

seek refuge from his or her deficiencies in the dogma of infant total depravity.

—The Rev. Principal MacVicar has lately been delivering a lecture on "Social Discontent," which has about it the true ring. It is re-assuring to us of Canada, with our many social ambiguities and political obliquities, to find that at least some of our public men are still bold enough to point out from the platform in the language of the prophets of old, the causes which excite to evil. The denunciation of evil, where sometimes no evil exists, is common enough, as the most of church-goers know. But Dr. MacVicar has no such rôle to play when he speaks of the social discontentment which prevails in our large communities. His it is to point out the festering fever of selfishness that begets, at first or second hand, the earthquake economics of the times. The defaulter, however he may appear in his society robes, is as bad as the thief in his hoddie gray; the combinations of wealthy corporations as iniquitous as the strikes that are fostered by the Knights of Labour; and Dr. MacVicar, in his lecture, has fearlessly pointed out why there exist so many of such in these eventful times, as well as how far certain remedies would produce a better state of things. The discontent is not with our children, as it once was when ignorance prevailed, though Dr. MacVicar seems to think that more morality and less science should be taught in our schools. Nor is it to be met with much in the circle of honest, respectable, plodding citizenship. It is at the extremities of the social scale we have to find the unrest of crimson-plush plottings and dynamite conventions, among the monopolists and those who are ever on the rush for the wealth which destroys, or among the idle and improvident who blame fate for their misfortunes, and wreak their revenge on society. And hence it is at the extremities of our social system ought to be found our public teachers—not our common school teachers, for they generally keep evil in check until our boys and girls reach youthdom,—but our ministers, our reformers, our lecturers and editors. Without their after assistance the common school is helpless in its efforts to form character. And yet how often do we find these same public teachers scoff at the inefficiencies of the school teacher and his work, pandering to the vitiated tastes of those whom they should counsel and reform, winking at, if not fostering, the gaieties and turbulencies which make for discontent.