

The Degradation of Scholarship

ciples, and as readers or vocal interpreters of literature have been and are pronounced failures.

If the teacher whose spirit has been quickened by the deeper sympathies and experiences of life cannot read, how, pray, can you expect the boy or girl to do so? If "Learn by doing" is pedagogically of great value to the pupil, should it not be of equal value to the teacher?

Now turn we for a moment to the subject of composition, and what do we find? A condition which reveals manifest defects in its teaching. We can readily put our finger on its weak spots, and with Goethe say, "Thou ailest here and ailest there." In the first place, the translations in the secondary schools from Greek, Latin, French and German authors are so badly done, so inaccurately done, so inelegantly done, that what should be a daily practice in English composition in the construction of sentences and paragraphs, the disposal of phrases, and the choice of the exact word, becomes almost worthless. The introduction of no fad like oral composition will or can compensate for this.

Again, while the Public and High Schools are being provided with libraries—in many instances quite an unnecessary expense being entailed—little direction is given to the read-