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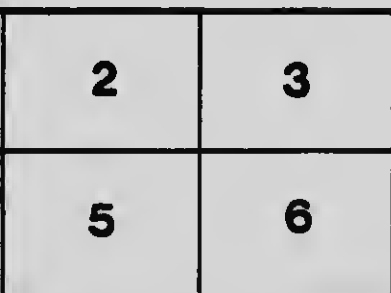
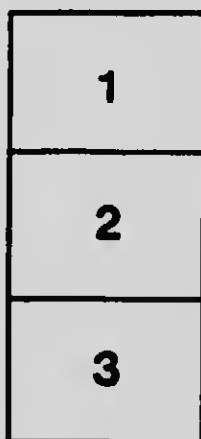
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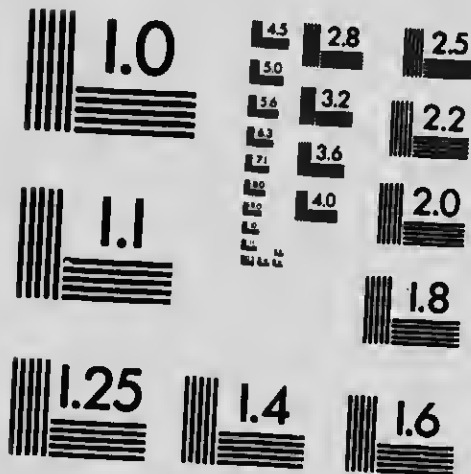
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# THE PUPIL

## LESSON I.

### THE TEACHER AND HIS WORK.

#### INTRODUCTORY.

He who would succeed as a teacher must know the truth and appreciate it; must understand his pupils and sympathize with them; and must perfect himself as the chief active agent in instruction and discipline. This booklet deals directly with the second and third requirements, and only indirectly with the first.

**Stages of Development.**—The life of a human being naturally divides itself into periods, which, although they imperceptibly merge into one another, have their outstanding characteristics. Infancy, childhood, youth, manhood—each has its needs and its possibilities. The teacher must have continual regard to these in his efforts at instruction and discipline. A man is not merely an overgrown child. The two differ in bodily proportions and in details of bodily structure. The intellectual and moral differences are even more marked than the physical. Because of bodily differences it is generally recognized that food, exercise and rest must vary with age and development. It is not so clearly recognized that in intellectual, moral and spiritual culture there should be "milk for babes and strong meat for men." In these pages an attempt will be made to indicate the chief characteristics of each of the four periods mentioned, and to suggest the pedagogical bearing of such truths as are enunciated.

**Teaching as Life Building.**—The highest conception of teaching is set forth in the divine utterance, "I am come that they might have life, and that they might have it more abund-

antly." Though life cannot be defined, it can be quite readily recognized and measured. Wherever it is present there is power to respond to stimulus of some kind. Ability to respond is the measure of life-efficiency. This is true whether reference be made to bodily or to mental conditions. A child with good eyes and love of beauty in his soul responds to the call of the wild flowers; a child with a good ear and music in his heart responds to the call of the birds and the whisperings of the trees. These children are alive. But there are some whose sense-organs are impaired and some who are almost dead to all appeals of beauty. Worse still, there are some who are almost dead to all moral appeals. Here the teacher may learn a lesson from the blacksmith. By blowing gently on the dying embers, and by cautiously adding fresh supplies of fuel, he can create a blazing furnace. So the teacher, by gentle stimulation and loving guidance, may be the means of converting a helpless and almost lifeless soul into a power for use and glory.

"There is in every human heart  
Some not completely barren part,  
To plant, to watch, to water there;  
This be thy duty, this thy care."

This means the study of individuals, for all are not equally possessed of life. Some require gentle stimulation, careful tending. Others can endure rougher treatment.

**How Life is Built Up.**—Life is made up of experiences. "He most lives, who thinks most, feels the noblest, acts the best." Experiences are the stuff out of which life is made. The most important thought in this connection is that "*all experience results from stimulation and response.*" If children are to live and live more abundantly, they must be stimulated from day to day in a wholesome manner, and they must respond freely and naturally as occasion offers. The good teacher is he who sees to it that stimulation is suitable and

adequate and that response is full and free.

For a little child, a story, a deed, or a mere suggestion, is a suitable stimulus to activity; for older people, doctrinal discussion and prolonged argument may be necessary to furnish minds with convictions. There can be no greater mistake in teaching than to attempt to teach the same lesson by the same method to people of all ages and conditions in life.

#### QUESTIONS.

1. Into what four periods is the life of a human being divided? In what three respects do these periods differ from one another?

2. What do we mean by saying that a child is alive?

3. What stimulating forces are about the child every day?

4. Why should we not try to trace the same lesson by the same method to pupils of different ages?

#### LESSON II.

##### THE BEGINNERS (AGE 3 TO 5).

**Sense-Hunger.**—In the rapidly-growing child there develops a hunger for new sensations. He must see, hear and touch everything. He is not careful in his choices. He is as ready for the impure as for the pure, for the ugly as for the beautiful. It is for the teacher to select material wisely, for the soul grows to be like what it feeds upon. The teacher has a second duty in this connection. He must recognize the existence of dulled sense-organs, and must understand that in this is the explanation of much of the badness and stupidity of children.

**Curiosity.**—The child wishes to see and handle. He also wishes to know. The world is to him a mystery awaiting solution. Everything that comes before him is dissected, in the hope that it may be understood. The destructive tendency is not necessarily a sign of perversion; it is a mark of questioning intelligence. Questioning should not be repressed; it should be encouraged. Every worthy question reveals a felt need. It is a

direction to the teacher. It indicates the form of stimulation that is next in order.

**Activity.**—The most characteristic feature in childhood is the desire for activity. It is impossible for the growing boy to keep still. For this reason he plays incessantly. When he is not imitating he is inventing. When he is doing neither, he is asleep. If his activity is repressed, there is restlessness, irritability, ill-feeling, anger, and worse than all, a weakened will. Freedom is necessary to development. Neglect is almost as bad as repression. Opportunities for activity—physical and mental—must be provided. A teacher's duty is not to keep pupils quiet but to keep them profitably busy. And activity must be directed in proper channels. Out of directed activity grows obedience. Obedience cannot be compelled. The teacher's task is to make plain the path of duty and to lead the pupils to walk in it with her. The word "Help" is much more effective than the word "Don't!"

**Imitation.**—The most characteristic interest of this period is imitation. It is deeds that are imitated at first; later on, the people who perform the deeds. The kindergarten child explained his improvement in conduct by saying of his teacher, "She walks around and we feel good."

**Feeling.**—A little child feels truth even when he does not understand it. "He does not understand personality, but he feels the comfort of a father's strong arm." Through feeling comes action. A feeling is not valuable on its own account, but because it leads to action. Feelings come not by command. It is as idle to say, "Be good!" "Be reverent!" as it is to say, "Be angry!" A child will be reverent if the atmosphere of reverence is in the school. There is a great danger in over-stimulation of feeling. There is also danger in stimulating a feeling before its proper time. For example, it is foreign to a normal child to feel continually sad. The stories he hears and reads should abound with life, love and gladness.

**Will.**—Two or three facts with regard to

will-action are of the utmost importance to teachers. In the first place, children are impulsive. The idea and the act are closely related. No time is taken for deliberation. In the second place, children are responsive to suggestion. This is so true, that a negative command is often disobeyed, not through badness, but because it suggests a possible course of action. As a rule, it pays to get something for children to do. It does not pay to surround them with prohibitions. In the last place, it should be remembered that with young people there is little power of self-restraint. Action cannot be deferred. Immediate, rather than remote, ends determine activity.

**Language.**—The language of the child differs from that of the adult in several ways. He uses many words that have no definite meaning to him. He is interested in the sound rather than in the sense. As he delights in picturing, his language is not rich in abstract terms. He cannot understand much that does not describe concrete situations. The good primary teacher must be able to see and picture. The language of gesture will come to the aid of the language of speech.

**Religion.**—The child is trustful. "Of such is the kingdom of heaven." He believes his parent and his teacher. They stand for him as the embodiment of truth. Out of his reverence for them will develop reverence in its higher forms. And because children are so believing, they should not be imposed upon. Great care should be taken to give them such thoughts of God and man, of justice and punishment, of behavior and belief, as they can entertain in later years. The spirit of the teaching must be right, whether the truth is presented literally or figuratively.

#### QUESTIONS.

1. What is the teacher's duty in regard to the sense-hunger of the child?
2. What should be the teacher's attitude towards the child's questions?

3. Name some ways in which pupils imitate their teacher.

4. How is reverence to be developed?

5. Point out some characteristics of a child's language.

### LESSON III.

#### THE BEGINNERS (AGE 3 TO 5).—*Concluded.*

**Aims in Teaching.**—Now, it is evident that because of the limitations of childhood, the teacher must limit herself in the aims she sets before her. Reduced to the very simplest form, these aims may be stated thus:

1. To help the children to know and love and obey God as a Father who loves, provides and protects.

2. To help them to know and love Jesus, the Son of God, who is the Friend and Saviour of children.

3. To help them to know and do their duty to themselves and to those around them.

It is very necessary that the teacher keep these aims constantly before her and that she test herself with reference to them from time to time. There is a strong temptation to entertain and nothing more, and this temptation must be resisted.

**The Teacher's Opportunity.**—Though a teacher's power to instruct is limited by the pupil's capacity, her opportunity for usefulness will never be greater.

Because children are sense-hungry, it is possible to illustrate God's loving care by the use of countless objects. A last year's bird-nest, a piece of honey-comb, a lily of the garden, a spider's web: these and scores of other objects will suggest themselves. Because the spirit of curiosity is alive, the wonderful things in God's creation can be made a never-ending source of instruction. Because the imagination is active, truth can be imparted in the form of stories—stories of love and kindness, reverence and obedience. Because children are so imitative, the teacher has but to set the example and her work is done. Living is better than talking. Because there is such a restless desire

for activity, there must be frequent change in the exercises, opportunity must be given for physical exertion, and where possible for some form of hand-work. Because, with the little child, the better part of living is expression, the teacher may add interest and profit to her work by giving ample time for reproduction of stories and for narration of personal experience. Above all, because, at this time, life is full of trust, the teacher can create as at no other time that confidence in men and in God, without which spiritual growth and service are impossible.

Some of the conditions favorable to success are set forth in the following paragraphs:

**The Place of Meeting.**—This is fully described in Book V. of this series. Viewed from the standpoint of the pupil's needs, it should be separate, roomy, equipped with chairs and tables, decorated with pictures that teach and appeal to the imagination. There should of course be a musical instrument, a blackboard, a sandboard for those who can use it, and suitable materials for hand-work, to which reference will be made in Lesson VI.

**The Teacher and Assistants.**—The teacher must have a bright, winsome manner, for children of this age are attracted quite as much by personality as by words. She must be able to speak well and simply and to illustrate her words by doing things. Even in telling a story, she must be able to draw lines on the blackboard or move objects on a table, or pile the sand on the sandboard, to illustrate every point. Consider, for example, how every person, place and event in connection with the story of The Good Samaritan may be represented on the blackboard or on a sandboard. The teacher must also be a good listener, for children have much to tell and much to ask. More than this, she must have power of adaptation. Her work is not that of following a carefully-devised programme, but of changing the order of the day to suit the needs of the class.

The assistants may serve in various ways—collecting and distributing material, reviewing,



carrying for supplies, looking after wraps, etc. The number of assistants depends upon local conditions. Sometimes the teacher does better work all alone.

**The Singing.**—The songs should be simple in words and music, bright and rhythmical, for this is the only music children appreciate at this age. Great variety is not necessary. Complete hymns need not be taught. Motions may be used to advantage with some songs, but better no motions at all than those which are purely formal and lifeless.

**The Prayers.**—These should be incidental rather than formal. The whole service should be one of prayer. For instance, if the talk of the day is on God's goodness, it is in order to say, "Let us thank God for His goodness to us." If it is a talk on parents, "Let us ask God to bless our parents"; etc. The atmosphere of the school should be that of devotion. It is the spirit rather than the words that appeals. To develop an attitude in children is more important than to give definite instruction.

**The Story-Period.**—The teacher who would succeed must see pictures and describe them. It is not necessary to get a new story for each week. What children yearn for is the old in a slightly-changed setting. The stories arranged for the Beginners' grades in the International Beginners' Course are excellent. If that course be followed, the teacher can hardly fail to realize her aims, which are to leave behind a lasting impression of God's goodness and watch-care; to instil reverence for the Creator and sympathy for all His children.

**The Circle-Meeting.**—At some time during the hour, preferably near the opening, the children should have a circle-talk. This will give them an opportunity to tell all they have been waiting to say; it will enable the teacher to prepare the way for the story-lesson. During this period she can teach new hymns and texts, and have the children reproduce the stories they have already heard. This is also the time for birthday exercises, offerings and cradle roll entries.

**The Welcome and the Dismissal.**—The teacher will recognize that here are great opportunities. To meet a little child with a welcome is to win its affection and interest. To send it away with a kind word is to give it something moving to remember all the week. It is what the teacher does rather than what she says that is important at this stage. If the teacher is a friend to the children, they can understand how her God can be their friend as well.

## QUESTIONS.

1. What should be the aims of the teacher of the Beginners?
2. Name six characteristics of children at this period, and indicate in each an opportunity for the teacher.
3. Make out a programme for a day's exercises.
4. What should be the nature of (a) the singing and (b) the prayers in a Beginners' class?
5. Why is it not necessary to have a new story for every lesson period?

## LESSON IV.

## THE PRIMARIES (AGE 6 TO 8).

The years six to seven and seven to eight form a period in many ways different from that of early childhood. Some of the main characteristics of this period will be mentioned in this chapter.

**Physical Development.**—Rapid bodily growth still continues; there is a development of power to use the smaller muscles; there is marked susceptibility to disease. All of these things indicate the frailty of the organism at this period and suggest the possibility of overtaxing strength through undue pressure or prolonged effort. Work must not be too serious, and must be followed by sufficient rest. Changing activity is necessary to prevent fatigue. One form of activity that is very necessary is play. The teacher must pay particular attention to the bodily position of pupils at this stage. She must

also take care that the ventilation of the room is sufficient. Many permanent ills may be traced to neglect during this stage. The seriousness of neglect is seen in the fact that there is a close relationship between physical and moral conditions. Inattention, disobedience, restlessness, and downright badness may frequently find their origin in some physical disorder. The worst disorder of all is that of the nervous system. This may be occasioned by foolish fears, by worry, by monotony, by prolonged exertion.

**Intellectual and Emotional Development.**—The child continues to manifest sense-hunger. He still has a craze for handling things in order to find out all about them; but he is more discriminating than in early childhood, for he singles out certain objects for special study.

His intellectual hunger or curiosity is no less than it was, but he turns it in new directions. He asks for reasons of things. Fortunately, curiosity may be appeased by an answer that only partly explains. But there is a danger here, too. The child is credulous. If the source of his information is respected, he accepts almost any reason as sufficient. It is easy to fill the mind with wrong ideas of God and His world. Fortunately, intellectual satisfaction is not what a child chiefly demands at this stage. His little soul is *feeling* for an explanation of things, and his real need is to find in the school an attitude of reverence and worship of the unseen Father who explains all.

A dominant characteristic of life at this period is its extreme *imaginativeness*. Not only does the plaything become invested with life, but in many cases the invisible playmate is the chief companion and comfort. The ideal world constructed by the child is not an arbitrary creation. His ideal people have the attributes of father, mother, and friend. The attributes most admired are *goodness, accomplishments, wealth, personal appearance, bravery, intellectual attainments*, are not valued until later on in life. There is a lesson here for teachers in choosing subject matter for their lessons.

The imaginative power of children leads to invention. This invention must not be confounded with lying. Yet, if the child is unduly praised for his invention and if he becomes hungry for further praise, it is very easy for him to become untrue to himself in his creations. This is the beginning of the habit of exaggeration—one of the worst forms of lying. Imagination should not be abused by exercising it on useless things; it should be employed in raising and elevating life through the inspiring power of lofty ideals. "Imagination is the shaping force without which life would be a chaos."

The interests of the child are in line with his perceptions, his fancies, and his leading activities. The boy loves toys that are connected with action; the girls love their dolls. Interest in results as well as in processes begins to manifest itself. Things begin to have an acquired as well as a natural value. And yet the interests are mainly the same as those in the Beginners' class. The fact that most children learn to read at this time gives them power to satisfy partially their interest in the far off and strange. It is, however, in the next grade that the danger of over-reading manifests itself for the first time. It should be noted, that, whereas very young children are primarily interested in the actions of people, children of this age begin to show great interest in the people themselves. This has great significance for the Primary teacher. The sympathies of the child are extended during this period. Up to the age of six and seven, his life was self-centred. Now he begins to be interested in the activities of others. He finds that companionship is necessary to his own happiness. He wants to go to school. On the æsthetic side there is marked development. Boys fill their pockets with gaudy trinkets, and girls take pride in their clothes. These are but illustrations. It is easy at this time to develop a love for nature in all its forms. The living things are the child's wonder and delight. The Sunday School teacher finds here a great opportunity.

**Moral Development.**—Up to this time attention has been passive. It now begins to take the active form in some fields. Immediate gratification is not the sole object in action. Remote ends modify behavior to some extent. A child of eight can be very good just before Christmas. Yet because remote ends do not chiefly determine conduct, and because the child has little power of self-expression, most of his actions must be looked upon as unmoral—that is, they have no moral quality. The teacher must be careful lest she attribute wrong motive where there is merely imitative activity. For most cases of wrong-doing at this stage, the teacher and parent should be punished, for they served as models. Children do not understand good and bad in the abstract, but they understand concrete illustrations. Similarly, they believe in punishment for definite misdemeanors, but not for badness in general. They never attach much importance to threats of punishment.

**Religious Development.**—The fact that interest centres in people as well as in actions, makes it possible for the teacher to make much use of the Bible story. Still the story is but secondary: the life of the teacher as expressed in her words, her manner, her sympathy, her whole personality, is the greatest educative influence in the school. If the teacher is right and the spirit of the school is right, the result will be good, even if the instruction is somewhat faulty. Children at this age are much attracted by forms and ceremonies. The teacher can make use of this fact to develop right habits.

#### QUESTIONS.

1. Point out some of the dangers of this period and indicate how the teacher may help to overcome them.
2. What use may the teacher make of the imaginativeness of this period?
3. Distinguish between children's imaginative descriptions and lying.
4. What use may the teacher make of the child's love of dress and display?

5. How may the teacher develop right religious habits during this period?

### LESSON V.

#### THE PRIMARIES (AGE 6 TO 8).

**The Teacher's Opportunity.**—Because children manifest a deep interest in people whom they love or respect, the teacher has a wonderful opportunity of influencing them through the beauty and holiness of her own life. Her manner, her speech, her deeds, her spirit will all be faithfully reproduced. Because they delight in the beautiful, she can introduce into her teaching all the beauties of nature and art, and hold attention in spite of distracting forces. Because they love companionship she can make use of songs and exercises that call for concerted action. Because they delight in language and because their memories are now so active, they may be taught many beautiful portions of scripture. Because they are highly imaginative and inventive, the story and hand-work become central means of instruction. Some of the conditions favorable to success are set forth in the paragraphs that follow.

**The Teacher.**—Whatever other qualifications she may possess, three things seem to be particularly essential. She must have a Christ-like disposition, she must possess the mother-love in a high degree, she must be able to tell stories. Other qualifications have been stated in a previous chapter.

**The Day's Programme.**—The programme can now begin to follow a definite order—yet not so definite as to make it mechanical. There must be life and spirit at all costs. The following order is suggested as practicable:

1. Opening exercises.—Music, scripture responses, prayer.
2. Class-work.—Review hand-work, supplemental work.
3. General exercises.—Offering, new songs, story-reproduction, birthday exercises.

4. Story period.—The story, the story-drill, home assignment.

5. The closing exercises, songs, prayer.

6. Dismissal.

This looks formal, but it is assumed that everything is done in the spirit of reverence and devotion. The following remarks refer to items in the programme.

**Scripture Responses.**—A beginning may be made in teaching the facts of the Bible and in assigning texts for memorizing. Verses should be recited from week until thoroughly known. Those verses should be taken which have some meaning for the pupil. What is learned at this age is never forgotten.

**Hand-Work.**—This consists of exercises in drawing, modeling, painting, pasting, writing texts, and the like. There is great danger of waste of time here, but there is great profit if the work is wisely done. A child who draws a picture of Isaac's tent will never forget one fact in his life. A child who writes out, "Go thou and do likewise," will never forget one beautiful Bible story. Much hand-work may be done at home.

**Supplemental Lessons.**—These are for the purpose of teaching Bible facts and Bible selections. It would be a mistake to attempt too much at this stage. What a child can really comprehend he is only too willing to learn.

**Story Reproduction.**—This is profitable in two ways. It provides for review of truth; it gives encouragement to pupils. A portion of every lesson period should be reserved for reproduction. It has been said that "reproduction is a necessary part of the knowing act."

**Songs and Prayer.**—These give the teacher an opportunity for developing right devotional habits, such as order, silence and correct posture.

**Home Work.**—This should be given, because children like it, because it fixes impressions, because it unites home and school.

**The Story.**—Next to the teacher's personal influence, the story is the great means of

education at this time. The story is particularly suitable, because it presents truth in the concrete; because it appeals to the imagination; because it arouses feeling; and because it incites to action.

The story-teller must plan her work. She must arrange her pictures in order, and then decide how she will present each. This necessitates a study of pupils—their conditions, needs and power of apprehension; it necessitates also the preparation of material for illustration—diagrams, pictures, verses, objects. No story should ever be told unless it is illustrated in some way—by gesture, drawing, modeling or by objects. The teacher who gives herself absolutely to the work, studying the little faces, and suiting her language to the capacities of the children, will not fail to receive attention. It is useless for her to go on talking, if she is not being understood. It is not necessary that a moral lesson be drawn from each story. The story teaches its own moral. The story of the Prodigal Son is a good model.

#### QUESTIONS.

1. Point out two of the Primary teacher's opportunities.
2. Write out an order of exercises for the day.
3. What supplemental work may be done in this grade?
4. What are the advantages of story-reproduction?
5. Plan the story of Joseph and his brethren, showing how you would illustrate it.

#### LESSON VI.

##### THE JUNIORS (AGE 9 TO 12).

Children at this age seem to have lost some of their winsomeness, innocence and sense of dependence. They have exceptional physical and intellectual vigor, and a corresponding widened circle of interest. They begin to assert their individuality and are keen in all forms of rivalry. They are strong in their likes and dis-



likes, and emphatic in their expression of these. Compared with younger children, and even with older, they sometimes appear to be brutally frank and coarse. Yet they are easily managed by teachers whom they admire and respect.

**Physical Peculiarities.**—During this period bodily growth is comparatively slow. The system is strong to resist disease. There is an excess of energy which prompts to activity of all kinds. The games chosen are those of a strenuous nature. At no other period in life does one put forth the same energy in proportion to size and weight. At about the age of eight the brain reaches almost its full size, and now are being established those connections along which nervous force must pass. Every action performed means that a current has passed along some pathway and has left behind it a trace of its passage. It is important that the right pathway be opened early in life. In other words, this is especially the period of habit-formation.

**Mental Peculiarities: Energy.**—The physical energy of this period is equaled by the energy of intellect. It is an age of questioning, exploring, reading, and searching for adventures. The young lad is on the go all the time. He will not confine himself for long to one subject, but rushes from experience to experience, as if in fear of missing something. It is comparatively easy to get the attention, but difficult to retain it. This flightiness makes children seem careless. They like to have responsibilities thrust upon them, because they love to feel themselves important; but they refuse to be held too closely to the fulfilment of these responsibilities. They are not to be treated as powerless children who cannot be trusted to do things, nor yet as grown people who should bear the burdens of life too seriously.

**Memory.**—This is called the period of golden memory. It is easy for pupils to remember names, dates, isolated facts and the exact wording of prose and poetical selections. Now is the time for drill. And yet drill is irksome

for the reason mentioned in the last paragraph. Children at this age want new experiences, variety, and they are only too ready to leave a lesson when it is half learned. Fortunately, they are fond of displaying their knowledge, and the teacher can use this fact to make all forms of drill pleasurable.

**Habit Formation.**—The importance of forming right habits at this period has already been mentioned. Some of the habits that are important for the Sunday School scholar, are habits of devotion, reading and prayer; habits of regularity, punctuality and order. It goes without saying that personal habits—cleanliness, neatness, pure thinking, clean speaking and right acting—are just as important in Sunday School as in the home. One of the difficulties of the teacher is that pupils of this age are just as ready to contract wrong habits as right ones. It is more difficult to eradicate a wrong habit than to establish a right one. The same direction may be given here as was set forth in the chapter dealing with Beginners: "The teacher's duty is not to repress activity, to keep pupils quiet, but to direct their activity in proper channels."

**Hero-Worship.**—The junior age is pre-eminently the age of hero-worship, with all that this means in imitation and in character-building. The heroes that appeal most are those who possess the qualities most desired at this age—physical vigor and power to do things. Boys are found in the company of their sporting elders, imitating their language, manners and habits; they crave for leaders and yield allegiance to them not only in legitimate sport, but in all forms of mischief. Girls are just as ready to worship heroes and heroines as are the boys. The teacher who can read well, sing well, or who has some marked excellence, has an advantage. If he excels in sport, and can join his classes in their games, he becomes a great power among them. The love of heroes leads at this age to reading books of adventure and stories of daring. The pupil's appetite is for everything that is highly seasoned. Fiction, history,

description of life in the woods and in the crowded city, stories of invention and discovery, are all eagerly welcomed. The market provides everything that appeals to children, but much of the literature presents wrong moral ideals. Even when the heroes are those who are engaged in a battle with crime, it is often the daring deed of the criminal, rather than the skill of the detective, that is appreciated. One of the first duties of the Sunday School is to present its pupils, through their reading, with worthy and imitable ideals.

**Social Instincts.**—Along with the longing for ideals there arises the longing for companionship in work and mischief. This is the age of the "gang." The gang is not to be suppressed. It must be guided and its actions supervised. The "scout" movement now so popular in England and other parts of the Empire, is an attempt to meet the "gang" impulse and to direct activity into useful and honorable ways. It should be recognized that children at this time are not always bent on mischief. What they desire is co-operative activity in which a premium is placed on individual daring.

#### QUESTIONS.

1. Name some of the physical peculiarities of this period.
2. Why is this period called the golden period of memory work?
3. What religious habits should the Juniors acquire?
4. What qualities in the hero does a Junior admire?
5. Why should the Sunday School pay special attention to the reading of the Juniors?

#### LESSON VII.

##### THE JUNIORS (AGE 9 TO 12).

**The Teacher's Opportunities.**—1. The fact that children are so energetic and so fond of

games in which they match their strength, gives the teacher his first opportunity. He can arrange parties and picnics, and thus get in real touch with his pupils. The teacher who is needed is the teacher who is loved. The teacher who is loved is the teacher who takes trouble.

2. The second opportunity of the teacher lies in the fact that the pupils are anxious at this age to prove their ability. He can encourage healthy emulation. In the learning of verses, getting to school on time, winning new pupils, and the like, it is easy to arouse ambition. The fondness for a class badge may work wonders in some cases.

3. A third opportunity presents itself in the fact that memory for isolated facts is so pronounced. By providing incentives proper at this age, such as praise and appeal to honor, he may have his pupils learn chapters of the Bible, famous hymns, and quotations from good writers. All such matter will be of the greatest value in later life. It is not necessary that a pupil understand fully the passages he memorizes. Even with adults, selections mean more as life becomes richer in experience.

4. Another opportunity lies in the fact that Juniors are so fond of heroes. The teacher ought himself to be heroic, a strong, capable, energetic personality, ready for fun and frolic; ready, too, for serious thought and vigorous action. He must know good, strong hooks of adventure and bravery, and be able to talk to his pupils about these. He must, above all, be able to show the heroism of Jesus as He went about doing good. There is no time at which pupils are more ready to yield homage to the Saviour than just at this period—if He be presented in the proper manner.

5. The last opportunity that need be mentioned lies in the fact that the children delight in constructive activity. It is only necessary to suggest the making of a map or a chart, the decoration and fitting up of the room, to get a volunteer or a volunteer party. It is not sur-

prising that pupils are more interested in a room, if they have assisted in making it habitable, or more interested in a lesson, if they have assisted in its preparation. As a rule the teacher has a loyal supporter in a boy who has helped him in some way.

**Teaching and Government**—As, at this age, a spiritual awakening may be hoped for, the teacher should use the most delicate tact in his appeals. He will find that good results are not reached unless the pupils are conversed with one by one.

The one rule for the teacher is to enter upon his work in such a whole-hearted fashion that the pupils will catch his enthusiasm and forget about everything else. If he is giving the right material in the right way, there will be no difficulty. An obstreperous child will be dealt with most effectually by his classmates, if he spoils the telling of a good story.

In case of a really troublesome pupil, the best course for the teacher is to resort to private correction. Public reproof is resented.

The teacher who is respected at this age is the one who speaks with authority. If he knows his work and plans it well and shows that he expects good behavior, he will get it; if, on the other hand, he is listless and unmethodical, if he is thinking of his lesson rather than of the welfare of the pupils, he will certainly have trouble.

**Difficulties.**—The fact that pupils are so taken up with the brave, the vigorous, the heroic, and that they are still lacking in wisdom and discernment, leads to two dangers: (1) They may seek the company of active but undesirable companions; (2) They may take to the reading of sensational but pernicious literature. The wise teacher will consult with parents on these matters. Children must have a better time in their own homes than they can possibly have outside; they must be provided with such good reading matter that they will have no yearning for the degrading. The Sunday School library cannot be too carefully selected.

## QUESTIONS.

1. Point out the opportunities offered to the teacher in the characteristics of children from nine to twelve years of age.
2. How should the teacher deal with the pupils in view of a possible spiritual awakening at this time?
3. Give a suggestion for dealing with a troublesome pupil.
4. Mention two chief difficulties of this period and indicate how the teacher should deal with these.

## LESSON VIII.

## THE INTERMEDIATES (AGE 12 TO 15).

We here enter upon adolescence—the period of storm and stress in every life. It is indeed a new birth, for new physical powers manifest themselves, new feelings are experienced, and new conceptions of life are entertained. Up to this time children were seeking variety of experience; now they begin to organize their knowledge, in order that they may better understand the world.

**Physical Changes.**—The physical changes during this period are apparent to all. In boys the awkward movements and the change of voice indicate the change in the whole system. There is, of course, much questioning and speculation, and wisdom in parent and teacher was never more necessary than now. It is well to remember that there are some things in life too sacred for public discussion, and that it is possible for children to become impure through listening to public lectures on purity. If any instruction is necessary, it should be given privately, and by a parent, if possible. To offset wrong thinking, it is well to encourage the vigorous sport which every child at this age naturally craves. There is usually little to be feared when numbers meet together under supervision; but there is danger when groups of two and three meet alone. It is usually advisable to separate the sexes for

purposes of teaching, putting the boys in charge of men and the girls in charge of women. In either case the teacher should be in touch with the lives of the pupils out of school, if the best results are to be secured.

Along with the physical changes, there is marked nervousness, sensitiveness, flightiness, and impatience. Children get angry easily, vigorously assert themselves, "banter and challenge without limit or forethought." They are ready to dispute the decisions of their elders; they have a craze for managing things. The teacher must have forbearance. He will understand that what is seeming badness is often only the result of nervous unrest. A hundred little misdemeanors may be overlooked, if the general spirit of behavior is commendable.

Personal Feeling.—About this time the pupil begins to have a new sense of his importance, because he takes a new view of the world. He begins to take a scientific interest in things; he takes a new interest in beauty, especially the beauties of nature; and he begins to measure his deeds by new standards. He reads the latest books; he takes an enthusiastic, if not a very intelligent, interest in the questions of the day; he attends public meetings when he can, and tries to prove his importance by writing on profound questions. He begins to take a pride in his personal appearance. He is particular about his clothes. He imitates his companions in all matters of detail. He must be altogether in the fashion. He is proud of a good family record. He talks about his most distinguished relatives. He likes public appreciation and willingly joins with his companions in public parades. He wants to join the "Cadet Corps," or "The Scouts." And just as he likes to be honored before his class, even when he pretends otherwise, he dislikes to be reproved in public. Often he is secretive because to ask a question might reveal ignorance or supposed weakness. All these facts have a value for the teacher. It is evident that commendation counts for more than censure. Here especially

is it demonstrated that positive incentives are superior to negative. Class loyalty is strong, and if the teacher organizes his work properly, throwing responsibility upon his pupils, they will not fail him.

**The Social Side.**—From 12 to 16 is the age during which life-friendships are formed. The man of sixty delights to recall the associations of this time. The teacher will continue the class socials and sports and reunions. The real unit in the Sunday School is not the individual, nor the whole school, but the class. The teacher who wants to win the pupils will meet them on week-days as well as on Sundays. The time spent in a social way is never wasted. The danger is for the soul who is companionless. At the beginning of this period there is often a contempt for the opposite sex, but towards the close of the period this changes to interest, and, under right conditions, to respect. Under the very wisest guidance the sexes can meet together in class about the close of the period. It is better they should talk to one another than that they should talk about each other. In one case, the thought and expression will likely be healthy; in the other, it is likely to be unkind and perhaps dangerous.

**The Spiritual Awakening.**—With the growth of new ideals and the awakening of new feelings, there comes the desire to make something of life. Here is the teacher's great opportunity. He can point out the beauty and grandeur of the holy, consecrated life—the life of service. Unselfishness may become a passion. Sin may be loathed and goodness strongly desired. Jesus may be sought, not only because He saves from sin, but because He presents in His life the beauty of holiness. This is therefore the time when conversions may be expected. Teachers who are wisely evangelistic should be in charge of the classes. The social awakening makes it possible for the teacher to interest the sympathies of the pupils in some philanthropic or missionary movement. Often a pupil finds his true self as he begins to live for others.



The gospel of salvation is often most keenly appreciated by those who know the gospel of service.

**Teaching and Government.**—The teachers during this age must be such as have passed through the experiences of the adolescent, and have not forgotten them. They must possess the youthful spirit. There are some who seem to have missed this altogether. If a man is in charge of a class of boys, he should be for them a model in dress and accomplishments as well as a mine of information. He must first of all be "a man" and a leader. He cannot be a good teacher if he is only a Sunday School acquaintance.

Much co-operative work may be done. The ideal of a class exercise is not that the teacher shall do all the talking, but that he shall encourage free expression within proper limitations. The fact that pupils now read so much puts them in a position to take part freely in the class conversation.

It is a mistake to imagine that gentleness is not respected at this time. But the teacher must add to gentleness the power of organization. He must know what he is aiming at in each lesson, and must not allow too wide departures, even if the pupils wish to indulge in irrelevant discussion. There is no service the pupil of the Intermediate class will not willingly render if he is treated as an equal, or as almost a man, but there is no mischief of which he is not capable, if humiliated.

#### QUESTIONS.

1. Name three changes that occur during early adolescence.
2. What is the cause of the restlessness during this period? How is it to be met?
3. How does the pupil's feeling of his own importance manifest itself at this period?
4. What should be the unit in the Sunday School for the pupil at this time?

5. Why is co-operation in the lesson to be expected at this period?

## LESSON IX.

## THE SENIORS (AGE 16 TO 21).

**General Characteristics.**—The main characteristics of the preceding age still prevail. Physical, intellectual, emotional and volitional energy all manifest themselves in new but somewhat sobered forms. There is less impatience and sensitiveness, less desire to assert authority and to fight it out. Though doubts and fears still exist, they are not so irrational. Gradually self-consciousness disappears, and with it that secretiveness which marked life in the earlier period. The ambitions and aspirations are more modest. The reading of the yellow novel gives way to the reading of history and romance. Life becomes in every way more settled. From now on, the young man begins to think of himself as a contributor to racial achievement. He has to readjust all his views and bring them into line with this conception. He becomes more sedate, although by no means tame, for his dominant characteristic is still his readiness to assert his individuality. Though he is not certain of himself, he is less certain of others. He is, therefore, critical in the highest degree. He has not yet conquered his impetuosity. He speaks before he has reached a definite decision, and his pride prevents him from retracting his opinion. He is strongly partisan in everything, and this because there is within him a power urging him to action. To live is to achieve, to leave an impression, to bring the world to reason. And everything must be done without delay.

**Physical Characteristics.**—There is something beautiful in the physical strength and determination of young men at this time. Never can they accomplish more than in the years between 16 and 21. They take a delight in manifesting

their powers in athletics of all kinds. The most marvellous powers of all are those of endurance and of recuperation. And what is true of young men is true in its own way of young women. Yet, strange to say, during these years the system is most amenable to the ravages of disease. In this respect it is as if the ages from 6 to 8 were being lived over again.

**Mental Characteristics.**—It has been said of adolescence, that it is a new birth. Nothing better illustrates this than the fact that independence of thought so powerfully manifests itself. At the age of nineteen we begin to philosophize. As a result, the conventional forms and beliefs are subjected to scrutiny. Doubts of all kinds arise. Religious customs and practices are the first to be attacked. Yet, because reason has not perfected its work, the mind oscillates between conflicting views. As a rule, it is impossible to expect consistency of belief and action.

This oscillation manifests itself in a score of ways. Sometimes there is a yearning for society, the next day for solitude; sometimes for rivalry, and sometimes for co-operation; sometimes there may be marked egotism, and this may be followed by equally marked altruism; a fondness for the opposite sex may be followed by a marked antipathy. And so it goes—periods of exaltation are followed by periods of depression. A pupil who is an interested leader may suddenly become a non-attendant at class; or, he who is a zealous champion of doctrine may suddenly become openly antagonistic. All this is because feeling, at the time, is vigorous and must find expression in some form. What an ally is a young person of this age, if his sympathies are only wholly for the truth and right!

The will is just as vigorous as the intellect, and indeed more so. It is not enough that beliefs should be fixed. They must be acted upon. A class of young people at this stage should be organized primarily for service. The study should be but a means to this end. It is

not to be thought that service must be along new lines. It fortunately happens that the tendencies of childhood and early adolescence still manifest themselves. All that can be done is to provide suitable fields of activity. This is the first duty of the teacher. Unless activity is directed to worthy ends, it may find expression in very undesirable forms. A criminal is frequently only a person whose activities were misdirected.

**Teaching and Government.**—It has been said that, up to the period of adolescence, pupils are more alike in every way than they are unlike, but that after this time the reverse is true. Naturally, then, the teacher will provide optional courses of study. No two classes will follow exactly the same programme. The selection is to be determined by the needs and interests at the time. As action figures so prominently in life, the leading studies of this period should have a practical issue.

The teacher must be a born leader—vigorous, energetic, alert, practical. Far better a successful man of affairs than a meditative recluse. The man who is respected is the man who has pronounced opinions and who can do things. He should have broad interests, so that he may appeal to every member of the class; he should have some worldly wisdom, or be in touch with those who have, so that he may be of assistance at the time young people are choosing a vocation; and, above all, he should be sound in the faith, so as to be a safe guide at this tempestuous period of life.

The three things which young people have a right to demand in their teachers are good example, sympathy, knowledge. One is not heeded, unless his life accords with his words; he is not respected, unless he is a master of the subject he is supposed to teach; he does not reach the heart, unless he is sympathetic in act as well as in word.

As to method of teaching, of course it must take the form of discussion. The more worthy material the members of the class contribute,

the better. The teacher should be a guide, not a preacher.

**Organization.**—The senior classes, to succeed, must be organized for study and for work. Every member must have his duties assigned. There is no reason why the teacher should be responsible for anything during the class period beyond the teaching of the lesson. Of course, he will add personal work to this after the lesson is over. It does young people good to feel that the class is their own. They should have regular times for discussion of policy and for reception of reports. In other words, a class should be an organized force, whose duty is to do some definite Christian work.

#### QUESTIONS.

1. Mention some general characteristics of this period.
2. Note some of the characteristics. What physical manifestations are prominent?
3. Give illustrations of the adolescent's fickleness of mind. How may the teacher deal with this?
4. What use will you make of the fact that at this age pupils wish to be doing something?
5. What are the qualifications of a good teacher for older adolescents?

#### LESSON X.

##### THE ADULTS.

**Aims of Instruction.**—The Adult Bible Class must aim at three things: (1) At perfecting the life of each individual who attends the class. (2) At bringing all the members of the class and the church into friendly co-operation. (3) At developing such an attitude to God and the world, that, in so far as the members of the class are concerned, the command of the Great Commission will be observed.

**The Day's Programme.**—The work of the day might well be divided into three parts: (1) Devotion. (2) Study. (3) Practical action.

The devotional exercises should make it possible for as many members as possible to take part. The class should be a school of prayer and praise.

The studies should be elective, and should include everything that is referred to in the previous section. They will comprise, amongst their topics:

1. Systematic study of the sacred Scriptures.
2. Topical studies.
3. Study of doctrines.
4. Study of church history.

In addition to the Bible studies there might be reading of current literature directly conducive to spiritual growth. There should also be time given to a discussion of modern heresies. Yet, too much time need not be given to this. The man who is in active service is not likely to be drifted about by every wind of doctrine. Positive teaching is always better than negative.

The practical side of the work should constitute a review of all that is being done by the church in its various fields of activity, and should quicken the members in the performance of their duties in the home, the church, the state and the vocation. There should be reports, practical instruction and free discussion upon such topics as:

1. The Christian in the home.
2. The Christian in business.
3. The Christian as a citizen.
4. The Christian as an evangelist.
5. The Christian as steward.
6. Home Missions.
7. Foreign Missions.
8. Philanthropy.
9. Social and moral reform.

These topics should be dealt with in a practical manner. There should be a minimum of theory and a wealth of information. And every lesson should lead directly to some practical action which should be reported upon later. In short, the members of the class should come together to receive their "fighting orders."

**The Teacher.**—It is not necessary that one person do all the teaching. Far better, indeed, would it be if the responsibility were divided. For instance, one person might well conduct the discussions on the Christian home; another person might be asked to talk on capital and labor, the superannuation of old workmen, strikes and lockouts, etc.; a third might be selected to deal with social and moral reform.

**Organization.**—The class should be thoroughly organized and thus provide scope for the activities not only of its officers, but of all its members. The denominations and the International Sunday School Association are co-operating in the Adult Bible Class Movement and are issuing an abundance of helpful literature.

**Equipment.**—Of course, a separate classroom is advisable. The teaching period must be longer than for the children. There should be a good reference library, and it would be well if members arranged for a system of exchange of books and papers.

#### QUESTIONS.

1. What are the aims of instruction in the Adult Bible Class?
2. What three elements should enter into the programme of the lesson hour?
3. Name six topics suitable for class discussion.
4. How may the teaching of the class be provided for?
5. How can the energies of the class be directed (a) to the needs of the schools, (b) the community, (c) wider fields?

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