

told in simple and graphic language are the proper food for the child. The adventures of Jacob, the battles of Joshua, the escapes of David, and the perils of Paul hold the interest of the boy. The rise and decline of the "peculiar people," the brotherhood of the apostles, the growth of the early Christian Church, appeal to the newly-awakened social interest of the youth, while the unfolding of the new life within quickens his appreciation of the spiritual experiences of Jacob, of Joseph, and of David. To him more than to any other does the story of the growth of the kingdom of God, unfolded in the New Testament, appeal with power. It is not until the approach of the years of maturity that the prophets, the doctrinal epistles, the philosophies of Job, Ecclesiastes and Proverbs are read with interest and studied to advantage.

If the studies of the Sunday School were so arranged that the scholars could

BEGIN WITH THE SIMPLE STORIES

and poetry of the Bible; proceed to the adventures of the Old Testament and the Acts of the Apostles; then trace the growth of Abraham's seed, the rise and fall of the Kingdoms of Israel and Judah, the vicissitudes of the Exile and Restoration, the growth of the Christian church, and dip more deeply into the inner life of the great leaders of the Jewish people; and, finally, under the wise leadership of the pastor, unravel the mysteries of the prophets, grasp the philosophies of Job and the Books of Wisdom, see the spiritual beauty of the Psalms, and think out the theology of Paul; then, it might be possible for our young people to make the Book of books their book.

As the boundaries between childhood and boyhood, or between boyhood and youth, are not set off by definite lines, so the lessons should shade imperceptibly one into the other. Instead of dividing the studies of the Bible into four groups or grades, we should rather arrange them into

ONE ORDERED SERIES,

beginning with the story of Jesus and ending with the theology of Paul. The main thing is the ordering of the lessons, not the breaking of them into groups. The order should

be based on the capacity of the pupil. If some such method of arranging the lessons be not adopted, I believe the biblical order, beginning with Genesis and ending with Revelation, better than the present helterskelter method of skipping from Timothy to Samuel, from Peter to the Psalms. A jumble of stereoscopic views may interest and amuse, but they fail to give true and adequate ideas of the greatness of the plains or the grandeur of the mountains.

THE GRADED LESSON

does not necessarily mean a graded school. The public schools in the country are ungraded, yet the lessons are graded according to the capacity of the pupils.

Nor does the graded lesson mean a supplemental lesson. At present the teacher has less than half an hour for teaching the lesson for the day. This time is short enough. It would be far too short for both the International and Supplemental Lessons. Besides, if the attention of both teacher and taught be divided between two lessons, little will be accomplished.

Graded Lessons do not mean a series of moral truths or a system of ethics illustrated by Bible stories. Such a course for beginners was recently prepared by the International Committee. We wish not ethics but the Bible. The Bible stories will teach their own lesson. Abstract truths, no matter how well illustrated, are beyond infants. Concrete stories appeal to them and will in time convey their own truth.

The Graded Lesson should present Bible stories as far as possible in the language and order of the Bible. Though it would not be wise to begin with the story of Adam and Eve and end with the story of Jesus, yet it is advisable to tell as much of the story of Moses, for example, as little children can grasp, before passing on to another.

Difficulties and objections we must reserve for another article.

Dalhousie University, Halifax, N.S.

Write for Booklet containing full information regarding the Teacher Training Course, to Rev. J. M. DUNCAN, B.D., Confederation Life Building, TORONTO.