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THE CONFLICT BETWEEN EDUCATION AND KNOWLEDGE.

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THE title of this subject may appear paradoxical and brings to mind the book, issued some years ago in the International Science Series, written by Dr. Draper, and called "The Conflict Between Religion and Science" This work was not viewed favorably by many persons who held that there is really no conflict between science and religion. It will be held at first sight that there can be no contest between education and knowledge, while to ordinary persons education and knowledge may be regarded as identical. It is a fact, nevertheless, that the terms are far from being synonymous, and that a recognition of the differences between the two would avoid numerous mistakes. Education, it has been held, is the preparation for complete living. Psychologists, in dealing with the mental nature of man, speak of the faculties of feeling, knowing and willing. They point out that in order to be educated the emotions and the will must receive due attention, as well as the intellect. The mistake made in our schools and Colleges during the latter part of the century is to attach too much importance to training in knowledge and too little

to the training of the emotions, and especially to the training of the will. The causes of this tendency are not far to seek.

(I) GROWTH OF KNOWLEDGE.

The nineteenth century has been especially marked by enormous additions to the sum total of human knowledge. Natural science in its many divisions and sub-divisions has brought within the range of the human mind vast fields of information, almost unknown one hundred years ago. The study of language has discovered mines of knowledge in the various departments of ancient and modern literature. History and politics, with their cognate subjects, have presented extensive departments of investigation pertaining to all that relates to man as a social being. The divisions and sub-divisions of labor have rendered necessary a minute acquaintance with a variety of callings and professions. It is the age of specialization, and specialists are all fighting for what they deem their right share in human economy. It is no wonder that the curriculum of school and College, which fifty years ago was given on one page, must now occupy a dozen pages. The result