

In view of these conclusions, which are supported by carefully sifted facts, the pointed question is asked :

"Have we, on the whole, unfolded the Christian revelation by methods to which the child can respond, and in the order natural to the successive stages of his spiritual development? Have we tried to fit religious thought into life, as life is for the time being seen by the child? If not, we can begin to explain the failure."

There is the whole argument for the claims of religious education in a nut-shell. In the lurid light of the War, it is seen how comparatively ineffective the Church's training of her children has been. That once seen, the call to provide more vital teaching for the young is imperative.

Some Forward Steps in Religious Education

In the work under the care of the Board of Sabbath Schools and Young People's Societies during the past year, three features are outstanding in importance and interest.

There is, first, the campaign which has been vigorously carried on in the interests of the Home. On the basis of facts ascertained by diligent inquiry covering the whole Church and weighed with careful deliberation, the Board has, from time to time, suggested plans by which the Home may be helped to do its part,—which, by common consent, is a fundamental part—in the great task of the nurture of the young.

A second feature in the year's work is the development of cooperative movements, in which the Board unites with various organizations in enterprises of common concern. Of such movements, the completed organization of the Religious Education Council of Canada, with its auxiliaries in the various Provinces, is a most conspicuous example.

Besides these two features a third may be mentioned, namely, the wonderful extension of the teen age boys and girls. The organization of the Tuxis Boys and the Canadian Girls in Training has amply justified itself by proved results.

It has been a year of splendid progress and a year of great promise for the future.

Religious Education in the Colleges

The subject of Religious Education is coming to its own in the Theological Colleges of our Church. For many years, in all the Colleges, provision, more or less adequate, has been made for the instruction and training of students for the ministry with a view to fitting them for their work amongst children and young people.

Not until lately, however, has the claim of Religious Education to a place as a "major" subject, in the theological curriculum, under the care of a regular Professor been fully recognized. Two of our Colleges, those at Winnipeg and Montreal, have now Professors of Religious Education. In Winnipeg the recently appointed Professor in this Department, Rev. F. W. Kerr, B.A., occupied his chair during last winter's session, while the still more recently appointed Professor at Montreal, Major E. M. Best, is expected to take up his professional duties next fall.

These are two of the most important appointments which could be made to the teaching force of our Colleges. It is impossible to calculate what will happen when our young ministers go out to their life work, fully equipped to grapple with the problems presented by the growing life in our Church and nation.

"Talks to Sunday School Teachers"

On another page of this issue will be found a notice of "Talks to Sunday School Teachers," a book fresh from the press, by Professor L. A. Weigle, widely known as the author of the two Handbooks, *The Pupil* and *The Teacher*, in the New Standard Teacher Training Course.

The book gathers together the articles in two series, originally written for *THE TEACHERS MONTHLY*. It deals with topics of vital interest to all Sunday School, and does this in a most attractive style, quite free from the technicalities of a textbook.