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**CIVILIZATION AND EDUCATION—THEIR
RELATIONSHIP ENUNCIATED.**

BY THE EDITOR.

The ethical principle, which claims that true civilization is a harmony, is to every thinker as easily understood in its enunciation as is the metaphysic which seeks to identify all truth as a unit. The latter is the fundamental foster-thought of all the philosopher's investigations; the former points out to us the legitimate tendency of true citizenship. And just as the over-reachings of philosophy are ever surprising the impotency of human thought by confounding the false with the true, so the spirit of expediency is ever urging the pseudo-statesman towards the hope of a political harmony never to be realized. In a word, the civilization which is said to be a harmony is to us as much of an abstraction as is the truth which is a unit. The complete co-ordination of citizenship has never been realized in any state. Progress and order, the two great factors of the civilization with which we are most familiar, are far from being constant in their products, at least as far as appearances go. As social forces—at one period seemingly antagonistic, at another concomitant—they are ever making a shuttlecock of citizenship, swaying society from one experience to another in the restlessness of Liberalism and the re-action of Conservatism.