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RELIGION IN EDUCATION.

The reading public cannot fail to perceive that a bitter struggle is now going on in America over the teaching of religion in schools. Upon this question people must divide themselves into two parties, Christian and non-Christian. This problem furnishes a test whereby we may know whether a man be truly and thoroughly Christian, and by it many professing Christians are judged to be Christian in name only, for it is difficult to understand how any man sincerely Christian would exclude religious teaching from the school-room. For us in America the time has come when men must grapple with this question, take one or the other of the two views, and act upon it. And

upon the view adopted by the people as a nation depends the future of society. On the one side we have advocates for the teaching of religion in the nation's schools. They claim, and rightly, that if religion be not included in popular education, children will grow up, not merely without the knowledge of the fundamental truths of Christianity, but without that moulding of the heart and forming of the character obtainable from religion alone; that Christianity will vanish, morality will become unknown, and all the glorious institutions of a free, enlightened and prosperous people, even civilization itself, will ultimately perish. And this is a result at which we must not close our eyes and smile contemptuously. It is the well affirmed belief of Catholics and Protestants alike, of Bishops, Priests and Ministers, who are the staunchest guardians of our common birth-right of Christianity. On the other hand there is the party that would secularize popular education, by relegating religion to the Church or Sunday-school and the fireside. But this is to adopt a sure means of destroying religion among the people, of drying up the wells from which flow all the streams of ennobling doctrine and morality, and to leave to wither and become extinguished, the germs of those personal qualities upon which is reared the structure of good government and true civilization. How much sound religion is learnt by children in attendance at Sunday-schools? Very little, all, or nearly all, of which is cast aside when they believe themselves "grown up" young people, old enough to "know better," and anxious to display their culture and superiority of genius by throwing aside religious practices. Sunday-schools are good institutions, and are helps to a good work, but alone they accomplish very little. Is it reasonable in a man who acknowledges the utility and even the absolute necessity of religion, to contend that a few minutes