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THE SOURCE OF MENTAL POWER NEGLECTED IN OUR PRESENT SYSTEMS OF EDUCATION.

In this wonderful "era of the march of mind," men attempt too much, and therefore do nothing well, or leave undone something that ought to be done. This is true in every thing else, as well as in education. We must now not only be instructed "in all the wisdom of the Egyptians," but we must also scourge our poor students through the fearful catalogue of *modern* discoveries. Our young ministers (for all my remarks have a more particular bearing upon them, though they may properly be applied to students generally) must, if they pay *any* deference to an unreasonable public feeling, know nearly every thing that can be known by mortals. In obedience to this unreasonable demand, the poor student rises up early and sits up late, striving to satisfy that is insatiable. The result is, that the student neither satisfies the public in the quantity, nor himself as to the quality of his studies. The students of the middle ages had as much time to prepare themselves for public duties as we have; and yet *their* sciences numbered only *seven*, while *our* number more than "seventy

times seven!" We have our solar system with all its splendor and beauty; the discoveries of Locke and Bacon; Geology, Pneumatology, Psychology, Phrenology, and fifty other "ologies," with Animal Magnetism bringing up their rear! All of which the ancients knew little or nothing about! And yet we must crowd the principal of these into our brains, in the same time that they spent upon their seven sciences.—Outrageous! But want of thoroughness in our studies, is not the only evil; nor is it the greatest that is forced upon us by our present systems of education. While we are striving to meet the exorbitant demands made upon our intellect, *we neglect to cultivate our feelings*, and therefore students, after poring over Sections and Cones, Butler's Analogy, Latin, Greek, and Hebrew roots, goes out into the world "as dry as summer dust," "twice dead plucked up by the roots." How much effect have students upon the public mind, before they change the frozen style they possess just after leaving our institutions of learning? The fact is, they have neglected to