

And the fourfold programme of these courses—intellectual, physical, devotional, social,—needs only acquaintance with it to recognize its excellence and superior claim to be the best yet that we know for our young men and women. The minister who in spirit is a Trail Ranger and Tuxis Boy will gather around him a group of young men and women in the kingdom that will rejoice his heart in the ministry, that will assure him, much as it makes heavy demands on him, that to be leader of religious education is to be one of the chief functions of his high

calling as a Christian minister.

Space will not permit to speak of the Teacher Training, the Adult and the Home Departments, but the same holds good right along the line. Religious education is the work of the hour, that in our boys and girls, our young men and maidens, our men and women in their prime, we may have characters that stand strong and square. This standard of worthwhile attainment is the goal of the minister as leader in religious education.

Winnipeg

Letters from a Sunday School Worker

III. THREE CONCRETE SUGGESTIONS

TO THE EDITOR

SIR :

May I trespass once more on your valuable space in order to complete my plea for better Schools as distinguished from merely bigger Schools?

I would recall what I presumed to lay down as a first essential,—that our workers must have as a leader, a person with a vision not only of the task but of what is necessary to a solution. I further contended that we have a right to look to the minister as the one essentially fitted by his position and training to give his workers this strong inspirational lead.

May I now add what seems to me some other very important factors in accomplishing this task of getting very much better Schools?

As a strong second, I would insist that we must have more and better trained workers,—not teachers only, but trained superintendents, trained secretaries, as well as trained teachers. Strong leadership within the Sunday School is a vital factor in the solution. Of course, if the minister has the vision necessary to inspire his workers, conditions are favorable to a distinct advance. Should, however, the superintendent and his officers be laggards in progress, the results must still be far from satisfactory. Nor is this state of affairs uncommon. Many a School is being held back by the unwillingness of its head officers to move forward. If, however, the superintendent and his colleagues have also caught the vision of the immensity of the task, they will, of necessity, be studying their share in the great problem and things are then still more favorable to an advance. If, in addition, to these the teachers, who bear the brunt of the real work, have borne in upon them the greatness of their opportunities and are training themselves for their work and steadily improving their qualifications by reading and study, then, I believe, splendid progress is assured. Indeed, I

cannot see how a School so staffed could fail of success.

In thus emphasizing the immense importance of adequate training of all our Sunday School workers, I would not for a moment suggest that training can possibly take the place of the power that comes from inspired personality. Indeed, I would urge the absolute folly of anybody attempting the kind of work that needs to be done without that divine help and inspiration. But I do contend that it is a part of our Christian privilege to strive earnestly in our work and the kind of striving that is most needed by a Sunday School officer is a constant study of his share of the great work that has been jointly undertaken, so that his work may be done with the greatest possible degree of efficiency. But how many superintendents or secretaries regularly and systematically read and study their work? Is it any wonder that we only partially succeed? May I suggest, Mr. Editor, that this is not said in any spirit of carping criticism or unjust fault finding but with a sincere endeavor to find the weaknesses that are only too apparent in so much of our work?

There are still one or two factors that would, I think, make the accomplishment of that success a great deal easier, so for my third requirement, I would suggest that an effort be made to secure a more effective cooperation with the home. The task we are attempting is too immense, too imperatively important to be willingly attempted alone. Nor must we forget that the home is the agency, more than any other, responsible for the religious upbringing of its children. The fact that in too many cases the home tends to throw the responsibility on the Sunday School only brings home to the latter the more urgent necessity of seeking to preserve cooperative effort. One of the outstanding aims of the church should be a sustained effort to preserve in the home that sense of responsibility toward the religious