

the double purpose of preparing a programme and forming a constitution. Doubtless, the first meeting of the new association will be held in Toronto in 1892, and if this be the case the members may reckon on a most enthusiastic welcome.

SYSTEMATIC MORAL EDUCATION.

The world of thought fully recognizes the composite structure of mind—and in a general way the necessity of education for the development of faculty into harmonious and efficient action. We say in a *general* way this necessity of education is recognized, for in practice the methods employed by teachers and parents have but a partial application. It is the *intellect* that receives the chief attention. The text-books, the discussions among those learned in psychology, the routine of the school room, the profounder interest of the home guardian relate to the development of that division of human faculties that concern sense perception, reasoning on the nature and use of the objects of sense, and the application of physical instrumentalities to the attainment of certain material results.

Children have one leading object set before them at home and at school, viz., an independent position, the meaning of which is the possession of so much money or property that will place them above the necessity of labor and command the respect of society. With this object clearly in view, habits are inculcated that exercise constantly those faculties that consider the conventional uses of things, that estimate the material values of the products of nature and industry, and discriminate the results of effort on the side of their essential quality and application. So the eyes and ears, the hands and feet are directed and trained by daily practice in lines contributory to what is regarded as profitable and advantageous to self. It is not difficult to see that if the individual be naturally endowed with a disposition to self-indulgence, and has but a moderate regard for the interests of others, the cultivation of the faculties indicated in the way just described would strengthen his acquisitiveness and render him more and more disposed to self-seeking. One of the best outcomes of educational thought is the Kindergarten. Starting with the axiom that when the child is old enough to observe, *i.e.*, to use his physical senses, he is old enough to receive training, a carefully formulated system is applied to the evolution of the practical faculties in a manner that shall be thorough, and furnish the young life with a solid basis for the future. The training of the Kindergarten, how-

