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"Ad profectum sacrosanctæ matris ecclesiæ."

PUBLIC EDUCATION.

From the days when men's prejudices were overcome by miracles and by the inspired teaching of the first Apostles, until very recently, the progress of the gospel in heathen lands was wonderfully slow. Missionaries went out, one by one, to all lands, it is true, but their principal efforts were too often directed towards the conversion of a prejudiced class. Men were thus offered a new and untried thing for that which long custom had made to be as it were a part of themselves. Converts of a sort were made by this process, but in many cases their old prejudices remained and were merely overlaid with a thin gospel plating. Thus have the Maories of New Zealand and the blacks of Jamaica, convulsed by political excitement, horrified the Christian world by returning in many cases to superstition and barbarism.

A new and better system of spreading the gospel has of late years begun to be tried. The Church fully equipped goes forth to heathen lands. The Bishop with his priests and deacons and lay assistants are all sent out together. The church, the school, the workshop and the hospital are at once erected, and the blessings of a sanctified civilization exhibited more by deed than by word. These, even the prejudiced can understand. But, best of all, the unprejudiced class are at once operated upon. The children of the heathen are brought from all sides to the schools, and the works of evangelization and civilization go hand in hand. In a few years the sons and daughters of Chiefs and influential men return to their homes with a christianity which has no heathen prejudices behind it, and these—as rulers and evangelists—establish and maintain churches and schools on all sides.

The lesson taught is by the heathen, therefore, is the great difficulty of overcoming matured prejudices, and the wisdom of planting the truth (before if possible, but) at least as soon as the enemy begins to sow the tares of prejudice and false religion. This is the secret of true education.

But what is the system of education, for this world and the next, which modern wisdom has devised for christian countries? It is the very reverse of this which experience has proved to be necessary for the heathen.

True education is that, surely, which teaches man—an immortal being—to make the best of both worlds, and as life on earth is but the infancy of his existence, its main effort will be to prepare him to enter upon a state of endless happiness, when the short day of earth and its fleeting vanities shall have passed by. All christians profess to believe this. But what impression does our present common-school system convey to the mind of any intelligent child, as to the main object of education? Secular instruction is put forward as the one thing needful, and the training of the soul is set aside as the work of one day in the week, and that a day when the public schools is closed. When children are thus taught by word that religion is the main