

only seven correct answers to this question. But on the same papers sixty-two perfectly correct and complete answers were given to the question about the words of Wolfe—which are interesting in a way—possibly worth remembering, though one could not think special emphasis would be laid on them. But think of children learning and understanding and remembering these and not even recognizing the words of Him who spake as never man spake.

Great interest was displayed by all five forms in the result of this examination, although it was given to them without any warning or preparation, and although they were told that it would not affect their promotion examination then in progress. Great anxiety was displayed to know "How I did on that paper," and I was afterwards informed that accounts of it had been carried home and awakened much interest there. "O Mary, I am quite ashamed of you—one would think you never read your Bible," was the comment of one mother.

One or two amusing answers were given. I have not quoted these, because this is no matter for jesting. There was one boy who attempted a poor joke in his answers. I have a fear that he learned that at home—and he writes himself down Presbyterian. A glance at the table of results will show that the Presbyterians are not carrying out the traditions of their Church and country about teaching their children.

The State must find some one to whom to entrust this great duty. It must be done by the teaching profession because no one else can do it. We can teach. It is our profession. And because the teaching profession must do this, those who train and license and employ teachers should see that they have the necessary knowledge, and that they are capable of conducting religious exercises at the opening and

closing of school with propriety and dignity.

A few months ago a new teacher went to one of the largest Collegiate Institutes in this Province and one that has a wonderful record at examinations. "O, yes," said the Principal, "you might read over the Lord's Prayer before school. I do not think any one on the staff does more than that. You do not, do you, B?" "O, no," answered B. A Board of Trustees in engaging a Principal, or an assistant teacher should know where he stands in regard to such matters.

Such an arrangement as Matthew Arnold proposes can be carried out.

It has always been done in most of the Toronto Public Schools. The teacher reads the Bible with the class every morning and nearly all the children bring their own Bibles. This is provided for on the regular Time-Table, and every class has one Bible Lesson each week besides.

All that is needed is a resolution from the School Board such as that passed by the Kingston School Board, July 12th, 1895.

At the regular meeting of the Public School Board last evening, a very important resolution was adopted respecting religious instruction in the Public Schools. The motion reads:—"Moved by R. Meek, seconded by T. C. Wilson, that the school question has absorbed a great deal of the attention of Church assemblies, conventions, and synods, meeting during last year, and the opinion has been emphatically, and, indeed, very generally expressed that the Scriptures should be more thoroughly studied in the Public Schools; that this Board is impressed with the conviction that the ethical education of the young should be carefully conducted, and that this can best be done by the spread of Biblical knowledge, and hence it is resolved:—(1) That we adopt the International Series of Sun-