

of a boy of eight may have the knowledge of a boy of twelve. Should he therefore be in a class of eight or of twelve year old children?

To obviate the difficulties that thus arise, great care is necessary, the age, mental, and other development of the child, his associations will all have to be taken into consideration. Grading cannot be done all on one day, although there should be an annual grading day. It will be wise for the superintendent to base his operations on the present grouping of the School. Then, having gone over the list of pupils carefully in cooperation with the pastor and the teacher of each child in question, and having complete lists of classes on paper as it is agreed should obtain in the School, he will begin with the youngest classes. Here the work can easily be made almost perfect, for the younger the years the less the difference in degree of development among those of the same age. Besides, amongst the younger there will be less prejudice and consequent dissatisfaction. He will continue through the School from young to next older class, fulfilling the plans drawn up before hand on paper. This should be done annually on grading day.

As a rule the best day for grading is the first of October, but the first of the year is also a good time. It is advisable to have on the chosen day the whole School in one room and to move the scholars class by class emphasizing the importance of the day for the encouragement and inspiration of the scholars.

It will be important that the child be convinced of the fairness and propriety of placing him where he is placed, and sometimes he will not be convinced. The superintendent will then have to balance expediency against discipline. As a rule it is best to let a child remain where he feels at home. Do not separate him from his every-day-in-the-week associates.

At the same time, a pupil should be impressed with the truth that his grouping must be the outer sign of his mental and spiritual development, and if he knows that the superintendent hesitates to promote him with his class it is because mentally and spiritually he has lagged behind, thus he will be spurred to greater effort, but whatever class the pupil is assigned to, he must not be penalized by being placed in a class of a lower stage in child development than that which he has reached.

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Missions and Their Support

AN EXPERIENCE IN METHODS

By JAMES MALCOLM

During the last three years, the Sunday School of the First Presbyterian Church, Brockville, Ont., has had an average attendance per Sunday of approximately 170, and during the same period the collections, which are devoted entirely to mission purposes, have averaged approximately \$380 per year. In addition to this, there have been special appeals to the School necessitated by war needs, most important of which was the Armenian Relief Fund, to which the School contributed \$100 in 1917 and the same amount in 1918. These results may be accounted for in several ways, of which I shall give a brief summary:

I. THE COLLECTIONS OF THE SCHOOL GO ENTIRELY TO MISSIONS, the running expenses of the School, such as teachers' and pupils' Quarterlies, papers, lantern slides, secretary's supplies, etc., being provided for by the congregation as part of the regular church maintenance. In this way, the scholars know that their givings, big or small, are all going to bring benefits to others, and this thought is an incentive to generous and consistent giving.

Some Schools are, I believe, self-supporting and pride themselves on the fact. Out of their collections, their own expenses are first paid and the balance then remaining, if any,

goes to missions. It seems to me that the proper way is for the congregation to provide a well equipped and efficiently maintained School, for it is the church that will reap, in later years, the benefits of successful Sunday School work, and Sunday School scholars educated to generous support of missions and an earnest desire to serve will make strong church members in the future. This education may best be carried on by the direct application of all the offerings of the scholars to missionary purposes.

There is also a more material advantage in this method. As a rule it is easier to secure funds for the adequate maintenance of the home church than it is to secure an increase in the missionary giving of the congregation. The expenses are there and have to be met, while the support of missions is a moral obligation which rests but too lightly on the consciences of some good church members. The point is this: If you include your maintenance of the Sunday School in the general running expenses of your church, the congregation will provide for it as such, and the givings of the Sunday School will be all to the good on the mission end of the church budget. But if the maintenance of the Sunday School is