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Sir.

I desire through you to call the attention of  
the educated classes in Iceland to the folly  
I might almost say wickedness of tolerating  
the present choice of subjects of education for  
I appeal to the educated classes from their educators  
their children. There is little hope that  
those who have grown old in a system will  
admit its errors. Hoary prejudice is ~~then~~ <sup>very</sup> ~~not~~  
easily shaken when ~~the~~ a change would involve trouble  
and is practically omnipotent when ~~in addition~~  
~~it would involve a confession of error~~. I write  
with special reference to the learning of dead  
languages. These survivals from mediæval  
monasteries choke out all rational education.  
The pity and contempt that we lavish upon  
China because of her people's silly adhesion to the  
traditions and superstitions of her past might be

much more justly reserved for our own educational  
systems codes of education. It is simply monstrous  
that the best energies of our youth should be spent  
on learning the laws and vocabularies of two dead  
languages which, ~~as they are~~, known by the vast  
majority of those who learn them, ~~practically~~,  
their learning anything of man and nature,  
of literature and science. ~~Habits of care and~~  
~~expression~~, <sup>accuracy of thought and</sup> can be conferred by teaching any subject well  
sympathy with humanity and knowledge of nature  
cannot be conferred by ~~the present~~ learning his  
hoe nor ever do, if, so. The serious danger of the  
present attitude of those who manage educational  
matters is that ~~after~~ <sup>following</sup> the mischievous example  
of England and Germany our educational energies  
<sup>may</sup> ~~in competition with our present schools~~  
in Ireland ~~would~~ <sup>be wasted in creating</sup> to called  
Science Schools and Colleges where ~~the~~ <sup>the</sup> literature  
~~Humanity~~ <sup>and</sup> ~~Human sympathy~~ <sup>that</sup> is included and ~~that~~ <sup>so</sup>  
our youth divided into two camps will grow up  
lopsided specimens of the ~~Human~~ race.

HJ

40 Trinity College  
Dublin  
22<sup>nd</sup> April 1885.

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To the Editor of "The Dublin University Review"

Sir

I desire through you to call the attention of the people of Ireland to their wickedness and folly in tolerating the present choice of subjects of education for their children.

Type of the principal subjects chosen for the ~~education~~ purpose of educating the middle and upper classes are about the worst that could possibly be chosen. They have been carefully selected so as to create as bad habits of thought as possible and to waste as much time and energy as possible in learning useless and mischievous information. I write this with ~~suspicion~~ reference to ~~what would be~~ the ridiculous only that it is ~~not~~ ~~such~~ early wicked importance attached to learning dead languages. These survivals from mediæval monasticism hang as millstones about our children's necks. The pity and contempt which we lavish upon China because of her people's silly adhesion to the traditions and superstitions of her past might be much more justly reserved for our own educational codes. Because foreooth it was in former days desirable that persons professing to be learned should know Latin and Greek, not for the sake of these languages but in order to read the learned works of the time, because foreooth this was the case, we must in this nineteenth century spend the best

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energies of our youth in learning the laws and vocabularies of two dead languages which as they are known by the vast majority of those who learn them confer no training that could not be given in many better ways, except a training in bad habits, and give no information that is of the least use to its possessor except such as could be given with a thousandth part of the labour.

I am not careful in this letter to do more than cry aloud to the people of Ireland that they are asking for food and their teachers are giving them stories and for fish and are getting serpents. Woe to those through whom offences come even though it be through ignorance and prejudice! and what cause of offence can be greater than to shut up the way of right living, ~~sudden~~ ~~to enter in now~~ to let our children enter in?

Geo. Ross. Fitzgerald

To the Editor of "The Dublin University Review"

H. J.

Sir

I desire through you to call the attention of the educated classes in Ireland to the folly I might almost say wickedness of tolerating the present choice of subjects of education for their children. I appeal to the educated classes from their educators because there is little hope that those who have grown old in a system <sup>by which they gain their livelihood,</sup> will admit its errors. Stoic prejudice is very strong when change involves trouble, it is practically omnipotent when it involves a confession of error.

I write <sup>now</sup> with special reference to the teaching of dead languages. <sup>4</sup> <sup>1</sup>  
our methods of examining Schools in practical subjects are simply scandalous <sup>2</sup>  
<sup>3</sup> and deserve everything ~~that~~ bad that can be said of it.