

pulsory ; others, that it should be voluntary. Some demand a high standard ; others, that a knowledge of reading, writing, and arithmetic, is all that Government should provide or enforce. But the feeling is gaining ground with all classes and sects, that only those branches of useful knowledge, respecting which there are no reasonable differences of opinion, should be taught in the public schools which are under the control of the state, and which are supported to any extent by public money.

The value of religious teaching in schools, is a disputed question. The majority, however, still think that school education should, to some extent, embrace religious education. And the very wide differences between Protestants and Roman Catholics, as to what constitutes "religious education," had to be provided for, and gave rise to the special provisions in our constitution, in relation to it. These provisions may be right or wrong, wise or unwise. But they are there—they are the law—and the law must be obeyed. The machinery for settling all these disputes and differences, is quite adequate to meet every emergency. If wisely applied, it will adjust all difficulties in a fair and satisfactory manner. There should be no prejudices stirred up ; no excitement, no fanaticism. This is a free constitutionally governed country. People should agree to differ. Each class should respect the opinions and religious beliefs of others. Changes can only be brought about with the consent of the governed. The attempted coercion of minorities, is worse than useless. There must be complete freedom and the widest possible toleration. The unreasonable prejudices, and hatred of any class towards the religion or language of any other class, should be discouraged and