

As an effort in this direction, many ministers have been giving special attention to the children's portion at the morning service. The sermonette and the children's hymn in many churches form a regular part of the service. That this portion of the service makes a very great demand upon the resources of the minister, all who have tried it will readily admit. The search for material and the presentation of it when found is no easy task, and for this phase of work, as well as in many other departments of practical service our colleges gave little, if anything, in the way of preparation.

A comparison of methods and of results amongst those who have been making an effort along this line would be helpful. The literature dealing with children's services is extensive, and a list of such books should be published. The writer has found the following of help: *The Children's Pew* (Howatt), *A Bag with Ho'es* (Aitchison), *Kingless Fo'k* (Adams), *Character and Empire Building* (Cross), *The Little Lump of Clay* (Shrewsbury), *Talks to Little Worshippers* (McNeill). No doubt others can add very helpful books to this list.

An occasional Bible character, a great soldier, or statesman, or reformer, or some historical event can be made the test of the children's sermonette. Subjects come in most unexpected ways. The writer told the story of the martyr of the Solway as the children's portion one Sunday, and in the Sunday School offered two prizes for the best reproductions of the story. Passing out, one boy remarked to another: "You won't find me writing that stuff." The subject for next Sunday's address was "Stuff," and a study of the word and its applications provided a very good theme. From our daily papers, our church magazines, and our general reading a great deal of helpful material can be gathered.

At a recent meeting of Presbytery in the West, the writer listened to an address by a veteran missionary to the Indians. This man possesses the imagination of the poet, and the heart of a saint. To hear him at his best is a rare treat. This night his address was illustrated by scenes from his labors. Out of this address came material for four

Sunday morning talks, entitled: "Snap Shots from a Missionary's Address."

It is the experience of those who have made an effort along this line, that the attendance of the children has increased, that the adults have been interested and that parents are made to face their responsibilities in the matter of the children's church attendance.

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### Don't Drift

By Rev. James Elmer Russell

One of the most serious dangers against which Sunday School teachers have to be on their guard, is the danger of drifting. "Don't drift" is a motto which may well have a place where the eye of the teacher will often fall upon it, for in the way of drifting failure lies.

*Don't drift in character.* A most effective speaker to college men is accustomed to bring his address to a climax in words something like these: "The supreme question for you to decide is whether you are going to drift through life or whether you are going to steer."

But it is not enough to decide once for all not to drift. The fight for character all through life is largely a struggle against the downward drift.

Without any morbid introspection the teacher ought to be able to see as he looks back over a year that he has made stepping stones of his dead self to rise to higher things. He ought to find that the old temptations are more easily resisted and are less often yielded to. From year to year, the teacher's standards of character and of achievement ought to be constantly rising, as under the guidance of the Spirit of truth he is led into a clearer apprehension of the truth.

*Don't drift in Bible study.* It is to be feared that some teachers live from hand to mouth in their Bible study. They hastily gather a few teaching points from the Lesson Helps on Sunday afternoon before appearing in the presence of their classes. Occasionally they catch up their Bibles during the week. But they are not gaining a growing mastery of the Bible. They are drifting in their Bible study, that is all.

*Don't drift in method.* The teacher should grow, also, in his methods of teaching. With