

to habits of organized and steadfast effort. Should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral, and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities, or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Here I quote the opinions of two men, whose words, I doubt not, will have much weight with us. The first is that of a scientist, an earnest and successful student, an accomplished educator, Principal Dawson, of McGill College and University. "No education worthy of the name can overlook the religious instincts of man. It will be a fatal mistake in our science teaching if it runs counter to spiritual truths and interests. The teaching of non-religious men is cold and repulsive. The æsthetic and moral relations of nature are lost sight of. But so long as common sense remains to man, it is impossible that monism and agnosticism can be the doctrine of more than a very few eccentric minds." The other is that of our respected and much regretted Chief Superintendent of Education, the late Rev. Dr. Ryerson. "There are many religious persons who think the day schools, like the farm fields, is the place for secular work, the religious exercises of the workers being performed in the one case as in the other in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most prosperous in a country, it is gratifying to see the public schools avowedly impregnated with these to so great an extent, thus tending to build up a comprehensive system of Christian education."

The case being so, how are we to realize this the highest function of our life work. I know of no way, and the world has not yet discovered nor is it likely to find any other way but by Scripture reading and teaching of the Bible precept. You will not misunderstand me, I do not ascribe any talismanic power *per se* to the reading of Scriptures. I do recognise in the Bible a Divine gift to man for his safe guidance in this world of disappointments and triumphs. By religious and moral education, I understand not merely a set of Bible or religious lessons, or the regular and constant repetition in season and out of season of pious phrases, but the hourly training which is carried on every lesson of the day. It should control every act. It is the constant, though often the inexpressed and scarcely conscious reference of the conduct to the highest motives that the scholar may become self-reliant, and may be fitted to guide himself aright amidst the dangers and temptations which hourly beset his path of life. It is, in short, the preparation for the performance of the duties of this life in the light of the life hereafter. Nevertheless, though this is the case, I hold Bible reading in our public schools to be of prime importance, not for the teaching of doctrine, but for the teaching and emphasizing reverently of the great truths of our common Christianity. In the achieving of this glorious purpose, I do not believe any serious obstacle would be encountered from any enlightened and truly patriotic citizen. What is required is just to do it.