

A  
705  
C16

# The Canadian Science Monthly.

VOL. II

WOLFVILLE, N. S. SEPTEMBER, 1884.

No. 7.

## EDUCATION OUTSIDE THE SCHOOL ROOM.

It was Edmund Burke that said "Education is the cheap defence of nations," and perhaps we cannot find any one who does not recognize the fact that education, in the broadest sense of the term, both in the common school and in the higher realm of culture, is essential to the maintenance of an advanced civilization and requisite to the intellectual and moral progress of the race. No thoughtful person can doubt the fact that the best arrangement of public affairs, the highest attainment of moral culture and the purest state of social life are dependent upon the thoroughness and universality of education. The beneficent Creator has bestowed on man mental and moral faculties. He has graciously endowed him with social qualities which may be trained to grand and noble purposes. Reason and revelation enjoin upon man the obligation to cultivate for noble uses these God-given powers. Their capacity developed and the direction given to these is what is implied by the term education. But it is true that much the largest proportion of mental and moral training received by each member of society comes through exterior channels. Man is unconsciously

educated by that which is daily transpiring around him. As the rocks and pebbles polish each other by contact in the flood, so men affect each other, and character is moulded by personal influence in the rushing tide of life. Coming within the circle of these ever operative forces, we see that the process of training that we call education goes forward much more rapidly out of school than under the care of the professor. Prominent among the agencies that make up the sum total of the educating forces is the social influence of the home. As a rule the life receives its outline and general direction before the pupil enters the public school. Education begins with life. The sense of touch first ministers to the infantile training; afterward the sight, then the hearing. The senses are the guides leading the van in the progress of nature. We necessarily begin with present and tangible things. Afterward we give absent things a visible form by pictures, and this, meeting the eye, is described and impresses the mind through the sense of hearing. Thus, before we are conscious that the child is affected by surroundings the foundations of character are formed.

"The real seed corn whence our republic sprung were the Christian house-

Ac  
Q1  
.A333  
v.2  
no.7