

—as an irresistible force—on the once uneducated millions; it is steadily cultivating the great brain power that in times past was left untouched; and it is filling the once empty mind of the masses with thoughts and aspirations that are native born to a training intelligence, and that can be no more crippled or confined than the growth of a seed, or the speeding progress of a ray of light. And mind you, these are the millions that the light is reaching, the millions that in times past were only used to dig and delve, to fill up giant armies, to crowd pauper workhouses, to tenant penal settlements—the millions—every man and woman fast growing into a mental as well as a physical power—the millions in due time learning to know as much as the thousands without their wealth—and knowing in time more than the tens—without their nobility; the millions—that the thousands and the tens will yet have to keep under—or, to compete with, or what is most probable, to compound with. Instead of the Danube running into the Black Sea, the possibility is that the Black Sea may rise and overspread the Danube. Is education then a national curse—a secret of social discontent and embitterment of classes—an engine whereby order is to be reduced to chaos, and contentment to confusion? Who dare say so? Education is the right of every man, woman and child; it is the duty of every State to “draw forth” from every subject all the powers that as germs God has placed in them, and to develop their various physical, intellectual and moral faculties. This is the duty of every civilized State. I ask you, is modern civilization fulfilling it? The whole tide of modern civilization, as set going and lauded by middle and higher classes of society, desires either to sweep distinctive religious teaching clean

out of the world's curriculum, or to put it into a corner with a fool's cap on its head. I do not mean by “religious teaching” that of distinctive Churches or sects. I mean the prominent distinctive teaching that may be styled Christian, and that surely in the great public schools of every Christian country should hold the foremost place, with ample time given for its inculcation. The teaching that there is a God, and Saviour, and Guiding Spirit—that God has spoken to man through His Word, that there is a hand that rules the world, that gives me my place in it, and my duty in connection with my place, that my life here should be a life of duty, done towards God and towards man; and that I am responsible for my duty, and will reap its harvest in some shape for weal or woe in that after world of reality into which I, as an immortal being, will yet enter. Surely the poorest child of the lowliest man has a positive right to this moral and spiritual teaching; and that, not in holes and corners and at inconvenient hours, but in open class and in the very forefront of education itself. But no—the very classes that are murmuring at the discontent, and unrest, and widespread and singularly able combinations of the age, are the very classes that have done their best to inaugurate and build up systems whereby the brain is educated—as if it alone were to be “drawn out,” and the moral and spiritual aspects of man's nature largely left untilled. The policy has been this: Cripple churches—pare them down with unsparring knife—disestablish, disendow them all, and when that is done—then we will provide for the education of the brain of the millions, and the Churches can provide for their religious, spiritual and moral training. And then when the masses slowly, yet surely, through sheer