

to talk of school and home life to one who is truly interested. Teachers will thus soon be supplied with abundant material from real life with which to illustrate the great spiritual truths which it is their aim to impress. This will give reality and truth to their instruction. It will also give them the opportunity to know some of the temptations and failings of their pupils and enable them to check in all kindness tendencies to go astray. Approval or disapproval of specific deeds, is more impressive to children than any abstract expression of approval or disapproval. To know something of what the pupils are studying at day school would give the Sunday School teacher a fairer estimate of their capacity and stage of development. Some pupils have their powers greatly under, and others equally over, estimated. Either of these is fatal to the best results.

Other things being equal, the child may be considered fortunate who has the same teacher in Sunday School as in day school. Where public school teachers have the physical strength, it would seem a great help to any Sunday School to have them as teachers. Especially where the graded lessons have been adopted, a capable public school teacher might easily prove of great value in the responsible task of directing this work.

To the day school teacher there come opportunities in her regular daily work of definitely assisting in the work of the Sunday School. Too often biblical incidents and personages lack reality and are mentally classified by children with fairy stories and legends. When, however, Jerusalem or Babylon is found on a map during geography lesson, or Malta is related to Paul's shipwreck, or Egypt as the country where Joseph and Moses lived, then a reality is given to the Biblical stories that they never had before. Thus, in the daily studies, there is incidentally frequent opportunities to reinforce and supplement the only too brief teaching on the Sunday.

The day school teacher has a fine opportunity to reinforce the Sunday School teaching in the brief but regular religious exercises that most schools have. There is in these a means of systematically developing a spirit of reverence that should re-act very favorably

upon the spirit of the worship service in the Sunday School.

When the best day school teachers assist in the Sunday School, they are of immense value in setting standards of work in classes. They get results in class work and attendance that claim attention and spur those not so successful to great effort and inspire them with a desire to learn the art of teaching and governing more perfectly.

In the Normal Schools

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Religious instruction has a definite place in the curriculum of all the Normal Schools of Ontario. The Provincial regulations require all the students to take a course in this subject of one hour a week throughout the entire session. The Province, however, does not provide either the teachers or the instruction for this department of work. One hour a week is set apart, rooms are provided, and the students are required to attend any classes that may be arranged by the various denominations for the students of their respective bodies.

In practice this method works out quite satisfactorily in each of the seven Normal Schools of the Province, at Toronto, Hamilton, London, Stratford, Peterboro, Ottawa and North Bay, with a total enrolment of well over one thousand students each year. At most of these centres the Baptists, Church of England, Methodists and Presbyterians arrange separately through their local ministerial associations for a suitable course and instructor for their own students, and any other students not provided for in this way are at liberty to choose whichever of these classes they will attend.

At some of the centres where the attendance is not so large the general ministerial association arranges for some one to take all the students together for religious instruction, but in the larger Schools it has been found that when grouped denominationally the classes were as large as could be handled effectively, with frequently more than one hundred in a class.