

not drawn away from questions bearing directly upon daily life to others which only mature thought and adequate reading could qualify them to consider. Each teacher must decide how far it is necessary or desirable to draw the attention of pupils to critical questions of authorship and text. But, whatever decision may be reached on this point, there is no question that the great aim of conservatives as well as of liberals should be to illuminate the facts of Scripture, and make clear the broad lines of personal application. What is important to emphasize is the general attitude likely to be most helpful in the daily study and use of the Bible, and to try to produce the spirit of a learner rather than that of a critic or a judge.

Apart from doctrinal and critical question, Scriptural teaching in Secondary as well as in Primary schools offers difficult problems. The distinguishing feature of present-day education is the increase of specialization. In a good school each Master or Mistress teaches only his own subject, or those most nearly allied to it. The advantage of this system is that he teaches with power, because he has a thorough mastery of his subject. For instance, if he is a specialist in Mathematics, he has probably been marked out at school and at the University for his excellence in this subject. He has mastered the best way of presenting it to his pupils. He is interested in the lesson which he is giving, and knows how to arouse attention.

In the teaching of Scripture there is at present little or no specialization. It is thought, and thought rightly, that as a general rule the Scripture lesson should be given by the teacher to the pupils in his own Form. He understands their difficulty and has sympathy with