

no longer needed. This is the first blow, and sometimes he never rallies from it. Then comes the surprise of the parents, who too often never know the real cause, nor where they have failed in the training of children.

What is wanted, is for every boy to have something to do; to have something to do at a definite hour, to learn to watch for that time to come; to be answerable for a certain portion of the routine of the household; to be to anticipate the time when he may enter the ranks of business, and be fortified with the habits of energy, accuracy and application, often of more importance than superficial book-learning.

THE BIBLE IN THE SCHOOL.

TWO distinct questions are under discussion in connection with the use of the Bible in our Public Schools: 1. Shall the Bible in its integrity be used, or only authorized selections? 2. How shall the Bible be used; for devotional reading only or for instruction?

The first question is the less important. Selections must, in fact, be made, either by each teacher for his own school, or by some central authority for all the schools. The printing of the selections in a separate volume was, in our judgment, wholly unnecessary. The end sought might have been attained at a trifling cost, if a syllabus indicating the portions of Scripture most suitable to be read in schools had been prepared for the use of teachers. Now that the book has been provided, however, it is not necessary to regard it as displacing the Bible, though the tendency is clearly in that direction. As was indicated in the reply of the Ministerial Association of Toronto to certain questions submitted by the Principals of the Toronto Public Schools, the use of the volume of selections is consistent

with the placing of the Bible in the hands of the pupils so that they may read with the teacher the passages indicated. The Protestant Board of Education for Manitoba has adopted the book in use in Ontario, and has at the same time passed regulations requiring each pupil from "standard three" upward to provide himself with a Bible in addition to other textbooks. It is also the intention of the Board to prepare notes and questions to be used by the teachers in giving Bible instruction.

This is the way in which the Manitoba Protestant Board proposes to deal with the second question, which is really the vital one: How is the Bible to be used in our schools? Is it to be taught? Are its truths to be impressed upon the pupils? Or is it simply to be read without comment or explanation? There is no doubt that the law in Ontario at present excludes any teaching of the Bible as a part of the regular school work. Is this the best state of matters? Or is it the best attainable in our circumstances? The Rev. J. Alexander asks pertinently in a recent letter to the *Canadian Baptist*: "If it is our duty to teach and enforce the principles of a genuine morality in schools . . . How are you either to define the nature and range of ethical obligations, or the authority and motives by which these are to be enforced, without a reference to the Bible?" Moral training is an essential element of education. The Bible is the best instrument for moral training. Why should it not be used in the most effective way?

We have no quarrel with those who insist that it is the duty of parents and pastors and Sunday school teachers to give religious instruction; but why should the Public School teacher be debarred from impressing the loftiest lessons, and appealing to the highest motives as they are set forth