

pact to prepare and license men for a particular work, and to come to their aid in old age, enabling them to live in reasonable comfort. The latter part—the humane part—the Government has repudiated, and the teachers of the country, men and women, are left to devise some means of meeting this serious state of affairs. We expect when the intelligent citizens of our Province understand the serious consequences involved in the changes recently introduced into our system of school management that they will insist upon one of two things—either that the Government shall discontinue its efforts to prepare teachers for their work, or else restore, in all its integrity, the humane system devised by the late Chief Superintendent for the assistance of men and women who had spent their best days in the public service.

A most important step was taken in this direction by the High School Masters' Section at the last meeting of the Ontario Teachers' Association. It is evident that the time has come for masters to recognize the duty they owe to themselves and to their country by forming a much closer union than that afforded by the Association, though that has been important in its effects upon the education of the country. It has given us pleasure to observe one teacher after another all over the country recognizing that in the interests of the real life of education, the educators as a united body should make their influence felt. Not long since we had at the head of our Education Department one whose chief work and pride it was to look after the best interests of the country educationally, to consider in a friendly spirit the efficiency and comfort of the educators; we had a council of gentlemen, able, learned and above suspicion, in the administration of school matters, and on this council the teachers of the country had representatives. Where, now, are all these

pledges of good government, these guarantees of good faith, decency and honour. How has it come about that the rights of intelligent electors, Public School masters, High School masters and teachers have been ruthlessly withdrawn? Has the country profited by the changes which have been made during the last few years? Has education advanced intelligently under the new management? Have teachers gained in any way by the constant run of changes to which they and their schools have been subjected? To these matters we shall refer again. Meanwhile we earnestly ask the friends of education to consider, discuss and write about those vital questions, for such discussion the pages of this magazine are open.

WHY SHOULD NOT THE BIBLE BE TAUGHT IN PUBLIC SCHOOLS?

IS it so difficult as some persons think for a sensible teacher to read, *and teach*, the Bible in a public school without teaching the theology of a particular sect? Is there, after all, so much "wrangling" among the various "sects" in Canada? A minister in one of our cities or towns preaches, say a hundred, sermons in the year. In how many of them does he deal with controverted points? Probably not in more than four or five; in some cases not in more than one or two. That is to say, ninety-five per cent. of the sermons preached are on the great themes about which all the churches are agreed; for it is becoming clearer every year that the points on which Christians are agreed are both far more numerous and vastly more important than those on which they differ.

May we not, then, trust the average teacher to deal wholly with those great themes which lie on the surface of the Bible, and are wrought into the texture of Biographies, and Psalms, and Gospels, and Epistles? May we not