

Russia, in consideration of her neutrality, is to have India and Turkey, and Germany is to restore to Alsace-Lorraine, in exchange for the privilege of annexing Belgium.

The declaration of war causes, of course, great excitement in England. But her leading men view the situation calmly. Fifty million pound sterling is immediately appropriated for extra war expenses.

The enemy succeeds in cutting off all cables connecting the British islands with the continent. The same day that the declaration of war is issued a hostile fleet is sighted off Worthing. It consists of thirty-six armored battleships and numerous transports carrying a force of 150,000 men. The enemy attempts a landing at Worthing, but is resisted by the militia, reinforced by 20,000 men of the regular army. At 7:30 in the evening fifty Maxim guns are placed in position. At 10 o'clock a new attempt is made by the enemy to land, when suddenly the thunder of cannon is heard from the sea side. Lord Charles Beresford has arrived with the Channel squadron. He has but nine armorclads against the thirty-six ships of the enemy, but owing to his sudden attack he succeeds in destroying all the transports, drowning nearly every soul. The same fate is shared by seventeen of the armored vessels and the remainder have to steam away. Of the British squadron only a remnant is left, but a glorious naval victory is won.

Some time after this the British Mediterranean squadron destroys the united fleets at Gibraltar. The government now plans an invasion of Germany and France. But against the six million soldiers of these countries, it has only 500,000. Volunteers are therefore called to arms, and they respond to the number 3,000,000. Operations are now commenced simultaneously against France and Germany. The objective point in France is Havre and in Germany the Kiel canal. The two allies now turn to Russia for assistance. A Russian fleet then leaves the Baltic for England.

The situation is now highly critical. But the United States finally takes sides with England. From now on the two Anglo-Saxon nations fight together. In Asia the Russian armies are dispersed by the Anglo-Indian forces. Simultaneously a nihilistic insurrection breaks out in Russia, and the throne of the Romanoffs falls.

The end of the war is the fall of Paris and the acceptance of such terms of peace, by France and Germany, as the prince of Wales is willing to grant.

All this is speculative, except the imminence of European war, which is eternally real.

THE BIBLE IN THE SCHOOLS.

This city has a school system which is, in almost every respect, admirable, and in which citizens of all creeds and parties take the greatest pride. Not the least meritorious feature of the system is the fact that teachers are selected without regard to their religious or political views. The presumption is that a candidate for employ-

ment as a teacher will not be asked whether or not he or she believes in the Bible or belongs to any creed or political party. All this is pursuant to law. The statute forbids religious issues or doctrinal instruction to be introduced in the public schools, and citizens almost if not quite unanimously agree that this rule ought to be observed.

Probably in no large city in the Union are the peculiarities of the people in respect to religion so sharply defined as in this. Here are found several of the most widely diverging systems of religious thought, each of which has a considerable number of representatives. They embrace agnostics of varying types from the mild unbeliever in to the pronounced opponent of Christianity; the advocates of Christian science; devout believers in the pope of Rome, and equally devout members of various Protestant sects; while the preponderating element of our population accepts the doctrines of the Church of Jesus Christ of Latter-day Saints.

Inevitably there is, in a community made up of such component parts, more or less jealousy respecting instruction in the public schools relative to religious subjects; and this jealousy is reasonably certain to be aroused whenever the law is violated which prohibits such instruction. Without undertaking to say how generally the law is observed, or how frequently it is violated, we will take occasion to refer to an instance which is reported as having occurred last Friday, in which, if our information is correct, both its letter and spirit were flagrantly departed from.

A lady teacher in the sixth grade of one of the city schools, who is doubtless well qualified educationally for the position she holds, but whose religious training, from our standpoint, has been very much neglected, undertook to address her class on Bible topics. She told the children that the Bible was a book, parts of which it would be proper for them to believe, but other portions of which they need not receive as true. She told them that they need not believe that the fish swallowed Jonah, or that any miracle occurred to enable the children of Israel to cross the Red sea. She said that very likely a unusual ebullience caused the waters to recede so as to enable the people to walk over, etc.

How this teacher came to make features of the Bible the subject of such an address, is not explained. Her doing so was a violation of law, and of the wishes of the class of people whose children comprise a large majority of the pupils in the school, and in the class she was addressing. Most of the children she was talking to had been taught by their parents and Sabbath school and other religious teachers that the fish did swallow Jonah, in a sense as literal as that in which the Christ was crucified; the miracle of Jonah being a foreshadowing of the death, burial and resurrection of Him who had power to lay down His life and take it up again; in other words, to break the bands of death and prepare a way by which all men could be redeemed therefrom.

Those children also had been taught that the God of Israel, in order to im-

press His Almighty power upon all nations and future generations of men, and as an example of His saving mercy, did, in a miraculous manner, and by the exercise of a power that has its source in Him and Him only, cause the waters of the Red sea to part, and to form a wall on either side of a path along which the children of Israel walked to the land of promise and redemption; and that their enemies, in an attempt to pursue them along the same path, were swallowed up and destroyed.

The parents of those children entertain the most vital objections to the sowing of the seeds of unbelief in the minds of their little ones respecting either the statements or the promises of Holy Writ. When the former are disbelieved the latter cannot be relied upon, and so the support and solace of a Christian life are both swept away. Faith is power; unbelief is weakness; and that instructor of humanity, no matter in what capacity, who seeks to replace faith with unbelief, seeks to rob the race of its strength, and is its enemy.

The News neither asks nor expects that teachers in the public schools will inculcate in the minds of their pupils a belief in the Bible. It is no part either of their duty or privilege to do such a thing. On the other hand, we must emphatically object to the planting in the minds of the pupils of the public schools, by the special efforts of their teachers, of the seeds of doubt in things which must be believed by the children if they are to be properly equipped for the battle of life.

CONFIRMATION BY THE SENATE.

There are members of the Utah State Senate who seem to take peculiar views of the duty of that body in relation to the confirmation of officers appointed by the Governor. For instance, certain laws of the State provide that the Governor shall appoint, with the advice and consent of the Senate, certain State boards, some of which serve practically without compensation, and are mixed as to political parties. This makes the Governor name some persons opposed to his political views and also opposed to the political views of the Senate. The usual custom, and the only one entitled to respect, is that when the appointment of these persons comes up the Senate inquires into their qualifications for the office, never interfering with their political views since these are recognized as being in opposition, and if the qualifications for office are satisfactory, confirms them as the representatives of a party with opposing political views.

But Utah State senators did not do that at Saturday evening's session. They passed by all personal qualifications, and objected to confirming one of the Governor's appointees for no other reason than his supposed political views. Upon a board which the law requires shall have but a certain number of members of one political party, the Governor appointed all that could come from that party legally, yet senators objected to another appointee for no other reason than that he did not support the platform of their party. In other words, be-