gious teachers ; he strength of charing, and of clearly which must be the foundations of ral truths.

BER 2, 1807.

o Christian can be ere passive loyalty s Mother ; He that gainst Me : and he with Me scattereth re is no such thing trality possible for ht, the members of So that the Catholic repeatedly in his is fellowmen to give faith. And it is vation of not a few. ny he is thrown in pend largely on his the specious objec-

are not members of

nave come more op enlightment of the postleship of Prayer r us in particular, his great Dominion, of Leo XIII., dated ear, and addressed ps and Bishops of and Switzerland, misius of the Society up to the Catholi abors of the second e German speaking ly for their admirpressly for their im-with the all-absorbigious teaching for sists upon its necesof pupils, from those

ur Catholic colleges Though addressed es, it embodies the of the Church, and ideal towards which efforts and aspira-We translate for Associates the pasy of the principles e us in a question so and those which lend eral Intention of the

primary schools to

dwelling on the imrendered to the rmany by Blessed exhort you, Ven-to be ever vigilyour schools, in the nd even should needs back to the faith ned by past genera-ently founded. And to children's schools demies, as they are he remainder of the ur care, they should aving the rights of Church restored, and uphold them in all cation of youth. In will especially bear in

first place, Catholics -above all in the case ne system of mixed ust have everywhere wn; and they must achers, such as have proofs of their trust y system of instruction ion is mutilated or ht with peril, and we remarked that one or e evils obtains in what xed schools.

t you allow yourselves that instruct religion with impun-e that in no period of ate or public affairs, religion be ignored, age when this duty nat heedless age the nd the heart is exposed orrupting influences ate a system of impartwhich has no point ligion, is to corrupt in ory germs of what is oble; it is to prepare, the fatherland, but a ese for mankind. Elimon God, and what conins capable of holding luty, or of recalling ve strayed from the nd are plunging head. pths of vice?

and place, the young be taught religion at but all other branches must be impregnated dor of Christian piety. g atmosphere is want fragrance does not per-s of both teachers and r otherwise may be the struction imparted, its ccruing will not be in It stands to reason that, of knowledge is accomn peculiar danger, it is ithat young men should ger unless the impulses art are held in check by traint.

ly, the greatest care ised lest the one all imthe practice of right-eligion, be relegated to ; lest youth captivated lamor of things, should rtue to be enervated; ile teachers lay bare and tedious technicali weighty theory, their set little value on that which the fear of the inning, and to the prethey are bound to cony moment and phase of efore, the transmission

of worldly knowledge, in its multiplicity of forms, be wedded to the task of forming the character. Let religion permeate thoroughly and dominate all teaching, whatever it be, that, by its majesty and kindliness, it may so transcend all else as to leave an ardent

yearning towards it in the minds of youth. "But since it has ever been the pur pose of the Church to have the study of all branches of knowledge contribute most effectually to the formation of the young, not only is it necessary that this work of formation should have its own determined place in the curriculum-which place must be the highest -but, moreover, no one should exercise the very responsible function of teaching unless he be deemed fit in the eyes of the Church, and be ap-

proved as a teacher by her authority.

"Furthermore, it is not only in the case of children's schools that religion asserts her rights. There was a time when the statutes of every university, and more particularly those of the university of Paris, were mindful to so order the curriculum with regard to theology that the highest scientific honors were accorded to no one who had not borne off a degree in theology. Leo X., the restorer of the Augustan age, and after him other Pontiffs, our predecessors, at a time when an im-pious warfare was enkindled against religion, willed that the Roman Athen aum and other institutions of learning, known as universities, should stand as so many bulwarks in her de fence, and that within their walls youth should receive instruction under the guidance and protecting influence of Christian wisdom

'This system of instruction, by allotting the first place to God and the things of God, yielded good results. It effected this much at least, that young men who received this training clung more steadfastly to the line of Similar consoling results will be seen among you also if you use your every endeavor to maintain inviolate the rights of religion in your schools in such as are intermediate, in your colleges, your lyceums and your acad-It will never befall you to see your best purposes come to naught, or your endeavors prove vain, provided there be no dissension arising from diversity of opinion and no want of harmony in carrying out measures adopted. What, indeed, could the divided forces of the good accomplish against the united onslaught of their Or of what avail the meri enemies? of each individual singly, if there be learning is a dangerous thing.' no concerted action resulting from dis

Wherefore, we earnestly exhort you to banish from your midst all im portunate controversies and conten tions of party, which so easily end in mutually alienating the minds of the faithful. Let all in unison—with one voice-vindicate the Church's claims, bringing their united strength and fixedness of purpose to bear upon the one point, being, meanwhile, careful

to keep the unity of Spirit in the bond of peace (Eph. iv., 3)." Such is the latest utterance of the Holy See on religious teaching in Catholic schools. From it we glean the set purpose of insisting more and more on its necessity in our primary schools, and the implied wish of the Holy Father to have the knowledge acquired in earlier years supplemented by something more complete in our institutions of higher education. He own views can have little weight, trenching upon a question for the practical solution of which we must look higher. Others, however, have touched upon this matter, and have thrown out, in a tentative way, suggestions which are valuable in proportion to the reputation which authors have won as masters in what concerns university training.

Cardinal Newman, more than two ore years ago, in his work entitled, The Idea of a University Defined and Illustrated, thus cautiously ventures upon the ground, and feels his way to the partial conclusions drawn from the considerations which follow: "It is congruous certainly that youths who prepared in a Catholic University for the general duties of a secular life or for the secular professions, should not leave it without some knowledge of their religion; and, on the other hand, it does, in matter of fact, act to the disadvantage of a Christian place of education, in the world and in the judgment of men in the world, and is

ing them wrongly; or shall we proceed to feed it with divine truth, as it gains an appetite for knowledge?

opinion; thirdly, from the great in-conveniences of neglecting it. And if the subject of religion is to have a real place in their course of study, it must enter into the examinations in which that course results, for nothing will be found to impress and occupy their minds but such matters as they

have to present to their examiners. As the reader will not have failed to emark, the great Cardinal, in the foregoing passages, prescinds entirely rom any obligation, imposed explicit ely by the HolyiSee, of introducing reigious teaching into the curriculum of Catholic universities, but considers the question on its own merits. He continues: "Such, then, are the considerations which actually oblige us to introduce the subject of Religion into our secular schools, whether it be logical or not to do so; but next, I think that we can do so without any sacrifice of principle or of consistency; and this, I trust, will appear, if I proceed to explain the mode which I should propose to adopt for this pur-pose:—I would treat the subject of Religion in the School of Philosophy and Letters simply as a branch of knowledge. If the university student is bound to have a knowledge of history generally, he is bound to have inclusively a knowledge of sacred history as well as profane; if he ought to be well instructed in Ancient Literature, Biblical Literature comes under that general description as well as Classical; if he knows the Philosophy of men, he will not be extravagating from his general subject, if he cultivates also that Philosophy which is divine. And as a student is not necessarily superficial, though he has not studied all the classical poets, or all Aristotle's philosophy, so he need not be dangerously superficial, if he has not a parallel knowledge of Religion.

"However, it may be said that the risk of theological error is so serious, and the effects of theological conceit are so mischievous, that it is better tor a youth to know nothing of the sacred subject, than to have a slender knowledge which he can use freely and recklessly, for the very reason that it is slender. And here we have the maxim in corroboration : 'A little

"This objection is of too anxious a character to be disre garded. I should answer it thus:-In the first place it is obvious to re mark, that one great portion of the knowledge here advocated is, as I have just said, historical knowledge, which has little or nothing to do with doctrine. If a Catholic youth mixes with educated Protestants of his own age he will find them coversant with the outlines and the characteristics of sacred and ecclesiastical history as well as profane : itis desirable that he should e on a par with them, and able to keep up a conversation with them. It From it we glean is desirable, if he has left our University with honors or prizes, that he should know as well as they about the great primitive divisions of Christianity, its policy, its luminaries, its acts and its fortunes; its great eras, and its course down to this day. He should haue some idea of its propagation, and has not framed any programme to be of the order in which the nations followed. This he leaves to competent which have submitted to it entered its local ecclesiastical authority to deter-mine, as much depends upon circum-of its writers generally, and of the when he lived; what language St. and this is sufficient to explain Ephraim wrote in; on what St our diffidence, and to prevent us from Chysostom's literary fame is founded who was Celsus, or Ammodius, or Ulphilas, or Symmachus, or Theodoric. Who were the Nestorians; what was the religion of the barbarian nations who took possession of the Roman Empire: who was Eutyches, or Beren garius, who the Albigenses. should know something about the Benedictines, Dominicans, or Francis cans, about the Crusades, and the chief movers in them. He should be able to say what the Holy See has done for learning and science; the place which these (British) islands hold in the liter ary history of the dark age; what part the Church had, and how her highest interests fared, in the revival of letters; who Bessarion was, or Ximenes, or William of Wykeham, or Cardinal Allen. I do not say that we can insure all this knowledge in every accomplished student who goes from

us, but at least we can admit such knowledge, we can encourage it, in our lecture-rooms and examination halls.
"Ane so in like manner, as regards

will, and with the chance of its exercis- in treating. Certainly I admit that, when a lawyer or physician, or states-man, or merchant, or soldier sets about discussing theological points he is "Religious teaching, then, is urged upon us in the case of University students, first, by its evident propriety; secondly, by the force of public ing to contemplate Christian knowledge and allowed to succeed as ill as an ecclesiastic who meddles with law, or medicine, or the exchange. But I am profess ing to contemplate Christian knowledge. edge in what may be called its secular aspect, as it is practically useful in the intercourse of life and in general conversation; and I would encourage it so far as it bears upon the history, the literature and the philosophy of Christianity.

"It is to be considered that our students are to go out into the world, and a world not of professed Catholics, but of inveterate, often bitter, com monly contemptuous, Protestants; nay, of Protestants who, so far as they come from Protestant universities and Public schools, do know their own system, do know, in proportion to their general attainments, the doctrines and arguments of Protestant ism. I should desire, then, to encour age in our students an intelligent apprehension of the relations, as I may call them, between the Church and society at large; for instance, the difference between the Church and a religious sect; the respective prerogatives of the Church and the civil power; what the Church claims of necessity, what it cannot dis pense with, what it can ; what it can grant, what it cannot. A Catholic hears the celibacy of the clergy dis cussed in general society; is that usage a matter of faith, or is it not of faith He hears the Pope accused of interfering with the prerogatives of her Ma jesty, because he appoints an hierarchy. What is he to answer? principle is to guide him in the remarks which he cannot escape from the necessity of making? station of importance, and he is ad-dressed by some friend who has political reasons for wishing to know what is the difference between Canon and Civil Law, whether the Council of Trent has been received in France, whether a priest cannot in certain cases absolve prospectively, what is meant by his intention, what by the opus operatum; whether, and in what sense, we consider Protestants to be heretics : whether we deny the reality of natural virtue, or what worth we assign to it?

"Questions may be multiplied with out limit, which occur in conversation between friends, in social intercourse, or in the business of life, when no argument is needed, no subtle and delicate disquisition, but a few direct words stating the fact, and when perhaps a few words may even hinder most serious inconveniences to the Catholic body. Haif the controversies which go on in the world arise from ignorance of the facts of the case; half the pre-judices against Catholicity lie in the misinformation of the prejudiced parties. Candid persons are set right, and enemies silenced, by the mere statement of what it is that we believe. It will not answer the purpose for a Catholic to say, 'I leave it to theologians,' 'I will ask my priest;' but it will commonly give him a triumph, as easy as it is complete, if he can then and there lay down the law. I say, 'lay down the law;' for remarkable it is that even those who speak against Catholicism like to hear about it, and will excuse its advocate from alleging arguments if he can gratify their curi osity by giving them information. Generally speaking, however, as I have said, what is given as information will really be an argument as well as information. I recollect, some twenty stances of time and place. In a matter subject of their works. He should five years ago, three friends of my own, of such importance we feel that our know who St. Justin Martyr was, and as they then were, clergymen of the Establishment, making a tour through out Ireland. In the West or South they had occasion to become pedestrians fo the day; and they took a boy of thir-teen to be their guide. They amused themselves with putting questions to him on the subject of his religion ; and one of them confessed to me on his return that that poor child put them all to silence. How? Not, of course, by any arguments, or refined theological disquisition, but merely by knowing and understanding the answers in his

catechism.

"Nor will argument itself be out of place in the hands of laymen mixing with the world. As secular power, in fluence, or resources are never suitably placed than when they are in the hands of Catholics, so secular knowledge and secular gifts are then best employed when they minister to Divine Revelation. Theologians inculcate the matter, and determine the details of that Revelation; they view it from within; philosophers view it from without, and this external view may be called the Philosophy of Relig ion, and the office of delineating it exa reproach to its conductors, and even
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mine's Controversies, or to the work of Suarez on laws, or to Melchor Canus's treatises on the Loci Theologici. On these questions in detail, however, which are, I readily acknowledge, very delicate, - opinions may differ, even when the general principle is admitted; but, even if we confine ourselves strict ly to the Philosophy, that is, the exter nal contemplation of Religion, we shall have a range of reading sufficiently wide, and as valuable in its practical application as it is liberal in its character. In it will be included what are commonly called the Evidences; and what is a subject of special interest at this day, the Notes of the Church.

illustration of the rule which I am re dents read in the province of Religion. they read, and would read from the very nature of the case, under the superintendence, and with the explana-

gaged in the great work of higher education: these latter, no doubt, will

The Catholic University of Ottawa publishes annually an "Opening Statement," for the information of its students and professors and the Catholic public in general. The "Statement," for 1897 shows a highly satisfactory condition of things. Up to date 467 students have registered in the various departments. The Registrar, Rev. W. Murphy, M. A., states that the number will certainly pass 500 before the 1st of November, as in previous years an average of 45 students have registered during the month of October. So far this session there is an inoctober. So far this session there is an in-rease of 36 students over the highest attend

nce last year. The 467 students are classified as follows Theology, 71; Arts and Philosophy, 238 Commercial and Preparatory, 158.

mine's Controversity, or to the work of Sacre on the Work of Sacre of Sacre on the Work of Sacre of

sunshiny mood. Now and again distant shower son far away hills were seen sweeping along, pursued by the sunshine, and great clade capped the mountains, but the sunbursts were so radiant and frequent that "it was no lie," as our boatman said, "to call the day a fine wan. Shure, it was, only spillin between times, an' anny-way the rain was only the per-spiration of the hills." The Royal fleet did not stop at Ionisfallen (we will presently), but pushed across to the opposite shore, and hugged the Tomiss. Marvellous in its riotous, yet graceful magnificence is this wonderful shore. Out on the water the rich foliage leaned, and here and thereopening disclosed soft green slopes rising towards the lonely bleak mountain cones. The bugler in the little boat sent abroad a song to the hills. "As a beam o'er the face of the waters may glow," stole sweet ly out to the mountains. Near by came back a growling and rumbling of music. of the full store of Glena murmured, 'face of the waters." "May glow," sang the Tomies, softly. Silence. Then a little hill voice gave the whole bar. "As a beam o'er the face of the waters may glow," she sang, in full, soft, weird tones. The effect was entrancing. There was no sound now but that of the oars beating against the rowlocks, and the creaking of the little boat as she answered. "Again' we gave the word, "She is far from the Land where her Young Hero sleeps," Long before the bugler voiced the last note the great hills were rumbling. Where her Young Hero sleeps, "Sang the little hill—and the eart and the heart were illed with the expert in the proportion of the surface of the word with the oak have long anchored their mighty roots, passing creeks and juttings where the lovely arbutus shows its brilliant berries, and the wild rose trails is thorny stalk. And it is all ways "play, play," to the bugler. One by one come the Melodies of Ireland. And the hills rejoicing, lift their voices and fling the tend of dairs proudly to the skie.

"Dear harp of my country, In darkness I found hee: The col

the better to prepare them for the work they shall be called upon to do later on.

A summary of the rules of discipline is also given in the "Opening Statement." Students who are not residents of the city of Ottawn live activate within the University of the County of