

the memory work, the Bible exercises which teach them to know and use their Bibles, the handwork that is prescribed in the Pupil's Work and Study Book, in short, the drill without which a boy or girl of the Junior age can learn and retain very little.

In many Schools the number of Junior scholars is relatively large. Small groups of six to eight is the best number to have in a class. Individual work is thus made possible, and attention is more easily secured. If there are not enough to form a class of boys and one of girls for each year, the 9 and 10-year-old boys should be grouped together, girls of these ages together, with the boys of 11 and 12, the girls of these ages forming two other separate groups. This arrangement has been found much better than keeping boys and girls together, for at this time there is a mutual antagonism which cannot be overcome. Junior boys will often take no interest in a thing for the simple reason that girls are interested in it too.

The Departmental Graded Lessons are a boon to the one roomed School, for with them, all Juniors are taught the same lesson which may be adapted by the teachers to the varying needs of the different ages. When using them, the teacher is able to meet the spiritual needs of the child in each stage of his development. We have come to realize that the pupil in the small School has the same spiritual requirements as one who attends a large School, and that he has an equal right to have these needs met.

Toronto



How to Use the New Quarterlies

By Rev. J. M. Duncan, D.D.

The two new QUARTERLIES, the INTERMEDIATE TEACHER'S QUARTERLY and the INTERMEDIATE SCHOLAR'S QUARTERLY, Departmental Graded, have been for a month in the hands of the users. The two together provide a fine equipment for the teachers and scholars in classes of boys and girls from 12 to 14 years of age.

In order that this equipment may be made to yield the best results, there are a few points to which the teacher should give special attention.

1. It is essential that the teacher shall know all that is in the SCHOLAR'S QUARTERLY. It is supposed that the scholar, during the week, has been diligently studying his QUARTERLY, and expecting to have the results of his work brought out in the questioning and discussion of the class session. Only if the teacher is thoroughly familiar with the material of the scholar's studies will he be able to frame his questions and guide the discussion so as to elicit the knowledge which

the scholar has gained. Unless the scholar is afforded the opportunity of giving forth what he has acquired, he is likely to lose interest and become discouraged.

2. The teacher should take the utmost pains at each session of the class in assigning the work to be prepared by the scholar for the following session. The TEACHER'S QUARTERLY contains suggestions for this assignment, and some help should be given to the scholar in the way of showing him where, in his own QUARTERLY, he may find help for the task of the week.

3. The assignment of work to be done should be followed up, at the next class session, by careful examination to test whether it has been done. Scholars of this age are accustomed to have their work tested in this way in the day school, and the Sunday School will gain a new respect in their eyes if a similar method is employed there.

4. Every effort should be made, in the teaching of the lesson and the management of the class, to impress the scholars with the idea that it is a piece of real, serious work in which they are engaged,—that it is even more important for them to know their Sunday School lesson than to have their arithmetic or geography lesson well up for the day school.

5. And, finally, never for a moment should the scholars be permitted to lose sight of the fact that it is God's Word which they are studying,—that each lesson is a part of the great message of love and grace which he has sent to the world and that this message is meant to lead all who receive it to Jesus Christ, the Son of God and the Saviour of the world.

No teachers have a finer opportunity than those whose work lies with scholars of the critical years that follow upon childhood and look towards the years of youth. Great will be the reward of those teachers who wisely instruct and guide these boys and girls.



Lord, who am I to teach the way
To little children day by day,
So prone myself to go astray?

I teach them knowledge, but I know
How faint they flicker and how low
The candles of my knowledge glow.

I teach them love for all mankind
And all God's creatures, but I find
My love comes lagging far behind.

Lord, if their guide I still must be,
Oh, let the little children see
The teacher leaning hard on Thee.

—Leslie Pinckney Hill