

PRIZES.

1. A Prize of *One Guinea* is offered for the best Essay on "How to develop in Children an observant love of Nature." 2,000 words.
2. Mrs. Schutz offers Ruskin's "Sesame and Lilies" to the boy or girl under fourteen years of age who gives the best account, in two sheets of foolscap, of the book he or she likes best.
Both competitions to be sent to Editor, care of Publishers, by the end of January.
3. The two or three competitions sent in for Mrs. A. Priestman's prize do not fulfil the conditions. The probability is that "Evenings at Home" belong to the past generation. This prize will be offered for another competition next month.
4. Mr. Colin Somervell divides his prize between "E. E. C." and "A. L. Tannie." "Both excellent; for method and exact following of conditions the former is ahead, for felicity and sympathetic impulse the second is ahead."

P.N.E.U. NOTES.

SHEFFIELD.—Mr. Rooper read, by desire, for the second time before the Sheffield Branch, the paper on "Reverence," which our readers may remember. Mrs. Blakeney presided.

HAMPSTEAD AND ST. JOHN'S WOOD BRANCH.—The opening meeting was held on November 19, as announced, at the High School, and a good report appeared in the "Times." Dr. Abbott was unfortunately too ill to preside, and the chair was taken by Mr. E. Kell Blyth. Mr. Diggle's address was admirable and exactly suited to the society, on the "Responsibilities of Parents," dwelling on the tendency that there now is for parents in all classes of society to shirk the performance of their duties themselves and to hand them over to others. The speakers who followed—Rev. Morris Joseph, Dr. Eady, Mr. John T. Taylor, Mrs. Ross, and Miss Helen Webb, M.B.—all kept well to the point.—Sec., Miss C. Playne.

THE PARENTS' REVIEW

A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.

"Education is an atmosphere, a discipline, a life."

THE BISHOP OF LONDON ON RELIGIOUS EDUCATION.

The Bishop of LONDON said: "The matter we have met to consider is one of considerable importance, and it is time we paid particular attention to it, to see if we cannot do systematically and efficiently what is very largely done already, but with very little system, and I am afraid in very many cases with nothing like efficiency. There are two distinct classes we have to bear in mind. We think immediately of the teachers, because all the rest of the education of the children is for the time being practically handed over to them, and it is, therefore, quite natural that we should endeavour, if possible, to entrust to them the religious instruction of the young—inasmuch as it is certain that the knowledge would be more thoroughly imparted through the means they would use than in any other way we could devise. The power a master necessarily acquires over the minds of his scholars is one, to be used for the purposes of religious education, which no one else could possess. The other class of persons of whom we think when speaking of this subject is the parents, and they unquestionably can do, and if there is to be any success must do, a very considerable part of the work. Unless the parents are willing themselves to attend to the matter there must always be a real defect in all the teaching.