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Thou art the Christ, the Son of the Living God — *Peter* On this Rock I will build my Church, and the gates of Hell shall not prevail against it. — *The Lord Messiah.*

EDUCATION.

For years we have been conversing with friends and brethren on what we deem a better system of education, than that which generally obtains in Europe and America. It is true there have been some experiments on the plan which we would suggest for the consideration of our readers—a sufficient number to prove its utility and practicability. It is therefore no utopian scheme which we would bring before the public; neither do we claim any originality in the plan which we have to submit, or the manner of carrying it into execution. Having been greatly benefitted by it ourself, and seeing its good effects in others when only partially tried, we are most sanguine in our expectations of its beneficial results, if tried either on a large or small scale. Before suggesting a plan, especially designed for the Provinces of New Brunswick and Nova Scotia (though adapted to every clime), we ask the attention of our readers to a few general remarks on education, and the duty of christians to promote it by all the means in their power.

No system of religion or education which does not recognize man as a triune being—that is, as possessed of a body, a soul and a spirit, made manifest in his moral, intellectual and physical natures—can possibly be adapted to him: neither can any such system ultimately prove beneficial to the human family. Some of the best minds in Europe have already decided that an intellectual without a moral education, is a curse rather than a blessing; and we trust that the time is not far distant when the friends of religion and good morals will decide that a physical training is as indispensable to the happiness of man and the full development of his powers, as a moral one is to the perfection of his being. And here, in a few words, we have disclosed what we consider wanting in the various plans of education now being carried into operation in most places where the English language is taught. We say most places: there are a few exceptions; for in some of the large cities of Britain, and some other places in Europe and America, a few obscure philanthropists are endeavoring to blend moral, physical and intellectual education; and in every instance, especially among the poor, their efforts have been attended with the most beneficial results. There can be no doubt that were a regular systematic course of industrial education