

carried fully into practice by those who see and realize the necessity of more general and scientific knowledge in the community, in a short time—indeed before one generation should have passed away—we would see the entire population in the only certain road to the attainment of a rational education. But to go a little into detail, that our readers may judge of the correctness of the above estimates.

What is the rational definition of education? We answer: *The proper training and development of all the faculties—moral, intellectual, and physical.* But the popular or most common definition of the term is, the coming into possession of a certain amount of literary, mathematical, and scientific knowledge. Such persons are said to belong to the educated classes: the greater part of whom are mere consumers, an incubus on the body politic, and live by preying on those who have not the honor of being called “the educated.” As well might we say that the ancient Greek, (who from his earliest childhood, by being inured to hardship and fatigue, and by practising every art, developed his physical powers, that he might be fully prepared for war,) was educated, though ignorant of the alphabet of his vernacular, as to honor a bare intellectual training with the pompous title of “liberal education.” How many pale, haggard youths, leave academic Halls with their diplomas in their hands, and well and hard earned blushing honors clustering thick upon them, who, were it not for the Church, the State, or some rich friend or relative, would either starve, become paupers, or prey upon the community. How can such young men retain and sustain that mental independence, which should ever shine forth conspicuously in the cultivated mind! They have trusted entirely to others for aid to obtain what they call their education, and now they must throw themselves into the popular current of religion or politics, or—starve.

But this is not the worst. In most Schools and Seminaries, little if any attention is given to moral training. The mind is kept incessantly upon studies that have only a remote bearing upon spiritual things. Indeed many young men, naturally devout, often mourn over their apathy and indifference to the things of eternity; superinduced by their too great application to intellectual pursuits. And still more to be deplored is the fact, that many of the classics are decidedly impure, licentious, and demoralizing in their tendency. Hence many obtain a classical education at the expense of moral purity.

Now these, certainly, are real objections to the present system of education. These are not the only reasons why some other plan should be sought by philanthropists for the proper education of the masses now being prepared to take the reins of government, and to rule in church and state; but they are sufficient to arouse the attention of those who have fully renounced the doctrine of the divine right of Kings and Priests, to seek a better system.

We have said that a thorough education includes the rational development of all the faculties. Now, if means can be devised by which this end can be attained, then have we the plan before us, at least in theory, in the practice of which every lover of his race should at once engage, and do all in his power to promote.

Education is the handmaid of religion. False systems can only