

schools on my mind. I felt the difficulty of the noise and unsatisfactory discipline, the *plague of lesson leaves*—teachers reading off the questions, and scholars reading off the answers, and the *general scrappiness* of the information communicated and acquired."

From the Principal of an Ontario High School who wishes his name withheld.

"There is deplorable ignorance (among most of the young people of my acquaintance) of Scripture knowledge. I believe this condition is widespread in Ontario. How could it be otherwise? Sunday Schools were first used to bring the truths of the Bible to bear, however slightly, upon the lives and hearts of those whom the regular means did not reach. They were not intended for those who attended the regular church services and had systematic training in the Scriptures at home. Now, however, it is a rare thing to find parents attempt more than to have the children learn the Golden Text—often not so much as that.

The result is much like what would happen educationally if the parents of Toronto abandoned their day schools and gave half an hour a week to the education of their children, say in the night schools.

The worst feature of Sunday School work, to my mind, is its "scrappy" character. There is never a thorough study of a book of the Bible. Fancy the chaos resulting from such a treatment of the Junior Leaving literature!

I should suggest the following [improvements]:

(a) The study of one Book at a time, and that in its entirety.

(b) The memorizing of the more important chapters.

(c) More attention to be paid to the *mastery of the facts* and less to

fanciful "points" and applications. We are not continually trying to draw morals from literature selections."

From F. F. McPherson, B.A., English Master Hamilton Collegiate Institute.

"My own experience is that such knowledge is not very satisfactory. It appears to be so very plainly in teaching literature, for I often quote a passage from the Bible after vainly trying to get it from the class. And sometimes when I have a new class it creates quite a stir to hear the first quotation from the Bible. The other day in such a class I noticed two or three look at others with a sort of smile, as much as to say: Is this a church? I have heard the same thing too from other English masters. Besides even if the pupils do know the passage wanted there is a backwardness in repeating it before the others—which is in itself a sign of the times—for they would not hesitate to quote a passage from Shakespeare or Wordsworth.

I do not think that the present means of Biblical instruction are very efficacious, because the means indicated are not used to the best advantage. The reading of a chapter in family worship without, as is usually the case, any continuity in selection, and also any explanation of the real meaning, is not only worse than useless, but really harmful, because it is then merely a form and soon brings about all the results of formalism.

As to suggestions, I am not sure that I have any. The usual remedy spoken of is the teaching of the Bible as literature in the schools, but it seems to me that there are almost insuperable difficulties in the way. Of course it is not possible to study the Bible as the source of religion without first studying it as litera-