

Schools, the officers of which Committee shall be appointed by the same, and the duties of which shall be as follows :

(a) To see that representatives required for Subcommittees are regularly appointed.

(b) To assume responsibility for the New Year's Rally.

(c) To undertake the promoting of the General Assembly's policy in the various Sunday Schools within the bounds of the Presbytery.

(d) To report annually to the Presbytery Committee.

(2) A Canadian Standard Efficiency Test Committee for the promoting of the C.S.E.T. programme in our various Sunday Schools, the members of which Committee shall consist of one representative regularly appointed from each Sunday School. This Committee shall elect its own officers and report annually to the Presbytery's Committee.

(3) A Canadian Girls in Training Committee for the promoting of work among teen age girls, the membership of which Committee shall consist of one lady representative regularly appointed from each Sunday School.

This Committee shall elect its own officers, and report annually to Presbytery's Committee.

(4) A Young People's Society Committee, the membership of which shall consist of one leader from each church. This Committee shall elect its own officers and report annually to Presbytery's Committee.

(5) A Junior Committee for the furthering of work among the boys and girls of the Junior Department of our various Sunday Schools. This Committee shall elect its own officers and report annually to Presbytery's Committee.

7. The Executive of Presbytery's Committee may appoint additional Subcommittees as required.

8. In the case of an officer of the Committee resigning, the Executive shall appoint a substitute to fill the vacancy for the remaining part of the year.

Other Subcommittees already arranged for are : Cradle Roll ; Beginners ; Primary ; Missionary Education ; Stonewall Vicinity (a Country Committee). Another Country Committee will be added in the near future.

THE DEPARTMENTS

The Religious Needs of the Beginner

By Mrs. W. J. Jamieson

That every child has, among other characteristics, religious instincts or tendencies and that he possesses traits that characterize all religious life, is a recognized fact. His religion, therefore, should be a normal, healthy growth from within. It is not a forced growth in the hot-house of mature experience which we attempt to transplant into the prepared soil of the child's mind. Rather, the religious instinct is a seed ready to germinate, and the nurture which the sprouting seed receives will determine its development and character.

The religion of a little child, four and five years of age, is confined, for the most part, to a knowledge of God in relation to himself. For, as yet, he is the centre of his own little world and only as people and things contribute to his present comfort and happiness are they of interest to him. His need, then, is to know certain things which will enable him to enter into a personal relationship with God.

Keeping in mind the thought that religion is a matter of growth and knowing that

growth is dependent upon assimilation, it follows that what the child needs to know, is determined by his capacity to understand. In all processes of assimilation there is a natural way. We shall find, I think, that those instincts with which the child is endowed, which are active at this period of his life, are guide posts which indices point out clearly the natural way in which the child's religious needs may be met.

How irresistible is the trustfulness of a little child ! In his helpless dependence he turns, in simple confidence, to those about him, for protection, help and care. Bring to his mind the thought of God as his loving, heavenly Father, who protects and cares for him, by night and by day. Loving, parental care and protection have made it possible for him to grasp this thought and his response is natural and sincere.

What of the little child's curiosity ? He is a sort of animated interrogation point. But a study of the "what" and "why" of childhood is a revelation of the child's needs. Among other things, he seeks to know the origin and perpetuation of what he sees in the world about him. Now is the time to tell him of God the creator and provider. Rightly

191

presen
quest

A
of C
prot
devot
relat
Child
sees in
creativ
feeling
he is s
prayer
incenti

A lit
pathy
acquai
friend

O

The
in insi
many S
Depart
at gradi
sult of t
stead
teacher
tant, lo
the child
years of
better w
comple
ber of t
one look
own sm
we still
ing serv
Primary
entbring
together
time sho
as profits

The P
stage of
The chur
Let the
into God
ence, reg
should en
and freed
law and
Primary,
in the Jun

When t
arranged
plenty of
circle mak
may be arr