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THE NATURAL SCIENCES IN RELATION TO THE WORK OF  
HIGHER SCHOOLS.

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“OTHER things being equal,” said Mr. Saunders, “I apprehend that the generation that travels sixty miles an hour is at least five times as civilized as the generation that travels only twelve.”

“But the other things are *not* equal,” said Mr. Herbert; “and the other things, by which I suppose you mean all that is really sacred in the life of man, have been banished or buried by the very things which we boast of as our civilization.”

“That is our own fault,” said Mr. Saunders, “not the fault of civilization.”

“Not so,” said Mr. Herbert; “bring up a boy to do nothing for himself—make everything easy for him—to use your own expression, subdue matter for him, and that boy will never be able to subdue anything for himself. He will be weak in body and a coward in soul.”

The passage quoted from Mallock’s

“New Republic” is part of a conversation between a Realist and an Idealist, and is made to tell against the champion of Materialism. Whatever besides matter and force—and I employ these terms in the sense in which they are accepted by science—can claim to belong to the region of the “existing,” it is not for us to consider here. That an anatomist must study more than bone and muscle before he can claim to be a *cultured man*, few will deny; and so with every department of science. But I am prepared to say, that as a means of developing that mental self-reliance and power of independent investigation and thought, without which true culture in any direction is impossible, the practical study of the Natural Sciences will be found to hold an important place. We are too apt to forget that the all-important duty of the teacher is *to educate* rather than *to instruct*. The teacher who is fully