

will create interest and add enthusiasm in Bible study.

Encourage the older scholars to take the Teachers' Training Course, especially the Biblical portions, and occasionally ask them to give a five-minute talk on some Bible character, some Oriental custom or scene or geographical feature of Bible lands. Exercises of this sort will not only develop the older scholars but will be a strong incentive to greater interest and work in the lower grades. Time spent in this way might, sometimes at least, with great profit, replace the oldtime superintendent's review.

The use of the Graded Lessons in the School gives to the different ages the portions of scripture for study best suited to the understanding and needs. The Assembly's graded lists of choice passages for memorization are admirable and the rewards offered for perfect recitation make them specially attractive.

"We are shaped and fashioned by what we love." Let the atmosphere of our School be veneration and love for God's holy book, and the results will be seen in the character of the scholars.

Hanover, Ont.



One Book a Year

By Rev. W. J. Watt, B.D.

If all the teachers in our Sabbath Schools would read one book each year dealing with their special problems and needs, the result would be delighted and encouraged teachers, on the one hand, and, on the other, scholars benefited in direct ratio.

Sunday School teachers are busy men and women, but just because they are busy, they should be keen to adopt any plan that will lighten their work, and, at the same time, give them new zest for it.

Suppose, for example, a teacher is struggling with a class of boys who are just at the age when the temptation to drop a cold buckshot down the neck of his classmate is seemingly irresistible; or a class of girls who are at the tittering age when you cannot seem to say the most rational things without starting one or more of them on a five-minute giggle, which sends all your preparation to the winds and leaves you stranded and discouraged.

Other teachers have taught and are teaching just such classes as those baffling you. Some of them have found out also how success can be assured, and have written out for you the plans they have tested and found workable. You may discover them, too, in months or years of study and experimenting, but why sacrifice the time and energy, only to find that by the time you have learned the secret, your scholars are away and gone forever from your control?

Others have labored. Let us enter into their labors by building on their results. I care not what grade of class may be yours, it has its own problems, and you need the best experience of those who have gone before, or who are master workmen in these respective departments to make your work its very best. The busier you are the more you need it.

If your School is up-to-date enough to possess a library of helpful books for teachers, you have at your disposal a veritable mine. Begin to-day to develop your claim. If not, on pages 60, 61 of the 1917 Catalogue, which every teacher should have, and may have, by writing to the PRESBYTERIAN PUBLICATIONS, Church and Gerrard Streets, Toronto, will be found a descriptive list of excellent books dealing with every phase of the Sunday School teacher's work, all "true and tried," the cream of the great available abundance. Read this list over carefully, and then decide as to which book seems by its description to offer you what you feel is your first and most pressing need; secure the book, and make its contents yours.

For instance, as to difficulties in class management; why not get a good book on that subject, study carefully the plans and suggestions contained in it, and try out those which seem to you most suitable in the actual work of the class? The teacher who, in this way, concentrates for a year on this special phase of his work, cannot fail, at the end of it, to be a more effective teacher. And he will be eager, the next year, to take up some other phase. In this way, by patient effort, he will soon attain to the mastery of his work, which is one of its great joys.

Port Elgin, Ont.



What Parents Can Do

[In a recent issue of the Weekly Calendar of Westminster Church, Toronto, the minister, Rev. Dr. Neil, wrote the following message, under the heading: What Parents Can Do to Help Westminster Sunday School. The message of this veteran pastor is not only eminently suitable for parents, but suggests to superintendents and teachers lines along which the cooperation of the home should be sought.—EDITORS.]

1. Insist on the scholars being regular and punctual in attendance. Sickness to be the only reason for absence, no excuse for being late.
2. Help the scholars at home to prepare their lessons. This will enrich yourself. Use as far as possible the Sunday School lessons in family worship, thus uniting altar and School.
3. See that the child is provided with an offering.
4. Never criticize the teacher in the presence of the scholar.
5. Welcome the teacher to your home.