

nary in Calvin's sense, *i. e.*, it is not ordinary, like that of pastors and teachers, which hath place constantly in the best-constituted and settled churches."

During the early struggles of Presbyterianism in the United States, Evangelists were set apart to labour in destitute localities which were too poor to maintain settled pastors. The office of an Evangelist is described by the Assembly as "scriptural permanent, and most important."

It is not needful for us to enter more fully into this subject. Our object is to direct to it the serious attention of the Presbyterian Church.

KNOWLEDGE AND PIETY.

The attempt made by the Roman Catholic hierarchy to get Separate Schools in Nova Scotia has been defeated. The expression of public opinion against the measure was overwhelmingly strong. The other concession made to them by the Council of Public Instruction, namely *viva voce* Examination of Teachers—has been fallen from. This is highly satisfactory so far. Let our schools by all means be common and non-Sectarian.

It must be remembered, however, that our Schools leave the widest possible scope for the efforts of parents, Sabbath Schools, and Churches in the diffusion of religious knowledge and the religious training of the young. Knowledge is not to be despised nor depreciated. It is earnestly to be coveted and sought. An improved mind may be an ornament and a blessing. But it is not to be mistaken or substituted for piety, nor should the dream for a moment be entertained that education without religion is sufficient to guide to virtue, happiness and heaven. The fearful reality has often been demonstrated that knowledge without piety has served only to increase the power of man to do evil. This by the way, is the misery of many systems of education. they cultivate the intellect but neglect the heart. That sectarianism should be excluded from schools sustained by the State is clear, but that all religion should be excluded is a dangerous

error. As it is, the greater are the obligations imposed upon parents to teach their children the truth of the Bible and to provide for them a religious literature. We may here see the vast importance of Sabbath-schools, Bible catechetical classes, and the diligent circulation of religious books among our children and in the community at large. There is danger in cultivating the intellect while the heart is neglected, and there can be no doubt that errorists of all kinds are making large calculations of future success in consequence of the irreligious tendency of the education of the rising race; this is one reason why we should feel deeply interested in the diffusion of religious books, particularly among the young. There is a deficiency in the literature provided by the secular press which must be supplied by Christian parents for their own children, and by Christian effort in behalf of the destitute and indifferent. All this may appear small to some, but drops make the ocean, particles make the earth, atoms make up worlds and systems. Give a religious training to the young, supply them with sound religious reading, cultivate their hearts as well as their understandings, and the next generation will be wiser and better than their fathers.

Some advocate "godless" Common Schools, and some charge the Common Schools which we have with being "godless." Both are wrong. But there is a loud call in Providence to all who love the Lord and desire the salvation of souls, to devote their energies to the godly upbringing of the young.

CHRISTIAN HYMNOLOGY.

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NO. VII.

English Hymn Literature.

James Montgomery, the poet, says "Dr. Watts may almost be called the inventor of hymns in our language; for he so far departed from all precedent that few of his compositions resemble those of his forerunners; while he so far established a precedent to all his successors, that none have departed from it, otherwise than as accord-