

upon the time necessary for the satisfactory prosecution of the more essential scholastic studies. It is matter for congratulation, nevertheless, that the first plunge has been taken, and in this respect we can afford to regret that the British House of Commons, in spite of the exertions of Playfair, Lubbock and others, has excluded Elementary Science from the list of subjects for which grants are given under the Educational Code, putting a premium in fact upon ignorance of the children as to their natural surroundings. English public opinion is not likely to submit to such exclusion, and if the *Times*, (July 12th, Weekly Ed.) be taken as a fair index of it, the placing of Natural Science at a par with other studies is not far distant.

I propose to treat my subject from three points of view (1) the advantages of introducing Biology into Elementary Education, (2) the nature of the studies by which that introduction must necessarily be preceded, and (3) the methods to be employed in its systematic teaching.

With regard to the first point, the advantages of a widely diffused knowledge of Biology, there is no thesis which should be insisted on so frequently as this, "That it is our duty to acquaint the youth of the country with the fundamental laws of their *organism* which guide the working of the human organism, in order to make them capable of grasping the true doctrines of health. That such information is unfortunately too necessary, we may gather from the immense death-rate from infectious diseases, from the immense consumption of quack medicines by the ignorant, and from the large number of irregular practitioners who find plenty of employment. The recent action taken by the Legislative Assembly in appointing a Sanitary Committee, leads us to hope that something will be done in the way of Compulsory Education by the enforcement of rigid sanitary laws; but these unquestionably will never have their due force till the Public has been educated up to them by a diffusion of a knowledge of the laws of health in relation to human physiology. I consider that such an acquaintance with physiology can only follow a study of the laws of living matter in general, which such a course as I am about to advocate will give.

Far more important, however, than health, is the question of man's position in the universe. This, long left to the Speculative Philosopher, is claimed to come under the domain of the Biologist by those who accept the truth of the doctrine of evolution; and although I would by no means insist like Prof. Hæckel, the High Priest of the new monistic Philosophy, that that doctrine should as an accepted hypothesis be used as the guiding principle in all our instruction of the young, still, I conceive it to be our duty that such a fundamental knowledge of Biology should be spread abroad, that the people should not have to trust to such miserable supports as a set of lectures on so called Biology which has recently appeared.

In connection with this question, the investigation of the phenomena of mind must ever have much interest. It is only recently that Psychology has been cultivated as a branch of Physiology; and from the material advances made by men like Lewes, Wundt and others, we may anticipate that much light will be thrown on the function of the brain as the organ of mind. These advances have been of such a character that the education in Mental Philosophy which does not comprise a comparative study of the forms lower than man, especially as regards the psychic phenomena evinced, must of a necessity be one-sided.