

cratic character the result of undue and unchecked license. In going back to a Chief Superintendency and a Council of Public Instruction, there is no desire, as there is no need, to go back to Absolutism.

DR. NELLES ON SCIENCE AND RELIGION.

WE make no apology for giving space in our columns to the address of President Nelles, of Victoria University, on the occasion of the installation of a Professor of Natural History and Chemistry in that institution. Dr. Nelles has a timely word for the necessity of having science taught in our academical institutions by men who are in sympathy with religion, and whose faith is not subverted by the destructive criticism of the age. The dogmatism of science is as objectionable as that of religion; and both are antagonistic to the spirit of culture and the literary instinct which enlightened thought and a true liberalism should seek to instil in the youth of the land. The rationalizing influences of modern scientific literature wants the wholesome corrective which a teacher of science loyal to Christian truth, imbued with a spirit of reverence, and impressed with a sense of the mystery of life, can most effectively impart. Nothing is more fatal to nobility of mind, or more depressingly checks aspiration, than the negation of the age; and any force in our colleges that will fight this influence, and deal with science, not in the mechanical and coldly intellectual spirit of the times, but, recognizing the essential spiritual facts of life and nature about one, and with that glow which a fervid religious spirit infuses, will do an inestimable service to mankind.

THE NORMAL SCHOOL SESSIONS.

WE cannot be charged with having much reverence for the work of the Normal Schools. What little we have we fear will speedily disappear if besides dissatisfaction with the character of their work we have to bear the infliction of endless communications

from incensed students complaining of the inconveniences to which they are unnecessarily subjected by recent changes in the Normal School Sessions. Hitherto these institutions have closed and re-opened at the same times as the Public Schools of the Province. Now the second session ends and the first begins in February. As the teachers' engagements are made in the beginning of January the serious embarrassment produced by this last official caprice will be readily understood. No possible reason can be assigned for the change other than the Minister's desire to secure for the half-dozen under-worked and under-qualified Normal School Masters the length of vacation to which their delicate constitutions have become inured. The true principle of government is the greatest good to the greatest number, but this, like many other wholesome maxims, is ignored at the Education Office. It is well known, too, that Mr. Crooks's most influential advisers have little sympathy with the toiling teacher and no regard for his convenience or comfort. In their estimation he is a creature whose morality is to be maintained by regulations, whose professional ability is the favourite subject of departmental experiment, but whose circumstances are to be considered—never!

SCRIPTURE READING IN PUBLIC SCHOOLS.

AFTER considerable inquiry on this important subject, we find the mode of conducting the devotional exercises and Scripture reading in our Public Schools to be one or other of the following:

1. No reading of the Scriptures or prayer morning or evening.
2. No reading of the Scriptures, but prayer by the teacher.
3. Reading of the Scriptures and prayer by the teacher.
4. Reading of the Scriptures by the teacher, scholars have their Bibles, look on and follow the teacher in his reading; prayer by the teacher.