

EDITORIAL NOTES.

THE SITUATION.

OUR country is a country of vast possibilities. The wide domain which wisely and intelligently perpetuates the imperial government of Great Britain on the American Continent, is a land fertile in all the resources which invite human energy to display its highest achievements for the lasting improvement of mankind.

The extent of Canada, its lakes unequalled for size and productiveness, its rivers ranking among the largest and the richest upon the earth, its scenery, unsurpassed if indeed equalled by that of any other country on the round globe, and especially the law-abiding spirit of its people, challenge, incite, excite the hardy, daring and adventurous spirit of Britons and all kindred people to make Canada a safe home of noble enterprise in all lines of human effort.

Confessedly, the most important part in the building of this home is the education of the country. At present there is much activity in the English educational world. The greatest changes are taking place in Great Britain and Ireland caused chiefly by the effective aid, nearly \$4.00 per pupil, given by the government to the elementary schools; by the persistent efforts made by teachers of all grades to have a teaching profession recognised as such by public authority, and by the necessity felt by all educators to have the secondary education differently organised. These questions, involving many personal interests, and also affecting many issues of prime importance to every English speaking country, are engaging the attention of the ablest in the empire. Hitherto the attention of most men has been given to what is called "secular education" meaning by this, the part

of education which deals with the seen and tangible in human life. But as such systems of education are developed and rounded off, the part of the community, nearly the whole of the community, which we call the Christian Church, is beginning to ask What have we got? We speak advisedly, when we say, that the universal conclusion is, that that part of education, "the church part" which the Christian is in the earth to emphasise specially, is almost totally neglected. The part of our lives related to the "unseen world," that part of human life which is dealt with in the Bible, and of which we will take the Bible as the symbol, is quietly ignored. We have not the slightest intention of reviving the discussion of the Bible in the school. But we ask our readers to look at the position of this question to-day. Every one who will take the trouble to enquire, knows that there is dissatisfaction among us with the amount of attention given in our schools to Biblical knowledge. It is true that the Bible is read, more or less, and prayer is offered to our God in most of our schools each day. The schools would be false to the people of Canada, if this were not so. But our schools do not convey any positive knowledge of the history of the manner in which God deals with men here upon earth.

This being the state of matters in Ontario, what are the people of Ontario going to do with it? Allow the historic narrative of God's dealings with men to disappear from amongst us as a people? Some persons will say, leave all that part of our education to the Sunday School and the home. That is not Britain's answer to the question; it is not the answer of a very large number of people in the United States of America. And we