

The Corrig School Record.

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With many the opinion prevails that the ideas, and methods of labour of today are far in advance of those of any previous century. That this is the case in some respects, we may not reasonably venture to question; but we very much doubt if it be correct in reference to the system of education that now finds favour with many. The popular educators of today seem to be throwing to the winds the methods of former generations, and vying with each other to add new subjects to the long list that, in our opinion, tends rather to dissipate than to concentrate and strengthen the mental powers of the young; and this is done under the delusion that the mind is being educated.

The 17th, 18th, and the first half of the present century produced a grand array of educated men, famous as essayists, philosophers, historians, mathematicians, theologians, jurists, poets or translators. Their works are unrivalled for depth and beauty of thought, extent of research, and power of expression. Those men owed their success, in a great measure, to the training derived from a thorough study of the ancient classics, mathematics, and history. They concentrated their powers upon a few subjects, and consequently reached a high degree of excellency in them. After a thorough training begun in school, and continued at college, they came forth educated men in

the true sense of the word, endowed with the capacity for keen observation, capable of dealing with the questions of the day, and equipped for pushing on to new discoveries.

The training that could produce such results must have been good. To-day the theory of education appears with many to be reversed: it is no longer the "*Multum in parvo*" but if we may use the expression, *parvum ex multis*—not the desire of becoming proficient in a few subjects, but an attempt to get a smattering of many. The bare fact, that the curriculum of a high school shows a score or more of subjects to be studied each week, passes with many as a conclusive proof of the utility of such an institution.

It is also noticeable that subjects, which, if pursued to a reasonable extent, are useful, are frequently so misapplied that the study of them becomes not only distasteful, but an absolute waste of time. It must be admitted that the ability to spell correctly the words of our English language is a necessary accomplishment, but when words, really useful because of the frequency with which they occur, are hastily passed over, and the pupil is kept stammering day after day over unusual words, and perhaps deprived of his liberty and compelled to write out a thousand times such a word as "fillibustering" for having misspelled it, we venture to question the reasonableness of such a system. The same may be said of geography, history, and other primary subjects, the value of which, when reasonably taught, probably no one would question. It is admitted that every intelligent person should have a general knowledge of the physical and political divisions of the world, their various products and forms of government; he may also with profit trace the causes that led to the rise and fall of political and social institutions that he may be qualified to form reasonable ideas for the future; with many, but a brief period from the time of youth may be allotted to this purpose, and if

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