

conduct, with such sanctions as the community in general can unite in finding. In this matter no time should be lost by our educational authorities. It is imperative for the well-being and safety of society that the child be taught the difference between right and wrong, and to understand and have a correct idea of his personal relations to his fellows as common units of the social structure, both as regards his privileges and his responsibilities. Religious instruction, properly so-called, to be of any value, should, for reasons specified in a former part of this address, be pursued in voluntary classes, under religious instructors of the parents' own choosing.

(5) Furthermore, our Primary Education should include a brief but full course of instruction in *the elementary principles of government*: an explanation of the state as an organized community where the individual gives up a portion of his liberty for the good of the whole social organism. The process of law-making, of national and municipal taxation, of national and municipal control and support of social undertakings, such as roads, railways, schools, asylums, the post office system, etc., should all be made clear and intelligible; in other words, the child should not be left to acquire his knowledge of what is meant by citizenship and social rights and obligations after he has left school; but so far as possible he should be fitted for the duties of citizenship while he is yet under the pupillage of the state.

(6) Lastly, there should be a *serious and definite study of nature and the laws of nature*, from the time the child enters the school until he leaves. There is no school age too young at which to begin this study; and instead of being considered as now a mere ornamental and practically unattainable part of education, it should be considered a fundamental and entirely obligatory part. The course should include an elementary study of the simple properties of bodies, and of the simple natural phenomena connected with heat and cold, and hence of those phenomena depending on ordinary atmospheric changes; also of those connected with light, sound and electricity; thereafter, of simple chemical action; thereafter, of the structure of the earth's surface and of its useful resources, including both plants and minerals; and finally it should include the attainment of some knowledge of animal physiology and of astronomy. As I have said above, this study should begin the moment the child enters school, and should continue incessantly during the whole course of his school career. It should be pursued entirely inductively, except where the teacher's aid or the text-book is necessary to make complementary explanations. This course will involve a new generation of teachers, and wholly different educational ideals from those we have hitherto been following; but, nevertheless, the demand for such instruction is an imperative one, and a community that neglects it does so at the peril of being left behind in the social development of the age.

As corollaries to the above, and as necessary sequences to the proposed reconstruction of our system of public primary education in ac-