natural philosophy, moral philosophy, logic and metaphysics. There are scores of colleges all over our land which are doing this work to-day and are thereby rendering an inestimable service. The friends of the larger institutions of learning cannot afford to depreciate the work which the colleges are doing. For it must be remembered that these large institutions were once small colleges, and that some of the brightest names on their lists of graduates belong to the early period of their history. We must not despise the day of small things. If, therefore, a student is bent on acquiring knowledge, let him be assured that he will have no lack of opportunity in the small college. One does not need access to a large library in order to secure a good training in Latin and Greek. Meagre as the college library may be, it in all probability will give him opportunity for pretty wide reading in philosophy or history if these happen to be the studies that interest him. One may at least be trained to think, may have his mind disciplined, may get an insight into some of the great problems of the cosmos, and some of the great questions in philosophy, and

Editor's Note—This is the concluding paper in the series, *College or University? The Advantages of the Country College* were presented by President Butler, of Colby, in the *Post* of May 13.

may come into close and familiar relationship with some of the masterpieces of literature, even though the institution he attends be not blessed with large endowments and cannot boast of having a long list of learned specialists in its faculty. To suggest that the education one gets in a small institution of learning is necessarily inferior to that obtained in the larger one would be a mistake exceeded only by the error of those who, in their zeal for the college, are led to say or suggest that a young man misses a great educational advantage by going to the university.

It is a great blessing that through the agency of small colleges scattered over the land education has been brought to the doors of multitudes who otherwise would not have had the benefit of any education at all. They have not been planted always with wisest regard to geographical needs, and they do not illustrate always the wisest economy in the use of money. But we must remember that it is of the essence of benevolence that it be spontaneous, and in such matters it is commonly best to regard the preference of benefactors as a sufficient justification of their plans. *Sit pro ratione voluntas.*

But as institutions grow old and the communities in which they are situated grow rich they become the subjects of increased benefactions, and are able to call into their service a larger number of professors. The curriculum is enlarged; new subjects are added; old subjects are subdivided.



FRANCIS L. PATTON

Professors are relieved of the drudgery of excessive teaching, and the leisure thus acquired bears fruit in books, monographs and scientific memoirs. It is obvious that an institution that is favored in this way enjoys very great advantages, and it is not strange that it is very attractive to the student. A man undoubtedly may spend four years very profitably on the old-fashioned curriculum just referred to, and if the college is limited in resources it must restrict its curriculum to the general consideration of the great divisions of human knowledge. But with their rapid increase in knowledge new subjects will demand a place in the course of study, and will secure it as soon as the college or university can afford to give it.

The elective system is, then, the logical consequence. For no man can study everything, and every man will have greater aptitude for some subjects than for others. If a man wished to prosecute the study of political science and had no interest in biology, it would be a piece of pedagogic cruelty as well as a pedagogic error to deprive him of the opportunity of studying the one and force him to study the other. Now there is a growing tendency on the part of students to take advantage of the opportunities which the universities afford them to study the subjects in which they feel the deepest interest, and to study them in advanced and highly specialized courses of instruction. This is not strange. The elective system is a natural and necessary development.

### SPECIAL BENEFITS OF THE UNIVERSITY

This specialization of function, which is going on so rapidly in our American universities, is of great advantage to the professors, for it enables them to become investigators and not merely teachers of the body of accepted truth.

It would not be impossible for the same man to teach logic, ethics and metaphysics, and also to lecture on English Literature, International Law, and the Evidences of Christianity. But he could hardly be expected to do original work in all of these departments, and it would be strange if he succeeded in teaching any one of them well. And it is a distinct advantage to the student when the professor's teaching schedule is so reduced and his area of professional responsibility is so limited that he can give his whole time to the study of a specialty. For there comes a time in the life of the undergraduate when he feels that his days of learning lessons and of reciting from text-books are over, and that if he is to have any fresh inspiration for study he must get it by contact with men also who are acknowledged masters in the departments with which they deal, and by independent study in a chosen field of inquiry.

It will be universally conceded that for a student to engage successfully in original research he should have the advantage of access to large libraries, the use of well-equipped laboratories, and the guidance of professors who have made certain fields of inquiry in a very special sense their own. And these advantages ordinarily cannot be enjoyed outside of the universities. The only question is whether a student may profitably engage in work of this kind during his undergraduate career. I see no reason why he should not begin work of this kind during the last two years of his course, and why a very considerable part of time in senior year should not be devoted to it.

It is not denied, however, that much can be said in behalf of the old-fashioned curriculum and the small college, though what is commonly said of them in contrast with and to the disadvantage of the university could be improved by the infusion into it of a more judicious temper. It may easily happen that in the college the freshman comes into direct contact with a professor, while in the university he is very frequently brought into relation with a tutor or an assistant professor. But this is not necessarily a disadvantage.

### THE ELECTIVE SYSTEM OPEN TO CRITICISM

It is the rule for the larger institutions of learning to recruit their teaching staff from time to time by adding to it bright young men who have won their spurs in some special department, and who come to their work of teaching with the enthusiasm of youth and the advantage of the latest learning and the most modern method. Speaking generally, it is safe to say that it is a disadvantage for the men in a faculty to be all young or all past middle life. The older men may be wiser and have more wealth of knowledge and experience, but the younger men are apt to be more enthusiastic, aggressive and capable in stirring students.

Nor can it be denied that the large range of choice among studies which is open to students through the elective system is exposed to criticism from two opposite points. On the one hand, it is said that the student is allowed to fritter away his time on subjects that may have little disciplinary value, and, moreover, are heterogeneous; and on the other hand, it is alleged that he specializes too much and is thereby made narrow, so that instead of becoming a man of broad, general culture he is liable to be a one-sided student of a specialty. It would be very easy for the authorities of a university to incur this criticism with entire justice unless great care be taken in arranging the curriculum.

### THE TWO WORLDS TO CONQUER

It should be conceded, to begin with, that certain studies are presupposed in a liberal education. Ordinarily, a student continues in his freshman and sophomore years to study his classics and mathematics, and one modern language. These studies completed, there remain the two worlds in regard to which any educated man should have some knowledge: the inner world of thought and feeling, and the outer world of mechanism, philosophy and physics. But with this amount of work required of him, he cannot be said to be scattering his energies over too many fields if in the latter part of his undergraduate career he seeks to profit as much as possible by enjoying the advantages of a compulsory curriculum. Nor, on the other hand, can we blame a student who, after spending three years in the study of widely different subjects, wishes to devote his whole time during his senior year to the more minute and specialized study of a single department; and of course the opportunity for doing this to the best advantage is to be found in the larger universities.

### INVESTING STUDENTS WITH THE FRANCHISE OF MANHOOD

It is also said in behalf of the smaller institutions of learning that class friendships are stronger there than in the larger ones, and that as universities increase in size and wealth they tend to lose their democratic character. The difference referred to, however, is due less to size than to situation. A university situated in the city gives no opportunity for that unique social life that grows up in a college community, where men live together in a world of their own, inherit the traditions of the place, and take pride in perpetuating them. Fortunate, indeed, is the university which runs no risk of losing its greatest charm by reason of its own development, and where the comradeships of its campus life cannot be destroyed through sheer force of numbers.

It is said, moreover, that too much freedom is allowed students in the university. This, too, is not a matter of size, but of situation. If undergraduates are not in residence they cannot be held under restraint. If they are, the problem in respect to the degree of freedom that should be given them is not materially changed by an increase of numbers.

The same problem in discipline pertains to the college and the university, and that is: How can the undergraduate be best taught the wise use of the full franchises of manhood into possession of which he will so shortly come.

### THE RICHEST UNIVERSITY IN AMERICA

IN DEEDING to the trustees of Leland Stanford, Junior, University various properties, having an aggregate value of \$38,000,000, Mrs. Leland Stanford has nobly fulfilled the promise made soon after her husband's death for the institution that perpetuates the name of an only and early lost child.

Senator Stanford died before his plans could be put into operation, and his large estate was tied up by court proceedings. An important judicial decision in favor of the widow at length placed her in a position to carry out her husband's and her own wishes, and to make the university the most superbly endowed institution in the world. Great as is this gift, it forms but a part of the endowment. More than \$3,500,000 have already been invested, and the large property retained by Mrs. Stanford will ultimately go into this fund.