

recommend dealing with same. No advertiser is accepted by us which is not absolutely reliable and trustworthy, and we would say, that by dealing with our advertisers full value will be received and the best of attention given, particularly if reference is made to the EDUCATIONAL REVIEW when dealing with those who use its pages as an advertising medium.

In previous issues we have already intimated that special arrangements are being made whereby the EDUCATIONAL REVIEW will, we trust, become of more value than ever and we would respectfully ask our subscribers to please show their copies to their friends requesting that they send in the sum of one dollar (\$1.00) for a year's issues.

Space prevents mention of the numerous article which will be found in forthcoming issues of the REVIEW, but we can assure our readers that in spite of conditions brought on by the war the REVIEW promises to become of still further value, help and power in the Educational World.

We have purposely published the REVIEW a little later this month to enable the inclusion of the Convocation reports.

Will those subscribers who are more than one year in arrears (on the subscription-paid-in-advance basis) please note that such accounts have been placed in the hands of the Common Sense Collections Company (W. E. McMonagle, manager), 49 Canterbury Street, City, for collection.

We are doing this to curtail our expenses, and trust that such subscribers will kindly give the matter their early attention.

We have found it necessary to omit several of our regular features in the current issues owing to pressure on space, due to Convocation reports and increased advertising space, but same are being held over until the August number which will be published July 31.

#### SCIENCE AND EDUCATION.

Family influence and control has been associated with education since the latter was originated as an institution in the family. To make separation is only to court disaster yet both individuals and families have not the final voice in the matter; for organized education from its inception has been socially influenced rather than domestically. Priests and clergy were among the first concerned in it, but it has yielded in turn to the dominance of social castes, political aggression, philosophy's penetrating influence, social reformers will and demand, and now science is taking a hand in remaking, reforming and regenerating.

For science to come domineering into the educational realm where hitherto she has had little sway, before she is purged of the moral sophisms and selfish utilitarianisms of the political

drug of Nietzsche, would cause incalculable harm.

For science which all hoped would be for the betterment of man-kind has been added to the forces of hate and has compelled us to witness untold savagery, unspeakable display of lust, and more than mediæval barbarities.

"When I was young," said Mr. Balfour, in his address to Congress, "we used to flatter ourselves that progress inevitably meant peace and that growth of knowledge was always accompanied as its natural fruit by the growth of good will among the nations of the earth. Unhappily we know better now, and we know there is such a thing in the world as a power which can with unvarying persistency focus all the resources of knowledge and of civilization into the one great task of making itself the moral and material master of the world. It is against that danger that we, the free peoples of western civilization, have banded ourselves together."

At the present time it would appear that science as an aggressive weapon in the hands of Germany can be only successfully combatted by an increase of science on our part, by higher intelligence and increased efficiency.

But before we admit science to the first place in our educational systems, before we substitute science for the humanities in the schooling of our leisured classes we are right in demanding that it be science divorced from the philosophy which has culminated in Prussian militarism, and produced the supermen who, ignoring the accumulated humanities of the ages, have trampled upon Belgium. The chain of evidence is complete. Darwin and the evolutionists evolved a theory which Spencer, with perhaps too light a heart, carried over from the organic to the inorganic world. Building upon these philosophic theories, Nietzsche developed that cruel system whose bitter fruits the world is now testing. Christianity he believed fit only for slaves, while the theory of the survival of the fittest was amplified and extended to justify and inspire Prussian ambitions.

#### SELF-INTEREST VS. BROTHERHOOD.

All this is now commonplace, and it does not condemn science. For scientific method is a thing apart from the philosophy that has accompanied it. We believe that the heart of humanity will continue to reject as false those philosophical theories, and that a way will be found to separate them from the science that is to be taught in our schools and colleges. We are in great need of more and better science in schools and colleges, but before we ignominiously dismiss the culture of the humanities we may thankfully remember the mellow genius and rich humanity of Homer,

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