

brain culture, begin to feel their power and to say to higher classes—we are as good as you, say it sometimes truculently, and with curses against order and religion and God and man, and Church and State, say it sometimes with increasing volume and ferocity—then the very classes that mainly aided in divorcing God from education lift up their hands in horror at the Atheism of the age, and tirade against the Church as a weak and ineffective institution. In connection with this result, the Protestant wing of the great Church Catholic has much to answer for. No greater anomaly, I think, has ever existed, than that of institutions based on the open principle that the Bible is the foundation of all education, practically joining hands with unbelievers the world over, to make the Bible the least prominent volume of instruction in public education. Of course, it has arisen from the jealousies resulting from the divisions that fester in the breast of Protestantism—in other words—the Bible as the sole basis of human morality, as the one defining voice of duty towards God and man, and between man and man, has been sacrificed as an offering to the spirit of disunion that unfortunately exists within the Church of God. As it is, Christian States throughout the world are speeding on education like some exploring vessel following the known track of ocean passage to a given point, but without chart or hint as to the character of the most unknown and dangerous portion of the journey. If I am only a highly specialized animal, then educate my brain to the full, but if this life is but a step on the journey of my existence, and that there are charts that if followed will lead me into safe anchorage at last—then for mercy's sake give me the benefit of their daily teaching. Discontent there ever has been, discontent, I suppose, there ever will be,

but there is no doubt of it, that the nation which inculcates duty towards God and duty towards neighbour as the foundation of national morality, whilst leaving room for mutual rearrangements of society to meet the changes caused by time, will save itself from the reckless rush of Anarchy and Atheism. But this we can never hope for as long as Christian nations, and Christian Churches, combine in awful unity of purpose to make the Word of God the least used, the least prominent volume of public instruction. We may stand it, but if so, after us will come the deluge.

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The three Welsh colleges are doing a very good work by urging the University authorities to recognize geography as a qualifying subject for degrees. Their advocacy received a fillip, if it was not actually originated, by Mr. Clements Markham's weighty protest at the Geographical Congress, against the general neglect of this science as a mode of higher education. "The authorities of the Universities of Great Britain," Mr. Markham said, "are not even aware that geography is a distinct branch of human knowledge, a science in itself. Practically they deny that it is an independent subject of study, and merely treat it, when it receives any attention at all from them, as subsidiary to history, or some other recognized subject." This is one of the things which they manage better abroad, and especially in Germany. Yet who should lay special stress on geographical study if Englishmen do not? Our second and third grade schools have not much to reproach themselves with so far as elementary instruction in geography is concerned. We cannot say the same for the classical schools and colleges, where an atlas of the *orbis antiquus* is held to satisfy every need.—*The Educational Times*.