

the immense help to be obtained from the formation of such Guilds as the Brotherhood of St. Andrew. In the working of these, both clergy and teachers get a more intimate acquaintance with the young people,—they get to know more of their needs and difficulties, and are able to influence individuals so as to make them appreciate the value of Church teaching.

Now, suppose the pupils are available; Who are to teach them,—What are they to be taught,—What methods are to be adopted to insure success? How are we to deal with our young folk so as to make them intelligent, faithful Churchmen?

#### THE TEACHERS.

1. In small city congregations, and in the majority of country charges, the teaching of these young men and women should be in the hands of the clergy themselves. Doubtless, in some cases, this may not be practicable; still, if we would only think how much of the Church's immediate future depends upon these young people, we should see how important it is that the utmost attention should be given to this work. They are at an age when they will only too readily become indifferent, if not carefully tended. How many have drifted away from the Church simply and solely because of a want of a definite Church teaching. Of course, where the numbers are so great that they require to be formed into more than one class, the help of the laity must be sought. It is gratifying to notice a growing desire on the part of our educated laity to take up such work. Only let us represent to our really cultured Church people how vitally important it is that our young folk should be well grounded in the faith, and soon there will be plenty of helpers in the good work. Our Christian brethren in other communions set us the example in the systematic training of teachers for such work, by: Classes for instruction, courses of lectures, and model lessons. We must be ready to borrow ideas from the world around us, if we would hold our own against the world, and leave behind us a younger generation to carry on the work.

#### SUBJECTS OF INSTRUCTION.

a. Popular infidelity has of late years been making such raids among young men and even lads newly left school, that no system of teaching for our youth can be considered complete which does not take into consideration the evidences for the truth of Christianity. We can hardly hope, at present, to provide anything like a thor-

ough course of instruction in this subject; still, it ought to be possible to take up as much as is contained in Archbishop Whately's little manual, published by the Christian Evidence society. For the use of teachers, and as a guide in the arrangement of a course of lessons, there is no better book than Prebendary Row's Manual of Christian Evidences, published by Hodder & Houghton, of London, Eng. Row's style is attractive, and his arguments are conclusive.

b. So much of our present day churchmanship is without backbone that it is absolutely necessary to give to the young folks growing up around us a course of lessons on the distinctive doctrines of the Catholic church. They should be led on to trace these to their origin, and to note the connection that they have with the older dispensation of the law. Take e. g., the Incarnation. Our young people should be taught not only how it was foreshadowed in the Old Testament, but also how the world was in many ways prepared for it.

c. The history and development of the Christian church should come in for a good share of attention. Of course, the early portion of this will be studied from the Acts of the Apostles. Coming down to our own days, every good churchman ought to know something of the History of the Church of England and of its daughter churches in the colonies. In this connection should be included a history of the Book of Common Prayer, and of the many influences which have tended to bring it into its present form.

d. We would not debar such subjects as Church Architecture and Ecclesiastical Art from our proposed curriculum of study. One of the most useful and most charming of books—Mrs. Jerome Mercier's "Our Mother Church," contains much valuable information on all kinds of church subjects, including Church Architecture, Art, etc. The architecture and art of the past were the outward expression of the popular belief in the great doctrines of Christianity; as such, they may still teach, and teach well.

#### METHODS.

So much for the teacher, and the subjects of instruction. Now, just a word or two as to methods:

a. If we would retain a hold over our youth, we must make special provision for their classes—hold them in a different room and at a different hour from Sunday school. We want to acknowledge the fact that these are no longer children, and should not be

treated as such. We want their instruction to be given at a time and place where there will be no disturbing elements. The teaching which they ought to get should deal so frequently with individuals that a special time and place is advisable where possible.

b. Again, while memory is valuable, yet rote work should not be so prominent here as in Sunday school. A portion of the text book should be prescribed for careful reading at home. The teacher should follow this up with an interesting lecture lesson (not read from M. S., of course, but spoken in an easy, natural way). A carefully prepared skeleton of the lesson should be put on the blackboard and the teacher should fill in the details; and then, instead of direct questioning, the pupils should be drawn out to speak, in a homely, conversational way, about what they have heard.

Perhaps some of our readers may think such a scheme a very utopian one. Let us say to such that a similar scheme has been very workable in England and in many parts of the United States. Surely we in Canada will not admit that there is anything impossible for us that is possible to our brothers across the line. We know that our young men and young women are not in such close touch with the church as we wish to see them. We know that there is a need for such instruction as that we have sketched. Shall we not, then, think of this practically, and see if we cannot succeed in forming interesting classes—so interesting that there will not be any difficulty in finding all the scholars we want, and of the very kind we want.

## NEWS FROM WESTERN DIOCESES

### DIOCESE OF RUPERTS' AND

#### ST. GEORGE'S CHURCH, WINNIPEG.

The second anniversary of the opening of St. George's church, Winnipeg, was kept on Dec. 3, in the school room in the basement of the church. Nearly every member in the parish was represented. A musical and literary programme was given, of which the chief items were a selection from Ian MacLaren's "Bonnie Briar Bush," and a piano solo by Miss Cross, which was thoroughly appreciated. Mr. D. M. Telford's rendering of Ian MacLaren's "Through the Flood," was listened to with rapt attention. Refreshments were served during the evening.