

WHAT OTHERS ARE SAYING

My Teacher's Saviour

Dr. Schauffler tells of a girl who was joining the church, and was asked: "What led you to Christ?" Her reply was: "First I loved my teacher, and then I loved my teacher's Bible, and then I loved my teacher's Saviour."



Two Teacher Training Classes

Every church should have at least two Teacher Training Classes: one composed of young people in their later teens, meeting at the Sunday School hour, and the other for those who are already officers and teachers, meeting at some other time, perhaps before or after prayer meeting.—Dr. Arlo Ayres Brown, in *The Sunday School Journal*



The Unknown Workers

Most of the work done in connection with the Sunday Schools is done quietly and out of the public sight, but the world would be all the poorer without them. Is it nothing to give a boy an idea? Is it nothing to make an evil spirit gentle? Oh, the greatness of that one hour in the Sunday School on a Sunday afternoon!—W. A. Alton, in the *S.S. Chronicle*



The Cradle Roll Superintendent

Cradle Roll work demands from the superintendent:

- Consecration of time and talents.
- Responsibility for the spiritual welfare of the child.
- Absolute faithfulness to details.
- Desire to help the babies in "the golden now."
- Loyalty to the School and church.
- Enthusiasm for the work.

- Records carefully and accurately kept.
- Organization complete and thorough.
- Love for all in the home.
- Love for Christ and the children.

—The Sunday School World



The Teacher's Creed

I BELIEVE in boys and girls, the men and women of a great to-morrow, that whatsoever the boy soweth the man shall reap.

I BELIEVE in the curse of ignorance, in the

efficacy of Schools, in the dignity of teaching, in the joy of serving others.

I BELIEVE in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely.

I BELIEVE in beauty in the School-room, in the home, in daily life and in out-of-doors.

I BELIEVE in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I BELIEVE that every hour of every day we receive a just reward for all we are and all we do.

I BELIEVE in the present and its opportunities, in the future and its promises and in the divine joy of living. Amen.—Edwin Osgood Grover, in *The Graded Sunday School Magazine*



The Most Serious Obstacle

It is only fair to say that the most serious obstacle to Sunday School advance has been the attitude of the churches toward children. With rare exceptions, the child has been neglected; we have had churches organized for adults, budgets appropriated for adults, professional workers employed for service to adults. The child has been compelled to adapt himself to makeshift quarters in the basement or the room designed for adult worship (or for adult sermon consumption); he has been trained by amateur leaders; he has been given a scant hour in the week's programme and required to pay all the expenses of what the church thus does for him through petty collections, out of his own few pence or what he might beg from his parents.—Dr. Henry F. Cope, in *The Modern Sunday School*



Starting Late

An indignant father, disturbed because of the repeated late opening of the Sunday School service, sallied his accusation against the superintendent in essentially these words: "It is the rule at our home to have everything on time. We have a certain hour to rise and to retire. We have appointed times for our meals, and during the day we observe regularity in our work and rest. It is not an easy thing to carry through, and there are occasional slips. It is especially hard to line up the children. They naturally seem to enjoy