

duct, our authority on questions of ought and ought not in daily life.

But what kind of instruction should be given from the Bible in our schools? We answer this question by quoting from the article which appeared in our last issue from the Rev. W. T. Herridge, M.A., who, it seems to us, admirably expresses what our aim should be in this connection.

"For the Bible is not a Protestant compendium of religion and ethics. If it is worth something to any section of the community, it is of equal value to all. Its three great lines of revelation, the revelation of the Fatherhood of God, the Brotherhood of Jesus Christ, and the presence and power of a Divine Spirit working amid the tangled affairs of earthly life, are of such a character that, to say the least of it, the facts themselves can excite no antagonism in any reasonable mind, however much it may be perplexed and irritated over dogmatic developments of them.

But whatever the faults of instruction, the Bible may be safely left to take care of itself. The voice of Psalmist and Prophet, most of all the voice of Him of Nazareth, will find an intelligent response even from children; and while their elders, per-

haps, are timidly afraid lest some theological bias should be given to their training, their less sophisticated minds will grasp the sublime yet simple truths which Holy Scripture unfolds before them, and thus secure to each succeeding generation the permanence of that religious conviction which fears God and works righteousness, and the highest fulfilment of all educational processes, the building up of manhood according to Jesus Christ."

Such, in general terms, being the kind of instruction required, in order more efficiently to secure it (we must not forget that we now have some instruction from the Bible in our public schools), we recommend the following: (a) That time (30 min. daily) be allotted for religious instruction on the school Time Table, (b) that the Bible be carefully read and committed to memory, (c) that facilities be given ministers to give religious instruction to pupils in school time. A large part of the above is now the spirit of our school regulations in Ontario. The great need is taking a wide and generous view of the whole situation. Earnestness and a kind, helpful disposition among the different denominations to carry on the great work to the utmost limit of efficiency.

SCHOOL WORK.

SCIENCE.

Editor.—J. B. TURNER, B.A.

The following are the papers which were set for the Senior Leaving and Matriculation Examinations in Chemistry and Physics for the year 1895.

CHEMISTRY.

NOTE.—An option is allowed between questions 8 and 9.

1. Compare the hydrides of the members of the nitroge group.

2. (a) Two-tenths gram of a compound having the composition $C_{12}H_{22}O_{11}$ is burnt in air. Explain the chemical changes that take place, using equations. Calculate the volume of the products of combustion at $100^{\circ}C$ and 740mm.

(b) 1.18 gram of a compound containing carbon, hydrogen and oxygen, is found to contain on analysis 0.72 gram of carbon, 0.12 gram of hydrogen, 0.96 gram of oxygen. Calculate the simplest formula of the substance.

3. Define the terms "oxidising