

can be acquired solely through the study of Christian doctrine. We cannot say that nature has been selfish in bestowing her gifts, nor that she has forgotten to plant a certain tendency to good in the human breast ; but this tendency is in a crude, undeveloped state, and must be amplified and fashioned by religious training. Hence we say that any system, which proposes to disunite religious and secular instruction, holds within itself the germs of social disintegration. Were these designs powerful enough to attract sympathizers from amongst the educationists of the land, our universities and colleges might send forth accomplished, but certainly not educated men. "To educate means to bring out, to develop the intellectual, moral and religious faculties of the soul." Authority after authority might be quoted in favor of our contention, that religion and science must go hand in hand. The Scriptures teem with wise counsels concerning the instruction of youth. Cicero, Hume, deLamennais and Guizot have declared that the durability of civilization depends upon moral training. Voltaire and Rousseau have voiced the same sentiment, and no one can honestly censure them with extreme leaning towards christian piety. Supported by the testimony of such men and such observers, we are filled with this conviction, that if we desire our welfare to be abiding : our youths to become good members of society : and society itself to be something more than a mere chaos, we must look to the shaping of man's moral nature. If the mind be filled with scientific speculations, while the heart is left void of those religious impulses, for which it ever yearns, men will become nothing more than learned animals. Too much attention cannot be attached to this question, because it is one of public concern and universal interest. No doubt, strong antipathy exists to a religious education, but this is founded on a misconception of its object. By a religious education, we

do not mean one in which religion is exclusively taught, or in which the will is properly trained, while the mind is neglected. No ! By it we mean an education, in which the sciences are taught, theories expanded, and their application explained : an education which is directed to the perfecting of the entire man, to the guidance of his intellectual, moral and physical powers : but, withal, an education founded on religion, conducted by religion and leaning to religion. This is what we want. Can anyone accuse us of holding extreme views ? Convinced of the necessity of this complete formation of character, we urge all those who have any concern for the social and political integrity of their country, to proclaim against any proposal that would aim to the withdrawal of religion from the school ; because without the religious sentiment deeply fixed upon the mind of the people, law would be but a formality, and government impossible. If this religious spirit be not thoroughly infused into the very being of our people, we, like other nations whose existence the world has seen, will totter and fall, and above the ruins will be written : "This is as it is, because the sustaining arm of God was drawn back from them."

HARMONY.

We are often very much surprised to read in our exchanges of the strained relations which seemingly exist between students and professors, and still more surprised to find that between one body or class of students and another, disputes and bickerings have arisen which in their effects cannot fail to prove prejudicial to the welfare of these institutions. That petty disputes will arise, even in the best regulated seats of learning, is not to be wondered at, but that these disagreements should be allowed to go on unchecked, till disputes give way to animosities and