

THE O. A. C. REVIEW

"THE PROFESSION WHICH I HAVE EMBRACED REQUIRES A KNOWLEDGE OF EVERYTHING."

VOL. XXX.

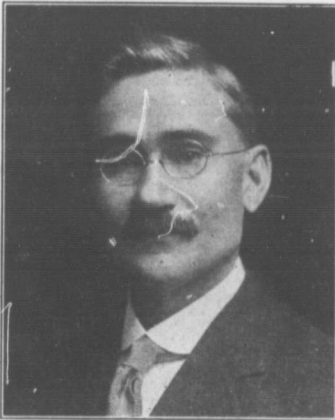
JULY, 1918

No. 11

Practical Work and a Liberal Education

By J. B. DANDENO, PH. D., (Harv.)

IF there is one idea more than another brought to the minds of those engaged in educational work at the present time it is the fact, that book education such as may be gained from a study of Latin, Greek and Ancient History, of Mediae-



J. B. DANDENO, PH. D., (HARV.)

val Art and Belles Lettres, has contributed but little to the advancement of the human race in proportion to the time spent upon these subjects. Our whole school system built upon the foundations laid in the middle ages, are still permeated with the subtle influences — largely hereditary—of those times. Whether we may be willing to recognize it or not, we have still with us a strong tendency to worship

at the shrine of the god of language, and we have still with us much superstition and mediaeval prejudice.

In the attempt to introduce agriculture into the schools of Ontario, as one of the regular subjects of the curriculum, a considerable amount of hereditary prejudice and superstition is met with and this notably among some of those engaged in College work. Whatever prejudice that may not be hereditary, can be readily ascribed to a lack of appreciation of what education really is, and of a failure to understand its processes. The monk in his cell was at one time considered a scholarly, if not an educated man, and yet he was in the true sense largely uneducated. The extent of a man's education may be measured by his appreciation of, and his acquaintanceship with, his environment.

To illustrate how warped our ideas are in regard to education let me give an instance: A man in a certain town in Ontario, thirty or forty years ago attended the Grammar School, and while there, memorized a few Latin sentences which he was not only able but very willing to quote in season and out of season. He was a very ignorant man, having acquired none of the Grammar School spirit, or the spirit of progress during the forty years after his attendance at this school. I think I never met a more useless type of man, unwilling to make his living and besotted besides, often asking the