

first of a series of memoirs on the great subject of which the "Origin of Species" was only an abstract. He promised in a second to deal with the "Variation of Organisms in a State

of Nature," and in a third to "try the principle of Natural Selection by seeing how far it will give a fair explanation of the several classes of facts alluded to."

(To be continued.)

MORAL AND CIVIL INSTRUCTION.

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WE advise our teachers to assign hereafter a large place in their work to instruction in morals and civil government.

Moral and civil instruction meets the wants as well as the wishes of the country; it is a necessary consequence of the profound change which is taking place in our institutions, in our laws, in our manners. The establishment of the republic and of universal suffrage, which is its basis, has given to the school a new character; it imposes upon the teacher new duties. The primary school is no longer merely local, communal; it has become in the highest degree a national institution, on which even the entire future of the country depends. It is no longer a place to which the child resorts to acquire certain information that may prove useful to him in private life; it is the source from which he is to be drawn, together with the principles of universal morality, a knowledge of his rights and duties in regard to public life; it is the school of citizenship and patriotism.

The function, then, of the teacher is notably, increased, and his responsibility extended. The teacher used to drill his pupils in reading, writing, and arithmetic; now, without neglecting that portion of his duty, he ought to have a higher ambition, namely, that of raising up for the country defenders and for the republic citizens.

The children now under his care will one day be voters and soldiers; they will have their share of influence in shaping the future of the country; their souls must then be well tempered, their minds must be enlightened; they must be acquainted with the intelligence of their times, with the society of which they are to become members, the civil duties they will have to fulfil, the institutions they will have to strengthen. They must be inspired with a generous patriotism; this does not mean that they are to be taught to hate foreign peoples—let us leave that cruel instruction to others—but that they are to nourish a passionate love of their own country. True patriotism consists in love, and not hate; it does not consist in any attempted systematic alteration of well established historical facts or jealous depreciation of the greatness and glories of other peoples. No, it does not involve the humiliation of others; it is inspired by justice, it is allied to a noble emulation. This it is that France needs, and this is what French youth should be taught.

Undoubtedly this double instruction is not entirely new, and it would be erroneous to suppose that moral and civil instruction now first makes its sudden appearance in our schools. Many of our teachers are now, and long have been, giving lessons calcu-