

literature are out in senior Public School and Junior H. S. work, that the literature teacher might with great profit take up a book, or a portion of a book, say Proverbs, or a Gospel, or a Prophecy, and treat it from a literary point of view, and, incidentally from a moral point of view. This would be one good kind of supplementary reading. Of course it would depend for its success on the *taste* of the teacher, but many of them, I believe, would fall into line."

Lyman C. Smith, B.A., Principal Oshawa High School.

"I have formed my opinion principally from what I have seen in my own literature classes. The average H. S. pupil seems almost utterly unable to detect or perceive the plainest reference to Scripture characters. If the passage is couched in language plainly scriptural the result is the same. I have some times attributed it to the present system of lessons, which may be very good in themselves, but are necessarily disconnected, and do not seem to give much encouragement to systematic reading of a whole book. Then my own observation leads me to believe that the old method of having the pupils memorize is largely discontinued. I can remember Sabbath School pupils that memorized verses by the thousand every year. Whole psalms and chapters from the New Testament, and from the Prophets of the Old, were thus committed, and though at the time they were not probably comprehended, yet in after years they were. Another reason may be that there are so many organizations of different kinds that the attention of parents and teachers is so divided they cannot possibly give so much attention as when, practically, the Sabbath

School and the regular church service were all. In fact, there seem to be so many meetings of different kinds that there is no home life at all, and parents leave to these organizations the work that was formerly done at home.

I do not know of any remedy but to return to the old methods. How many can you find among your pupils that have read the Bible through? How many that read a chapter daily?"

From H. G. Park, B.A., Principal Uxbridge High School.

"I believe it is the generally acknowledged opinion that the state of our High School pupils with regard to knowledge of the Scriptures is a matter of natural reproach to us; the simplest Scripture reference in literature fails to be comprehended now-a-days, even in the higher forms of our Collegiate Institutes. My own pupils are, of course, no exception to the general rule.

What I complain of is, that the ministers of our churches and our Sunday School teachers charge us with the fact, and impute the blame of it to us, when we are *forbidden by regulation* to introduce religious instruction, as such, into the school-room, or even to comment on such desultory Scripture reading as is done morning or evening. I have, too, the authority of a H. S. Inspector for saying that the regulation in regard to Scripture reading is 'more honored in the breach than the observance,' and I am somewhat of the same opinion myself if the 'Ross Bible' (which, with all due deference to the care with which it has been compiled, cannot carry the same respect with it as the great original) is used instead of the Scriptures.

I feel sure too, that the state of Scripture knowledge of the Ontario youth generally is the same as that