

cation based on supernatural dogmas; the method of bringing up children has lasted too long; *it is high time that it should come to an end.* The basis on which should rest the education of our children is this, let us teach them to admire and study the great phenomena of nature.' Another of these advocates declared: 'I have myself brought up children; but I have never lied to them. Each time they have asked me what was meant by God, I have answered, *I know nothing about it. It is thus I have acted with men.*'

"On another occasion they unanimously declared, and made it their formula for acting: '*The teaching of the Catechism is the greatest obstacle to the development of a child's faculties.*' The intervention of a Priest in education deprives the children of all moral, logical, and rational teaching.'

"Not long ago the children of one of the National Schools, even in Catholic Belgium, at one of their celebrations, sung the following verses:

The Choir—'Open, open all the doors, the monument is enlarged to let in the troops of free education.'
1st Group—'This temple of knowledge marks a new era. What is temple?'
2d Group—'Science.'
1st Group—'What is its God?'
2d Group—'Liberty.'

No more dogmas, blind bondage! No more yokes, tyrants, or Messiahs!
General Choir—'Masters and scholars, together let us endow manly generations of future democrats!'

"These doctrines," concludes the learned Prelate, "alas! every day make more and more way, and at Paris, during the Commune, did they not compel a child twelve years old, to go up into the pulpit at St. Sulpice, and proclaim amidst the fearful applause of a mad populace, that *there was no God.*'

"Let us now see what the working of those schools in the United States, Canada, our own Province, and in other countries, has brought about, and then Parents will be enabled to conclude whether, with safety to themselves and their children, they can send them to such schools."