

ence of 7 cents to each pupil studying this subject. This, multiplied by the number in drawing in our Public and High schools last year (over 250,000) represents a saving of \$17,500. Not a bad financial stroke, surely. Then take the History Primer. In 1887 this book will displace the old text-books which were sold separately for 30 cents each—the 'new book, containing the two histories in one, being sold for 35 cents. This effects a saving to each of the 104,000 pupils in our Public and High schools studying this subject of 25 cents, or \$26,000 in all in one year. And lastly, but I weary you, I will mention another book now used in our Normal and Model schools—Baldwin's Art of School Management. This book was sold up to this year for \$1.60. I secured the preparation of a new edition and added, by way of appendix, the school law required for Model schools. The new work now takes the place, at 75 cents per copy, of the old book which cost alone \$1.60, and with the school law purchased, as it needs must be, 50 cents more—thus effecting a saving of \$1.35 to each of the 2,000 teachers in training who would require to purchase the work annually—another nugget of \$2,700. In these four cases, then, the parents of pupils and teachers are saved an expenditure of over \$52,000. You will allow me to say with becoming modesty that this is not a bad record on the difficult question of text-book supplies.

THE BIBLE IN SCHOOL.

The moral education of the people is a subject of deep interest to every lover of his country. Apart altogether from its connection with a future state of existence, it has associations of a practical character in the actual present which cannot be ignored. The whole social fabric rests upon well established principles of moral or religious belief. Our relations to our fellow-men, the laws which regulate our conduct as citizens, in fact, every outward act as well as every inner motive, comes within its purview. To frame a system of education, then, without providing for some form of religious instruction would be to disregard one of the most important elements of education requisite for citizenship, viz., power of religion over life and conduct. Every true educator recognizes that to impart knowledge is the least important part of the teacher's work. His influence in the formation and development of character, his power to suppress evil tendencies, to stimulate effort through proper motives, to foster a love for what is good and true for their own sakes—these are the higher functions of the teacher, and it is on this account that his position is so intimately allied with the moral prosperity of the country.

Having regard to this view, the old Council of Public Instruction in 1846 sanctioned, for the schools of Upper Canada, the Scripture extracts authorized by the Irish National Board—a volume similar in many respects to the Scripture Readings recently authorized by the Education Department. As this volume was neither republished in Canada nor supplied gratuitously to trustees, it did not come into general use. Still the subject of religious instruction was not overlooked. I admit, with our denominational differences, the