

Thamesford, London, Belmont, West Lorne, St. Thomas and Glencoe (London Presbytery), Blenheim, Chatham and several other centres of the Chatham Presbytery.

The programme, substantially the same throughout the Synod, was carried out under Presbyterian management and varied to suit local conditions. The testimony was also uniform that these Institutes were of unusual interest and profit.

Amongst the plans proposed by the General Assembly's Board of Sabbath Schools and Young People's Societies for the coming year, is the holding of similar Institutes in several of the other Synods of the church. The success which has attended this method of work in the Synod above named, gives good ground for the confidence that it will produce good results elsewhere.

London, Ont.

Graded Lessons and Home Study

By Rev. W. O. Rothney, B.D.

[The "Closely Graded Lessons" referred to by Mr. Rothney and our Departmental Graded Lessons follow the same outline; the difference between the two Series being that the first has a separate Lesson for each year in a Department, while the second has only one Lesson for the whole Department. Whether one Series or the other is used, Bible study is likely to be promoted—
EDITORS.]

Our School has an enrolment of approximately 100 pupils; it contains pupils varying in age from 4 years to 20 years, classified according to age in seven grades, containing 12 classes. The Closely Graded Lessons are used throughout the School now for the third year.

Of the changes wrought by the Graded Lessons none is more marked than that of the increase of Bible study done in the home by both pupils and teachers. Teachers claim that they do not dare to go before their classes on Sunday without spending at least half an hour a day, during the whole week, studying the Lesson; often much more time than this is spent on it. Pupils not only study their Bibles daily, but have enlisted from parents and older members of the family help in studying their Bible, and preparing their work for the Sunday School; and frequently they meet in groups with their teacher during the week to finish a Lesson, or complete work or continue a discussion that they had

not time to finish in the class on Sunday. A common remark among teachers and pupils is that "the Bible was never really studied in the Sunday School, at all, before the Graded Lessons were introduced."

Perhaps the principal reason for this revival of Bible study lies in the fact that the topics discussed in the class are always those of most absorbing interest to the pupil at his particular age; and the teacher and textbook simply assist and guide the pupil in finding in the Bible the information that he is most anxious to have, and ascertaining to what extent he has been successful in his search. When, for example, pupils in the teen age find that the Bible contains information on the matters and problems that are of special interest to them, they will "search the scriptures" as though their life depended on it.

Besides recitation and discussion in the classes, the pupils are given a certain amount of notebook work to do, consisting of map work, illustrative work, and written work. These note books are examined carefully by the teachers and superintendents at the end of each quarter, and pupils who do the work satisfactorily are awarded a certificate on Rally Day. This mark of distinction is very much prized, by both pupils and parents. The note books when completed are kept on exhibition (if they are satisfactorily done), to be examined by any one in the congregation and all visitors; and are frequently exhibited at Sunday School conventions and institutes. This is an incentive to both teachers and pupils to make this feature of their work a credit to themselves.

Again, teachers never know when pupils or parents are going to call on them for information or help in the work which is being pursued in the Sunday School, and in order to prove themselves competent, and to some extent expert in their own Department, they find it necessary to do very thorough work in advance of their classes.

Whatever may be the reason, the fact remains that since the Graded Lessons came into the School the Bible has come to fill a much larger and more important place in the lives of both teachers and pupils. Before the change took place the Bible, if it could be said to be studied at all, was studied because it