

of education against immense odds, because they were absolutely persuaded that it was their duty to maintain their schools. He was convinced that they would succeed in the end, and in ten or twelve years place their voluntary schools in a position which could not be touched by the most hostile Ministry. Their great strength lay in their training colleges, and it was of immense importance that religious instruction should be given to the children by the secular teachers. Nothing, however, could be more fatal than that religious education should be given by unbelievers. In the gallant fight they were making they naturally looked out for allies, and it had been urged that they should close up their ranks with the Roman Catholics. He must say too that he considered the Roman Catholics as very dangerous allies. They might move together in parallel lines, but not as allies, because Roman Catholics would only remain with them so long as it suited their own convenience.

The Bishop of London presided over the annual meeting of the Association of Lay Helpers for the Diocese of London at St. Sion College on 3rd July. These are a body of upwards of 6,000 male communicants, giving gratuitous services in their parishes with Episcopal recognition. His Lordship's address last year had dealt with the attacks of Free Thinkers on the Faith, and was subsequently published in pamphlet form by the S.P.C.K. His address this year dealt with the assertions of certain well-styled higher critics as to historical evidence. Taking a broad view of their confident assertions respecting the Books of the Old Testament, the Bishop pointed out that these assertions were not three years old, that they were quite different from the assertions made in similar attacks on Holy Scriptures ten years ago, and would probably be found quite different from the assertions of the higher critics ten years hence. Moreover, the present asserters were not agreed amongst themselves, but issued confident assertions which were eventually destructive, so that one set of asserters might well be left to answer the other set, of which he gave some interesting examples. Passing on to the New Testament, the Bishop showed how contemporary evidence helped to answer the confident assertions of historical critics. But, referring to the internal evidence, the Bishop said that none of these very clever people questioned the authority or the dates of the first four Epistles written by St. Paul, and that the teachings of these four Epistles, admitted to be genuine, perfectly agreed with those of the first three Gospels and the Acts of the Apostles. Similarly, those clever people did not question the authorship or dates of the Epistles of St. John, the original language and style of which were unique in Greek literature, and the writer of St. John's Epistles was unquestionably the writer of the Fourth Gospel, the language and style being identical. The interpolation of the story of the woman taken in adultery, which was written in a different style, might very well have been written by St. John himself, borrowing it from some other narrative; but even if he himself did not incorporate the story in the Gospel which bears his name, that could not in any way invalidate the remainder of the Gospel. Assertion was not argument, and if one set of critics dealt in assertions, they could be answered not only by other assertions, but by fair reasoning, and we might rest assured that the Bible as we received it, and had stood through thirty centuries of higher criticism, was the Word of God, and would continue to the end of time.

WHAT! shall we not be pardoned if we repent at the eleventh hour? Yes; but are you sure that we shall be able to repent at the eleventh hour?

### THE TRAINING OF CHILDREN.

The proper training to give a child is a problem that confronts us, seeking solution in our daily life. The conditions under which we live are changing rapidly. Our system of education is being adapted to the needs of the country, and the training of children in the home has become a question of the supremest importance, and must be kept on wise and proper lines.

There are fears in the minds of many of our most thoughtful educationists that the great indulgence shown to children in many homes, and the liberty given, if it may be dignified by that grand word rather than called *license*, will lead to results at once disastrous to the true success of the children and far reaching in its effects upon generations that are yet to come.

The highest wisdom is often shown in denying children many things that might give pleasure for the day, but which would not minister to the formation of character, and the up-building of the life in the direction of true manhood and womanhood. There is no greater need in our day than that the young should be taught the principles of true temperance, the power of control which shows itself in the mastery over self. The pernicious way in which in many homes every wish is granted, every craving satisfied, every appetite indulged, is like the sowing of seed which is sure to lead to an awful harvest in the after life.

The life of the nation develops from the early environment in the home. It is the spirit that pervades its four walls that influences every part of our national life. The good that blesses, the evil that mars, our life as a people can all be traced in its remotest beginnings to the way the young life is taught to look out upon the world. As the twig is bent the tree will grow. An opinion is gaining currency in some quarters that a child's mind should be left to develop along natural lines, and that no effort should be made to teach one set of opinions as against another, until it has reached years of discretion. Coleridge once combated this view by the use of an illustration. He showed a friend his garden and told him it was his botanical garden. "How so?" said his friend, "it is covered with weeds." "Oh!" Coleridge replied, "that is only because it has not yet come to its age of discretion and choice. The weeds, you see, have taken the liberty to grow, and I thought it unfair in me to prejudice the soil towards roses and strawberries."

It is the children that make the happy homes.

"A child, more than all other gifts  
That earth can offer to declining man,  
Brings hope with it, and forward-looking thoughts."

Children wield an unconscious influence over the home. Men turn from the world with its anxiety, its craft, its hypocrisy, its weariness, from all the tangled webs it weaves, to the sweet, pure faces of their children, and find them like a glint of sunshine in a dark and troubled sky. God bless the children, for they have saved many a life from the utter misery of dark despair. It is a parent's duty, then to make the period of childhood as happy as a day in May.

It would be a powerful factor in the training of children, if parents could be led to see that they are a *sacred trust* committed to their charge and care. Earth holds no greater treasure than a child to be trained in "the nurture and admonition of the Lord."

"O tender gem and full of heaven!  
Not in the twilight stars on high,  
Not in moist flowers at even,  
See we our God so nigh!"

There is no sadder scene in the annals of English crime than that of the trial of one whose ancestry was such as to fit him for a good position in society, who, when asked by the judge at the felon's dock, "Do you remember your father?" said, "Perfectly. Whenever I entered his presence, he said, 'Run away, my lad, and don't trouble me.'" The great lawyer, who stood at the head of his profession, was thus enabled to write his famous work on "The Law of Trusts," but at the cost of unfaithfulness to the trust committed to him by God.

The education of a child should be such as to equip it best for the struggle of life. As Channing somewhere says, "Money should never be weighed against the soul of a child. It should be poured out like water for the child's intellectual and moral life." There is wisdom in the saying so often heard in the neighbouring republic, that every body should be taught that he may one day sit in the President's chair at Washington. The possibilities that sleep in our children's breasts no one can know but God. The fires of another Reformation may be slumbering there. The powers of a Shakespeare or a Milton may lie dormant, only waiting the breath of God to fan them into being. The genius of a Wellington, of a Burke, or of a Pitt may be there in possibility though not in act for it is the country's need that calls it noblest sons to usefulness as well as fame. No one knows the sleeping powers that are in every breast. The street arab, the farmer's boy, the mechanic's child, may have germs of usefulness within his soul that may grow under the dew of God's grace and make him a benefactor of our race. There is a profound truth in the saying of a Frenchman at the time of the Revolution, that by saving the life of a child he might one day save his country.

It is well that the ministers of Christ, who in our day have so much responsibility in the religious instruction of children in the Sunday-school; that all who teach in any way in the Sunday or day school; that parents especially, who have received a loan from the Lord, should realize the possibilities that lie undeveloped in the life of every child. The love and care that we expend upon them is never lost. They learn from us and we learn from them. Many of their lessons are very precious to us, for

"We need love's tender lessons taught  
As only weakness can:  
God hath His small interpreters,  
The child must teach the man."

—Selected.

### THE BRITISH EMPIRE.

The *Religious Review of Reviews* has a word about the present position of the British empire, which was not secured except by prodigious energy:—

"The British flag floats over one-eighth of the habitable globe; our Queen rules over one-sixth of the world's population, and our country enjoys one-third of the world's trade. Canada has an area equal to that of Europe without Spain, and comes fourth on the world's list of ship-owning nations. Australia is about four-fifths the size of Europe, and contains the elements of an almost fabulous wealth. South Africa, with an area almost as large as Austro-Hungary, or nearly four times that of England, has so fertile a soil and so excellent a climate that, although its progress has been slower than that of the other great colonies, its future will entitle it to rank as fourth only in importance to ourselves. India is as large as the whole of Europe if we omit Russia, and contains a much larger population, amongst which order is easily maintained. For while at home one policeman is required for every 635 persons, in India only one policeman is needed for every 1,200 people. Thus India, with its one and a half millions of