

liberal education means the evolving, not of one faculty, but of all faculties; in general, the faculty of intellect, the faculty of emotion, and the faculty of right reason, which latter faculty assumes a healthy and disciplined interaction of the functions of intellect and emotion. A liberal education recognizes all faculties essentially human, developing them by exercise, and co-ordinating them in exercise. An integral education involves, therefore, the associated development of the faculties and the co-ordination of their functions. Its ultimate aim is to establish in the individual such a relation between his various faculties or powers as shall result in the consciousness of wholeness and unity, and to bring into co-operative activity, at will, all his energies as the free movement of a living and consciously harmonious organism. Until something approaching this consciousness of unity and power is attained by the individual, it is certain that, even though his faculties may be severally developed, he himself is largely undisciplined, untrained, unorganized, uneducated. Power, efficient life, is the end sought. Organized energy is power, is life; and he who would obtain it can do so only by undergoing a discipline which both develops the individual faculties and co-ordinates them in harmonious action.

Viewed in its essentials, Christian education as a conscious process means the development of a life; the turning of possibilities into powers, and the effort to control these powers by a conscience enlightened by the Word and Spirit of the Divine Master and Teacher. It means the cultivation of true and pure tastes, the choice and pursuit of worthy ideals, and the effort to establish a unity and balance of all the forces of one's nature. It means self-discipline, self-training, self-organization, the getting the use of one's self. So far as this process is actually perfected in any individual, there results not knowledge only or chiefly, but mastership. There is not only insight into the laws of one's being, but spontaneous obedience to their requirements. There is not only a consciousness of existence, but of self-hood, a willing, executing, responsible personality, while character assumes a place superior to scholarship, and culture becomes auxiliary to service. In the struggle after completeness of character, and in the surrender to service for God and men, man finds his true place, his true life.

#### SPECIAL MEANS FOR THE ACCOMPLISHMENT OF CHRISTIAN EDUCATION.

In pursuance of these high aims the charter of this University requires that the Bible shall be a text-book in all