

matter is simple, fundamental, and easily grasped—and this can usually be decided by study of other's methods, adapting and combining, and likewise eliminating until the particular method best suited to teacher and class is found. This will, of course, vary on different occasions.

The two-fold problem of selection of matter and its proper presentation is continually with us who still abide by the good old International Lessons, wrestling with which has, we believe, been productive of increased mental alertness and power of adaptation.

One common mistake is an attempt in the beginning to limit our study of the difficult Lesson to points picked out at haphazard which we think might adapt themselves to our particular little ones. Let us rather first get everything possible ourselves from the Lesson—fill ourselves to the brim—and then, by careful sifting, or, it may be, by sudden revelation which cursory study could never inspire, will suddenly flash upon us the much-sought-for germ-thought. This must be grasped and enthroned in our minds where, by observing it at all angles, as was formerly done with the whole Lesson, we shall gradually see all subordinate facts assemble themselves in their proper positions around it. Study, study, and yet more study, with unceasing prayer, and a strong mental conception of the peculiar needs of our class, is the only weapon with which to rout difficulty. So study of the class, collectively and individually, must come first.

Of course much of the knowledge thus gained must be necessarily a reserve fund. One plain, simple truth is all the child should be expected to grasp in each Lesson, but

knowledge, like affection, "never was wasted", for reserve knowledge is reserve power, enriching the outgoing streams and providing strength for emergencies. "If a matter is dark, dive to the bottom", is good advice, for haply thus shall we bring up pearls of wisdom.

Westville, N.S.

A Word About Teacher Training

Away back in 1847, Alexander McLaren, afterwards the famous preacher and great Sunday School writer, wrote of the Sunday School teachers in his first charge, in Southampton, England, "The teachers want teaching just as much as the scholars sometimes—it will be necessary, I think, to have a sort of Normal School on a small scale for our own teachers. I do not know quite yet what exactly to do with them, but I must try and form some plan of giving them a little good instruction." This Teacher Training in the germ has made much progress in these sixty and more years since, but it is still perhaps the most backward of all the Sunday School improvements. It is a hopeful sign that our church has set herself to this task so energetically. Last winter saw great advance in the number taking one or other of our excellent Teacher Training Courses. Those who have entered on these will wish to complete them; and it is hoped that in hundreds of Sunday Schools, where, as yet, nothing has been done, a beginning will be made. Any one of the Handbooks of either of our two Courses will answer as a start. The start once made, there will likely be no stopping short of full Courses leading to Diplomas.

HOW THE WORK GOES ON

The Scottish Annual School of Method and Child Study for Sunday School teachers and parents and all interested in the religious training of the young, was held at Crieff, July 13-26. Lectures by educational experts, and conferences on present day Sunday School problems, were held with practical demonstrations of teaching and teacher training, besides limelight lectures on Bible teaching and Bible study.

An Absence Explanation Card is one of the useful little adjuncts in the Knox Church, Toronto, Bible School. The teacher reports on this card any absentee on a given Sunday, with reason for his absence. The system of following up absentees, which this card represents, should be most useful and helpful to the teachers and officers of the School, and, besides, will stimulate the scholars to regular attendance.