

man, if he has lived rightly, has come to understand his instincts; they have grown into habits, sentiments, principles and ideals, and each has fallen into its place in a rational unity of personal life.

The child stands at the beginning of this process of development. He is a little bundle of instincts which he does not yet understand, and of which he is not master. The one thing certain is that he will respond with action to the world about him, rather than with mere contemplation, and that his actions will conform in a general way to the inherited human type. He will do the same sort of things that children have done for centuries before him, and will likely do for centuries to come. Here, then, is our opportunity and responsibility as

parents and teachers. We do not need to wind children up to get them to do things; they are already going. We do need to furnish the right material and stimulus, and to observe and guide their natural reactions. These instincts form the starting-point for all education and control. Not all instincts are good; and almost any instinct can be given a wrong bias or direction. Some native tendencies we shall seek to preserve and perpetuate; some we shall do our best to get rid of; many we shall seek to modify or redirect. But, in any case, we shall succeed just in so far as we begin by understanding what nature has put there in the first place.

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The Day School Teacher and the Sunday School

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It is possible that the solution of the teacher training problems of the Sunday School will be found in training the day school teacher for Sunday School work. The courses given in our Provincial Normal Schools in Scripture, Psychology, Nature Study, Drawing, and Methods and Principles of Teaching are directly in accord with the training needed for Sunday School teachers. In addition to this, the practical teaching under criticism, and the work done in such subjects as Geography, History and Literature are also of more or less value in fitting a teacher for work in the church School. The day school teacher is already a trained teacher, and, generally speaking, when she engages in work for the church, is by far the most competent Sunday School teacher we have. If the training given the day school teacher could be supplemented by a course in Sunday School organization and management, together with something on the nature of Religious Education, it would produce teachers well qualified for work in church Schools.

Any Normal School training that is at all adequate cannot fail to impress the teacher-in-training with the fact that the day school does not attempt to give a complete education; that to do this it would be necessary to trespass upon educational ground that lies within the domain of the church. Moreover, the day school teacher who realizes the importance of moral training and aims at the fullest realization of the spiritual powers of the pupils, must, of necessity, feel the limitations of the day school curriculum and the need for religious education. In the heart of such a teacher there arises a desire to follow up her work beyond the limitations of the day school and she should find her oppor-

tunity in the School of the church. If by some special training, or otherwise, she has discovered the possibilities of the Sunday School and the opportunity of the Sunday School teacher, her interest and effort in the educational work of the church is assured.

In our Normal Schools there is a large percentage of the young men and women in training, who are willing to make big sacrifices of work, and time, and pleasure in order to take just such extra training as is indicated above. If, either in connection with the Normal Schools, or in close proximity to them, there were established schools providing courses in such phases of Sunday School work as are not covered by the regular work in the Normal School, it would be the means of turning out each year hundreds of thoroughly trained Sunday School teachers.

As a matter of fact there is such a school in operation now, in connection with the Union Church at St. Anne de Bellevue, Que., where a Training School of Religious Education has been established for such students of the School for Teachers, Macdonald College, and any others who wish to attend. Students who receive a certificate from this School, go to the various parts of the Province in which they teach with a feeling of confidence in themselves that leads them to readily undertake work in a Sunday School. When such a teacher does engage in Sunday School work, she is soon recognized as a leader, because when she expresses opinions and inaugurates new methods and devices, she speaks and acts as one having authority. When one of these trained teachers accepts a class in a Sunday School and finds that the ideals and methods of the School are not of the approved type, she doesn't feel the situation hopeless, and