



PARLIAMENT BUILDINGS, VICTORIA, B. C.

mendable aids to the teacher in his or her preparations. But there are other aspects of our work in which advance must be made if we are to fulfil our mission, and adapt ourselves to our changed environment.

1. We want a more efficient teaching staff. Teachers thoroughly consecrated to Christ, intellectual and pious. The time has gone by, if it ever existed, when this work can be done by those whose knowledge of the truth is limited to an experimental acquaintance of it merely; or by one who has no experience of the truth which each lesson presents, though possessing every other qualification. This will necessitate the establishment of training classes and institutes for teachers. Such machinery could easily be put into operation in our province, in connection with our own B. C. College.

2. We may then command a more intelligent system of teaching. Simultaneous teaching, with the aid of the black board, on somewhat the same principle as the "Stow's Training System," should take the place of much of the hum-drum class work which is made to pass muster as teaching in our schools to-day. This is the system which was adopted by the Methodist Day Schools in England when they shared in the responsibility of religious education, experience shows that in the younger classes especially simultaneous teaching gives better results and is in every way more suitable. In our own school at Haliburton street, Nanaimo, gallery teaching has been introduced in the case of the Infant class in a separate room, so that whereas formerly three or four teachers were employed, and these only fairly succeeded in "keeping them quiet," now one teacher takes the whole on an average from 50 to 70 children—a service adapted to their needs is held; habits of reverence and order are enforced, and the lesson is drawn from them by simple illustration and questioning. By this system we claim that one trained and intelligent teacher is worth more than half a dozen teachers who have no special aptitude for the work.

3. This will involve an increase in class-room accommodation, and the introduction of galleries for the Junior and Infant Class. There is nothing which shows to greater disadvantage the sentiment of the Church in regard to religious education, than the complacency with which she regards the buildings in which Sunday schools are held. The practice of accommodating the Sunday school in the same building in which the ordinary Church services are held is, I suppose, unavoidable in most cases, especially in rural districts; but the Sunday school of the future will consist of a building specially designed to meet the requirements of a more intelligent system of religious education. Let there be by all means an auditorium in which all the scholars may assemble to take part in the devotional exercises, and in which addresses may be given, but class-rooms

connected therewith for the separate classes is of paramount importance. And by all means let the physical conditions of the school be suitable—light, warm and easily ventilated. Let the walls be decorated with mottoes and pictures; let bouquets and flowering plants be placed round the room in suitable places. No system of education, however, can be complete either in connection with secular or religious subjects, unless

4. Examinations shall be held. There ought to be in connection with our schools at the present time some plan for finding out how far success has attended our efforts in seeking to impart instruction in religious subjects. In some schools the Review Sunday has been utilized in holding an oral examination on the quarter's lessons. This has been done in our own school at Haliburton street, Nanaimo, with very salutary, if

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