

1918

4. The programme consisted in broad outline of :
- (a) A paper or papers on some religious education topic followed by a discussion.
 - (b) Reports and other Sunday School business.
 - (c) Social time.
5. Any refreshments under (c) were to be of the simplest character. Latterly when food conservation became urgent these were omitted.
6. The June meeting both years took the form of a picnic outing for all Sunday School workers.

I hardly know whether it is necessary to make any comment on these features. Each involves some factor that contributes to success.

In number one, the personal element is involved in the invitation to meet at a certain home.

In the second, there is an obligation to

reserve a date when it is fixed and there is also a suggestion as to the importance of the meeting.

The third brings to almost every worker some share in arranging the year's programme, and a share in the work makes for interest in that work.

The fourth broadens the opportunities to help, and guarantees that every meeting shall be of real value. Number five provides that very important element, pleasant social intercourse, that counts for so much. The last gives special emphasis to the recreative and social side of life. All of these contribute to the development of that esprit de corps that counts so much in the success of any organization where people are working together.

These plans have been tried out by one Sunday School with marked success, and I would like to commend them to the consideration of all those who have been discouraged because they have had so little response in the past. Don't forget, however, that any plan that is going to succeed must be worked and with energy.

THE DEPARTMENTS

Selling Your Birthright ?

A TEACHER'S AND MOTHER'S PLEA

"Well, girls, who can tell me what last Sunday's lesson was about?"

I asked the above question of my little class a few weeks ago. I had been ill the previous Sabbath and unable to attend, and I desired the information, not because I did not know, but to see how much they remembered.

"Please, teacher," one dear little girl said, "we did not have any lesson last Sunday."

"Was there no teacher to take my place?" I asked, in pardonable wonder, for our teaching staff included several substitute teachers.

"Oh, yes," was the quick reply. "But she did not teach us. She just told us fairy tales."

"We never know anything about the lesson when you are not here," was the ingenious remark of another little one. "The other teachers tell us stories all the time."

How many teachers, I wondered, are letting their opportunities slip by in this way. We studied two lessons that day, the children listening with breathless interest as I explained the story we were studying, and with the quick understanding of childhood, applying it to everyday life. The study hour passed

all too rapidly, and even after school was dismissed they lingered to ask eager questions.

"Bless them," I whispered as at last I turned away to join my own little ones who were in different classes.

My eldest daughter clung eagerly to my arm as she informed me in girlish excitement:

"Oh, mama, we are going to have a picnic next Saturday. Teacher is going to take us all to the park and I am to bring a cake I baked all myself. We had the most fun planning it all in Sunday School to-day."

"But, dear," I interrupted her eager narrative, "let us leave that till to-morrow and you tell us what you learned about the lesson. Surely you have something to tell me about that?"

"Oh, but we were so busy planning our picnic that teacher never mentioned the lesson once."

I turned and looked at her in utter astonishment. Could it be possible that the study hour was always wasted in her class, and by the regular teacher? I knew her teacher as a fine, noble young girl, one who was seriously concerned in all the work of our little church. The thought that she was overlooking the great opportunity of moulding those young minds came as a shock to me. Our School