

The Degradation of Scholarship

cover too much ground and thereby getting but a superficial knowledge of the facts and great movements of history, and that of basing his judgments on data drawn from only one source.

The course in history, as at present constituted in the High School curriculum of Ontario, comprises five years. Now, certainly a good deal should be done in that time, but it would be the sheerest folly to think that any boy or girl could within that time gain even a fair knowledge of the history of Greece, Rome, Canada, England, medieval and modern Europe. This tiptoeing the pupils in history is not a whit better than tiptoeing them in Latin, French or German. Indeed, we are not sure but it works greater harm to true scholarship. We are living in an age when education is becoming so widely diffused that scholarship as a consequence is becoming very superficial and thin.

As we write we have before us the Syllabus of the Ontario High School Course in Medieval and Modern History. It briefly outlines the scope of the work to be done and gives a list of books to be consulted as works of reference. Now, the scientific method of studying history warns you to take nothing for granted. First you must verify the facts by examining the witnesses that testify to these facts. Secondly,