

the other day, for the purpose of receiving reports on the written examination of students attending the Divinity Hall of various years, several of the conveners, in giving in their reports, expressed regret that so many of the students were deficient in Bible knowledge, and the Moderator, in subsequently addressing the students, referred to this unsatisfactory state of things. It was not creditable, he said, that so many of the aspirants to the Christian ministry should be deficient in Bible knowledge. Their work in the future would be to preach the Word; but how could they preach it unless they knew it and had a clear and firm grasp of Bible truth? If this be true of divinity students, what may be expected of the ordinary products of the schools?

—There is an evil under the sun, but particularly in the cities where the teacher of the lower grade has to abide by the criticism of the teacher who receives her pupils in the higher grade, and this is how the teacher of the lower grade speaks of the criticism in *Education*: “Questionless, the severest critics of our grammar schools are the teachers in the high schools, as, doubtless, these same critics are severely arraigned by the professors in colleges. The charge is made, and made without any qualifications, that pupils in the grammar schools are taught by most vicious and crude methods, and without any sequence of connection of studies; that pupils enter the high school superficially trained, veneered merely, and the real work of unfolding the powers of the pupils’ minds is left for the high school teachers. Grammar school teachers have long rested under these and similar accusations, which are usually growled out at high school meetings with all the fervor that comes from those to whom is entrusted the task of setting the unjointed times aright. As a grammar school teacher, I desire to protest against these charges or demand that they be proved. If the work I do in my school does not properly prepare the pupils I send to the high school, I would like some directions in re-arranging my course of study, revising my methods, and adjusting my standard. Will not the high school teachers kindly suspend their carping and point out just what they want, and just what they would accomplish were they to teach in grammar schools? I know many grammar school teachers who would be glad of some information on this subject. Please turn on the light.”

—There are four millions of Hindus, Mohammedans, native Christians and other Asiatics at school in British as distinct from Feudatory India. That is, over an area of a little above