

Bring all the little children,
 Let none be left outside,
 Repeat the Master's orders,
 Proclaim them far and wide.
 Till to our School each Sunday,
 The last girl finds her way,
 Until within our borders,
 The last boy comes to stay.
 Deaconess Training Home, Toronto

Guiding Activities

By E. A. Hardy, D.Pæd.

Activities? Most assuredly. What class can afford to do without them? How many? What kind? When and where carried out? All these are practical questions—let us try to answer them!

First of all, the class which meets only on Sunday and listens to the Lesson exposition has made a good beginning. It is true that we must be fed, and our feeding must be as regular and as nutritious as is possible. Only a foolish person would undervalue food and feeding in the physical, intellectual or spiritual life. And in our spiritual nature, which is the centre and driving force of all our life, this is tremendously important. "Out of the heart are the issues of life." It is obvious, then, that the greatest care should be taken with the teaching of the Lesson as the very heart of all our class programme, for it nurtures the life itself.

But, secondly, the feeding process must be followed by such activities as will develop and utilize the energy that should result. Otherwise one becomes merely a storehouse of unused powers. In other words, an individual or a class that only receives and does not transmit, is under two-fold condemnation, namely, the failure to develop latent powers and the failure to bless others by the exercise of these powers.

What shall be the nature of the activities resulting from a right view of these things? Surely they should be of many kinds: for example, *social*,—covering all that pertains to making the members of the class acquainted with each other and all that might be summed up as making the church a social centre; *intellectual*,—all that pertains to study or lectures or concerts, etc.; *missionary*,—cover-

ing missionary education as well as the raising of money; *philanthropic*,—including all kinds of donations to and service for the sick and the needy; *devotional*,—comprising prayer-meetings, Bible study courses and evangelism; *business*,—including all phases of class organization, raising money, etc. It is not meant, of course, that any one class should necessarily undertake to do all these things. That could be possible only with a highly organized Adult Bible Class. But every class should adopt such of these activities as are within its range, and a careful survey by earnest, willing workers will reveal surprisingly large possibilities for many classes. Every good Sunday School will furnish examples.

What methods shall be used in these activities? That is too big a question to be answered here. The best answer in a few words is this. Subscribe for your denominational Helps which deal with the problems of class work; have your Sunday School Library secure the best books on this subject; attend Sunday School conferences in your district; and from these sources, accumulate not only new ideas, but the spirit and energy to work them out.

What is the teacher's attitude to these activities? That question uncovers the secret of the whole organized class movement. The teacher's business is not to undertake these activities; that is not the best for him or for the class. His task is to guide, to direct. His attitude must be that of a counselor, thoroughly informed, strongly sympathetic, clearly visioned. He must be rather the power behind the throne than the active ruler. It is his place to point out opportunities and problems, to suggest or indicate methods, to seek out leaders and fit their tasks, and, above all, to encourage and guide.

Toronto

A Mid-week Meeting

By Taylor Statten

National Y.M.C.A. Boys' Work Secretary

Any leader of a group of teen age boys who would accomplish the greatest results in character building, must not confine his contact with them to an hour on Sunday. Many men agree that it is easier to influence the