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"THE PROPER STUDY OF MANKIND IS MAN."

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Our institutions, whether political, industrial, religious or educational, though differentiated instruments to promote special wants of man, are closely interrelated. Just as the integrity of the individual cannot be divided into opposing parts, so there should be no opposition in the purposes answered by these institutions, alike the product of civilization. The now common comparison of society to an organism implies a co-ordination of all these instruments to a single end. In other words though there is a differentiation there is likewise a relation of separate parts. On this account we may look for our education to reflect some features of our political, industrial, or social systems.

Perhaps there is none of these that has left its mark more definitely on education than industry has. The age is one of industry and commerce.

Commercial expansion is the watchword of states, and commercial aggrandizement the gospel of individuals. On this account there is always a pressure in education for the practical for such an equipment as will better enable a pupil to provide for himself. Our curriculums bear witness to it. The application of science to the industrial arts has led to this subject being emphasized in our school work. Properly taught, the value of science for the exercise of induction is great. The value ordinarily attributed to it to

this end, however, is very apt to leave the impression that no other subject calls for the exercise of this faculty.

Again, the impulse in favor of technical education arises from the recognition that a large part of industrial employment is mechanical purely. Technical education is the making of men into machines. The study of bookkeeping, too, in our High Schools and Collegiate Institutes for two years, which is as long as the average student attends, has its warrant in its supposed value to the pupil in managing his finances in after life. If its value is to be measured by the use thus made of it in ordering the expupil's affairs there is small yield in return for the time and labor, chiefly mechanical, spent in it. Perhaps not more than one in twenty finds the need of it, and if he does he generally finds difficulty in relating the bookkeeping he learned at school to his affairs and generally has to learn his bookkeeping while learning his business.

It is an unfortunate thing for education that it so strongly reflects the commercialism and industrialism of the present age. From a practical standpoint the time spent in commercial work might be more profitably devoted to more inspiring subjects. Though bookkeeping may not give satisfactory practical knowledge, it