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ADDRESS—**EDUCATIONAL WEEKLY,**
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TORONTO, MARCH 18, 1886.

In our issue of the 11th ult. our readers may remember that we strongly supported Mr. Higbee in his decrial of what he so aptly termed "artificial arrangements." It has occurred to us that one of the chief disadvantages accruing from the one-sided view of education so strongly deprecated by Mr. Higbee lies in the fact that a very large part of what may truly be called education in its highest form is altogether lost sight of when pupils are taught with a view solely of pleasing the inspector or passing the examination. His mind is limited to a single groove, and this groove generally far from an interesting one. He is crammed with technical details, he knows little or nothing of their practical value, and, what is more, he is thoroughly unable to apply these technical

details to the wants of everyday life. If teachers were to give up a certain number of hours each week to what may be called 'outside subjects,' not only might all these obstacles be overcome, but a new and added interest would thus be infused into the regular course of study. These, perhaps, may be considered as visionary theories, but in reality they are not so. To take a practical example of a single subject to which the teacher might devote these spare hours:

It is almost a platitude to say that every single branch of study taken up in the school-room is to-day undergoing vital and rapid progress through the efforts of the numerous noted men who give up their lives to such branches. In after-life pupils will come to read for themselves much that has been written during the period in which they were mastering the rudiments. Would it be impossible now and again to pass from rudiments to completed theories? We think not, and one excellent method of so doing may be here pointed out.

It would, we think, very appreciably add to the interest of any subject if the master were to direct the attention of his pupils to what is going on around them at the present day in the different subjects, the ground work of which they are now studying.

For example, the class in science might be told very many interesting facts in connexion with the researches, opinions, and lives of those who to-day stand at the head of scientific thought. Short biographical references, perfectly intelligible to the dullest mind, might easily be made to Huxley, Tyndall, Sir William Thompson, and many others, more especially if the teacher himself has perused the many popular works published by these noted investigators. The class in literature might, in like manner, receive much benefit if the master were to advert occasionally to the many works of Richard Grant White, James Russell Lowell, Matthew Arnold, Ruskin, Goldwin Smith, Browning, Tennyson, etc. This method of

pointing out to pupils the goal to which their studies tend, might, we think, be provocative of most signal benefit if properly conducted. The names we have mentioned have only been used as finger-posts to point the way in which the teacher should proceed. We should recommend every master to obtain and refer to that excellent work, "Men of the Time." This would supply him, in addition to his stock of general information, with matter sufficient to enable him to do all that would be necessary in this direction.

By no means a small number of our pupils—those, at all events, who are old enough to listen intelligently to conversations carried on at home—hear a great deal of what may be called contemporary history. Their fathers read the papers; they hear discussions on various questions; they perhaps frequent the mechanics' institute or other library, and not a few, doubtless, glance at such periodicals as the *Scientific American*, the *Boys' Own*, and the *Girls' Own Paper*, *Harper's Weekly*, the *Leisure Hour*, and others, all of which contain much instructive matter by no means unconnected with the lessons which they are daily learning. This in itself is an education, and what we contend is that it is not or need not be an education which the pupil is left to pick for himself. There is a connecting link between the education of the schoolroom and the education of the circumstances surrounding the pupil. At a very early age the gap between these is necessarily wide. As the child grows it decreases. It should be the object of the schoolmaster to do his utmost towards the filling up of this gap, towards cementing and strengthening this connecting link. After all, what is the aim of the whole of education generally but to so mould and develop the mind that it may the better adapt itself to those external circumstances? And how better can this aim be attained than by taking into consideration as early as possible in the lifetime of a child those external circumstances?