

The Teachers Monthly

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No. I

Principal Scrimger, of Montreal, is to prepare the Teacher Training Handbook on the Old Testament.

Supplemental Lessons, which are being introduced in our own church, and very widely elsewhere, are intended to correct the prevalent lack of *systematic* knowledge.

Carson's Bible Catechism, recently published by us, and which is being heartily welcomed, is another step in the same direction. The Catechism begins at the beginning of the Bible and goes through to the end; and while it is not required that the children shall learn it by heart, the study of it, with frequent repetition and review, will give them a sure grasp of scripture facts as they stand in the Word. It was not by chance that God revealed Himself to us in a certain order, nor by chance that the books of the Bible are arranged as we have them; and it is not possible to have a proper knowledge of God's way of redeeming men, or of God's will concerning men, without knowing the Book itself, as well as the great teachings which it contains.

How to Introduce the Supplemental Lessons

Dr. Frank Woodbury, a "veteran" in Supplemental and Teacher Training work in Nova Scotia, has this to say in regard to methods of introducing the Supplemental Lessons:—

"Two methods seem to be the most practical.

"The Primary and Junior departments are easily set at work without objection from teachers or pupils.

"In the Intermediate and Senior grades caution is needed. It is better that no attempt be made to rearrange classes. Let them remain as they are. After the first year, adjustment will be easy.

"Plan I. Ask all the grades of eleven years and over, to study the work of the first Intermediate grade, including a review of the Books of the Bible. At the end of the year, give an examination on the work, and promote the scholars. Thus in five years the whole school will be graded, and they will have been doing valuable work all the time. This is the most thorough plan. It is a great advantage to have the whole school above the Junior Grade studying the same work during the first year.

"Plan II. Divide the school into departments and introduce all the grades at one time. If all the teachers are loyal and enthusiastic, this can be done, but in many cases it has been beset with difficulties that do not appear on the surface."

Dr. Woodbury also adds:—

"The matter of changing teachers is of local interest, and not as important at the beginning as it has been sometimes made to appear. It may be said that usually it is better that a teacher should remain with the class through a whole department, than to change classes each year."

Takes Time

"They don't try to make a feller an angel in a minnit." A grimy-faced urchin clad in rags gave this reason for the popularity of a week-day Bible School among his fellows of the slums. Is it not possible that Sabbath School teachers expect in their scholars too rapid progress in goodness?