

This attitude of the child's mind has its origin in the personal communion with parent or teacher, showing itself first in the home and later in the acknowledgment of a social rule and order.

Alongside of this moral development, the sanction of which is to be found in a vague and as yet undeveloped religious sentiment, there proceeds the intellectual development of the child's mind, which is fostered by methodical instruction as well as by the experiences and observations of daily life.

It has commonly been found necessary for purposes of efficiency and to facilitate the training of larger masses, to separate the two branches of education—the Religious from the Intellectual and Technical; and in some communities this separation has resulted in distinguishing mere instruction from education.

In consequence of this a question has been raised which would have been impossible in communities where science and learning had not attained to that high and specialised development which in modern society has made them seemingly independent. This refers to Morality itself; for it is still generally recognised that the rules for the conduct of life require, for their preservation, a definite foundation in the belief that some kind of order must be held supreme and carry with it the obligation for every member of society to follow it.

Is this foundation to be found through Science and Learning, or is it dependent on the earlier undisputed connection of Morality and Religion? This question has received much attention in recent times, and has been differently answered by different authorities with-