

tions and many nationalities in our midst; and I hardly need to say that unless the spirit of broad-minded patriotism shall subordinate the desire for party advantage to the far higher advantage of securing non-sectarian but efficient ethical education for all our young people, we shall find the greatest difficulties in inducing our legislature to give us what we need.

That moral education is essential to good citizenship, is now a maxim of all civilized governments. Not only so; it is recognized as far more important than intellectual training in its power to make for the safety and prosperity of the State.

In England, in Germany, in France, Italy, the United States and Canada, so important is moral instruction held to be that religious exercises are or-

dered at the opening or the closing of schools or both. In the first two named countries graded curricula are prepared under government supervision for regular daily instruction and periodical examinations in morals. At the same time sectarian tenets are carefully excluded and conscience clauses rigidly adhered to.

That religious instruction is of prime importance, is evident from the attitude of the German government. Hinsdale tells us that "in no states in the world is more attention paid to the religious instruction of children than in the German states; and in no other Protestant states is so much emphasis laid on the subject in public schools as in those of North Germany."

(To be continued.)

SCOPE OF SCIENCE.

BY ALEX. H. D. ROSS, M.A. TILSONBURG.

AMONG men there has ever prevailed a vague notion that scientific knowledge differs in nature from ordinary knowledge, but a little reflection shows that much of our common knowledge is, as far as it goes, rigorously precise. Science does not increase this precision, cannot transcend it. What then does it do? It reduces other knowledge to the same degree of precision. That certainty which direct perception gives us respecting co-existences and sequences of the simplest kind, science gives us respecting co-existences and sequences complex in their dependencies or inaccessible to immediate observation. From this point of view, science may be regarded as an extension of the perceptions by means of reasoning. In the widest sense of the term, it includes:

1. Science proper, embracing an exact knowledge of

}	FACTS	}	<i>Historical</i>
			<i>or Empirical</i>
			<i>Science.</i>
}	LAWS, obtained by correlating facts.	}	<i>Rational</i>
			<i>Science.</i>
2. Philosophy, or the knowledge of general principles—elements, powers or causes and laws—as explaining facts and existences.

In the narrow sense of the term, science includes an exact knowledge of facts and of laws; and if we accept the usual definition of a science, (viz: "Any department of knowledge in which the results of investigation have been worked out and systematized,") we may classify the sciences as