

The Degradation of Scholarship

prepared for an examination and have passed. That is all.

The purpose in studying modern languages in Europe is to be able to speak and write them with ease. Here gabbling through syntax and making application of its rules to the prescribed text seem to constitute the chief aim in their study. Indeed, an Ontario teacher who went to Europe a couple of years ago for the purpose of taking a summer course in modern languages complained on his return that over there too much attention was given to the speaking of the languages and not enough to the grammar. He was probably disappointed with Old World scholarship, finding that it was so devoid of pedantry. No doubt grammar has its place, but its role is a secondary one in the acquisition of any modern language.

Let us for a moment consider next how the important subject of history is taught in our secondary schools. No one will deny how large a place this subject should hold in a curriculum of well ordered studies in either a High School or a University. For what is history but a record of the activities of the human race, and to have a thorough knowledge of this is in itself equivalent to a liberal education.

But the student who pursues a course in history in the High Schools of Ontario is beset with a double danger—that of endeavoring to