

*Step 6.* Moses' offer to die for his people, vs. 30-32. The details of these verses should have been thoroughly mastered by the teacher, so that he may be able to lay them most effectively before the class.

*Step 7.* The Lord's reply to Moses, vs. 33, 34. There are some rather difficult points to explain in these verses, but a careful

study of a good Lesson Help will enable the teacher to deal with them.

*Step 8.* The punishment of the people. This should be the climax of the Lesson, according to the aim stated at the beginning of this article. The truth should be emphasized that God punishes rebellion against His authority as really now as in early days.

## DEVELOPING A SUNDAY SCHOOL

*By Alfred White, Esq.*

In January, 1911, the Sunday School connected with St. Paul's Presbyterian Church, Brandon, decided to extend the teaching of graded lessons, by adopting the International Graded Course for all departments up to, and including, the Intermediate.

It was soon found that the organization of this course in the School was more complicated than were the uniform lessons, and required some degree of expert knowledge. To meet the situation a new office was created, bearing the name of "Educational Superintendent," and to this office was elected the superintendent of city schools. His duties were not outlined but have grown out of the work needing to be done.

It became evident that the School needed re-grading. There was a strange mixture of ages and abilities in some classes. So with the opening of the Sunday School year at the beginning of October, the whole Sunday School, except some of the classes of older students, were re-graded on a basis roughly parallel to that of the public school.

At the time of this first re-grading of the School, another great need was met in the organization of a Teacher-Training class for prospective teachers. It was to meet at the time of the regular Sunday School session. It was to be open to girls and boys seventeen years of age or over, who might be looking forward to teaching in the Sunday School in the not distant future. The appeal for volunteers to undertake this training met with an eager response. Seventeen enrolled the first Sunday, and others were added from time to time. The class was organized with a president, secretary and three committees. Later it adopted a class name

calling itself the Lawrance Teacher Training Class, after that great Sunday School leader Marion Lawrance. The class is still doing work under the instruction of the Educational Superintendent.

In the beginning of 1912 another step forward was taken by the adoption in the Junior and Intermediate Departments of a new basis of marking, by which more emphasis was to be placed on the individual work of the pupil. The marks obtained are used to determine the granting of diplomas at the end of the year.

At the opening of 1912, there was also planned, in connection with the regular monthly teachers' meetings, a series of educational topics led by the Educational Superintendent, bearing directly on the graded course of lessons. These topics dealt with the characteristics of pupils at various ages, the kind of instruction they needed, and the suitability of the graded lessons in each case.

The last of the series, however, dealt with a problem the Sunday School had to face at the time. In June the topic was, "The Problem of the Holiday Season." As a result of the discussion of this problem, the Sunday School was reorganized for the summer months on a holiday basis. For nine weeks the number of our classes was reduced to one-third of the normal. This was done by suitable grouping of classes doing the same work. This made it possible for every teacher to have at least one month's holiday, and many had the full two months. The Sunday School was small in numbers without the depressing effect of disappearing units. The results, we felt, fully justified the effort.