

the gratitude of the superintendent by being always willing to substitute. He will also have a chance at almost every class in the course of the year. He will be quick to see what rare and precious opportunities this will give him to come into coveted relations with the pupils. It will be group work under the most favoring conditions. Many members of the School ought thus to be led to Christ or helped in their Christian life.

The pastor belongs to the whole School and the whole of the School belongs to him. He should be the best-informed man with reference to every detail. No interest of the School is beneath his concern or should escape his attention. He should be familiar with its every problem and know its solution, although he may think it best many times to let some one else solve them. He must make it his business to keep the Sunday School machinery working at its highest efficiency. He must enlist the energy and support of new workers. He must get the best work out of the old workers. Everything that goes with the chief place, its responsibility, its opportunity, its skill, its knowledge, its rewards, are his, for the pastor occupies the chief place in the Sunday School.—President George B. Stewart, in *The Christian Educator*

Any Questions to Ask?

Long ago we remember a little girl talking to a busy old Methodist, and she asked so many questions that we suggested she had better go a little slow; but the old man turned and said, kindly, "Never discourage a child from asking questions. That is the way in which they learn." We have never forgotten the remark, and we have often realized that back of it lay a deep truth. The asking of questions is one way, and a good one, of acquiring knowledge. And in the church, in the School and in the home it is well to encourage this habit.—*Christian Guardian*

Curtains in a One-Room School

It was next to impossible to do good graded work with my Junior class; for our church, like many other rural churches, has but one room, and my boys would not, could not, give close attention to the teaching. Soundproof partitions were, of course, impossible, but as the next best thing I settled on curtains; then tried to get the Sunday School board to purchase some. But adequately heavy curtain material is rather expensive, and the board was disinclined to invest.

So, after several months of saving and planning, the boys themselves bought the material, including curtain wire and rings, and I made the curtains. The material we used was regular drapery, very heavy, myrtle green on both sides, and cost fifty-two cents

a yard. It wears well and does not show the dust. Sliding on rings, the curtain operates easily and does not cause the confusion that creaking folding and sliding doors create.

Soundproof? No; but you would be surprised how like a separate class-room it seems. We are all to ourselves and can pursue our study as we please. I find it convenient to make use of many objects in teaching the lessons which would spoil the attention of other classes if used in the open room. We have a blackboard and a map of Palestine, too.

And now the Intermediates are doing it. Our curtain had not been in use many weeks before they got busy and partitioned off another corner of the room, using the same kind of material.—Mary A. Snyder, in *The Sunday School Journal*

The Door Men

The door men are regular officers in the Marion Lawrance Sunday School, Toledo, Ohio, appointed by the superintendent and having clearly defined duties. Their motto is this:

"I had rather be a doorkeeper in the house of my God, than to dwell in the tents of wickedness."

The door men are not like those of the lodge, compelling you to give some mystic knock or say some curious word. They are at their post to facilitate entrance, or exit, not to prevent it. They may put a warning hand before you, possibly, when certain parts of the service are going on—prayer, scripture reading, or even an important announcement. They may delay your entrance if one section of the School is moving to another place. But there is always a reason! They know how to greet strangers quietly, and turn them over to the easily summoned courtesy committee. They recognize new pupils and welcome them on their way to the enrolment and assignment superintendent's desk. They indeed "welcome the coming, speed the parting guest." Often their hands deftly catch the swinging door lest it strike some unthinking one a blow in the face. They have a smile for the supply teacher passing to her emergency work in another department.

It was a great and easily understood utterance of Jesus when he said, "I am the door; by me if any man enter" . . . ! Every man ought to be a door man. The door man in a Sunday School is a very special institution! He oftentimes creates first impressions. He is charged with the duty of protecting the service of the School. He is the embodiment of a great principle: people need to be "let in." He makes it easy, cheerful, natural. God bless him!

Have you door men in your Sunday School?
—Ernest Bourner Allen, D.D., in *The Westminster Teacher*