

**CLASSICAL SCHOLARSHIP AND  
CLASSICAL LEARNING: CONSIDERED  
WITH ESPECIAL REFERENCE  
TO COMPETITIVE TESTS AND UNIVERSITY  
TEACHING: A PRACTICAL ESSAY ON  
LIBERAL EDUCATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649202164

Classical scholarship and classical learning: considered with especial reference to competitive tests and university teaching: A practical essay on liberal education by John William Donaldson

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**JOHN WILLIAM DONALDSON**

**CLASSICAL SCHOLARSHIP AND  
CLASSICAL LEARNING: CONSIDERED  
WITH ESPECIAL REFERENCE  
TO COMPETITIVE TESTS AND UNIVERSITY  
TEACHING: A PRACTICAL  
ESSAY ON LIBERAL EDUCATION**



educa  
Univ. (G)

# CLASSICAL SCHOLARSHIP

AND

# CLASSICAL LEARNING

CONSIDERED WITH ESPECIAL REFERENCE TO COMPETITIVE  
TESTS AND UNIVERSITY TEACHING:

A PRACTICAL ESSAY

ON

LIBERAL EDUCATION.

BY

JOHN WILLIAM DONALDSON, D.D.

FORMERLY FELLOW AND CLASSICAL LECTURER OF  
TRINITY COLLEGE, CAMBRIDGE.

CAMBRIDGE:

DEIGHTON, BELL AND Co.

LONDON: BELL AND DALDY, FLEET-STREET.

1856.

Handwritten text, possibly a name or address, partially obscured and difficult to read.

2033

---

19/4/89

20

## PREFACE.

---

VERY few words will suffice by way of Preface to the following pages. Although this Essay is inconsiderable in extent, and intentionally written in a familiar and informal style, it contains the results of no slight experience and reflexion on the subjects of which it treats. Indeed, I have had many opportunities of discussing these matters before now, and I have often had to repeat in the present Treatise the thoughts, sometimes the very words, which I have used in fugitive publications or in public speeches and lectures. But the confidence, with which I bring forward this advocacy of the old basis of liberal education, does not spring merely from the maturity of my own convictions. I know also that most of those, who have paid adequate attention to the questions mooted by me, take the same view, either wholly or in part, and I have often, for obvious reasons, quoted passages from the writings of others, instead of endeavouring to enforce the same opinions by words of my own. One of my chief objects has been to correct prevalent, especially recent, exaggerations. And I venture to hope that, while those, who have not considered all the bearings of the questions raised

in these pages, may be induced, by a few candid and dispassionate arguments, to abstain from a precipitate depreciation of learning in general, and of Oxford and Cambridge learning in particular, those, who have it in their power to make our School and University teaching all that it ought to be, will not, for the want of the necessary corrections and additions, allow the whole system to suffer judgment before the tribunal of public opinion.

Although I am quite independent of any professional reasons for maintaining the old basis of education, it would have been the height of affectation if I had attempted to dissemble my literary concernment in the subject under discussion. There may be some little disadvantage in this personal implication. But on the other hand, it must be remembered that no one can defend classical studies with a lively interest in the subject and a full knowledge of the case, unless he has acquired an adequate experience in these pursuits. And I have shown that I am not likely to be swayed by any narrow partiality or educational prejudice.

J. W. D.

ST PETER'S TERRACE, CAMBRIDGE,  
Feb. 4, 1855.



## CONTENTS.

---

	PAGE
<i>Introduction</i> . . . . .	1
University Reform, its result ought to be improved University teaching . . . . .	1
The questions raised respecting this improvement mainly refer to the value of classical education: the three propositions stated . . . . .	2
Adequate experience and immunity from educational prejudices necessary for a proper discussion of the subject . . . . .	3
Conclusions to be maintained respecting University teaching, competitive tests, and scholarship and learning as connected with them . . . . .	6
Mode of treating the subject . . . . .	7
<i>I. University Teaching</i> . . . . .	8
Prince Albert's opinion . . . . .	<i>ib.</i>
Classics and mathematics not arbitrarily selected or exclusively studied in the great Universities . . . . .	10
Education, information, knowledge, and science . . . . .	<i>ib.</i>
Mr Dickens' exposure of the fallacy that information is education	11
Liberal education commensurate in extent with bodily growth . . . . .	12
Epochs of life: Luther's saying . . . . .	<i>ib.</i>
Ancient Greek identification of beauty and mental accomplishment . . . . .	13
Boy-training and humanity . . . . .	14
Education should be general, not multifarious . . . . .	<i>ib.</i>
Döderlein's remarks . . . . .	15
The opinion of Frederic Jacobs . . . . .	16
Postulates assumed . . . . .	17
Intellectual education the present subject, and other questions waived . . . . .	18
The discipline of the mind confines itself to the development of deductive habits— <i>i. e.</i> practically to Grammar and Geometry	19
Universities originated in a recognition of this principle . . . . .	20
The school of liberal arts was the foundation of modern Universities . . . . .	<i>ib.</i>

	PAGE
<i>The Trivium and Quadrivium</i> . . . . .	21
Partial cultivation of the seven arts or of one of the two branches	22
Intimate connexion of the faculties with the arts . . . . .	24
All doctors considered as regents . . . . .	25
The Universities include professional as well as general training	26
Meaning of the term <i>University</i> . . . . .	27
It implies joint action and equal rights . . . . .	ib.
Hence the school of arts and the faculties stand on the same footing . . . . .	28
A training in the former presumed as antecedent to the latter	29
How this is shown in the different applications . . . . .	30
The functions of a University ought not to be unduly narrowed .	31
This is alleged to be the case at Cambridge . . . . .	32
And attributed to the Colleges by a College tutor . . . . .	33
Predominance of examinations over lectures alleged by another writer . . . . .	34
Actual effects of the College system . . . . .	35
The old method of lectures and disputations . . . . .	ib.
Subsequent appointment of professorial teachers . . . . .	37
A similar substitution has taken place in the Colleges . . . . .	ib.
Gradual establishment of examinations at Cambridge . . . . .	38
These examinations have virtually restored the old school of arts	39
They are not the cause of any imperfections in the Cambridge University system . . . . .	ib.
The Colleges narrow the University . . . . .	40
But their merits must not be overlooked . . . . .	ib.
The University ought to be one community, not a collection of communities . . . . .	41
College distinctions partly remedied by private tutors . . . . .	ib.
A College attempt to interfere with their legal independence . .	42
Necessity for a University examination at entrance . . . . .	43
Urged by two tutors of Colleges . . . . .	44
And by the Master of Trinity . . . . .	ib.
Mr Martin's objections . . . . .	46
The author's view of the case . . . . .	ib.
Difficulties of detail obviated . . . . .	47
Candidates for holy orders . . . . .	ib.
Immediate preparation for the University . . . . .	49
Duties of schools and their relations to the Universities . . . .	ib.
Proposal for shortening the period of compulsory residence . . .	50
Nature and extent of the entrance examination . . . . .	53
What should be required of the ordinary B. A. . . . .	54

CONTENTS.

ix

	PAGE
The examiners for entrance and ordinary degree examinations to be provided by the resident M. A.'s . . . . .	54
University teaching . . . . .	55
Small amount of work done in the College lecture-rooms . . . . .	ib.
Good private teaching necessarily correlative to a system of competitive tests . . . . .	56
All really good teaching implies that time and attention are bestowed on the individual pupil . . . . .	57
Private tuition at public schools . . . . .	ib.
General distinction between professorial and College lectures . . . . .	58
Special exceptions . . . . .	59
University teaching consists in private tuition and professorial lectures, or one of these methods of instruction . . . . .	60
How and when the professorial lecture is profitable . . . . .	61
Advantage of allowing a free choice of higher studies . . . . .	64
Separation of triposes . . . . .	65
Proposal for connecting the honorary triposes with the degree of M. A. . . . .	66
The professorial faculties should require public disputations in Latin from the candidates for their highest degrees . . . . .	68
Value and importance of disputations . . . . .	70
 <i>II. Competitive Tests</i> . . . . .	
Arguments for the preponderance of classics derived from the gradual concessions at Cambridge and from the Civil Service scheme . . . . .	ib.
Objects of examination at the Universities and for the Civil Service are similar rather than identical . . . . .	74
Principles laid down in the report on the East India examination . . . . .	75
Reasonableness of the plan proposed . . . . .	77
It not only gives the most important place to the old basis of liberal instruction, but, in this, prefers classics to mathematics . . . . .	79
The author holds this view,	
(1) Generally, because classical studies are more beneficial than mathematics;	
(2) Specially for India, because classical studies are more immediately useful in such appointments;	
(3) Specially for the Universities, because classics contribute more than mathematics to their progressive studies . . . . .	80
(1) Literature more humanising than exact science . . . . .	ib.
Steinthal's generalisation . . . . .	81
The scholar's contemplation of nature . . . . .	82