

He knows the value of live organization and he sees to it that every class has an organization and works it.

He feels his responsibility as an officer of the church and he knows how to make his associate officers and department superintendents conscious of their responsibility.

He believes he ought to have the hearty co-operation of the pastor, the official board, the parents, and every teacher, and he courteously but firmly makes known that he expects it.

He believes in Sunday School workers being up to date; the worker's library of the School has in it every important modern book on the Sunday School, and the superintendent assists the librarian in keeping them in circulation.

"That superintendent must be a marvel."

By no means. He is a successful man, but the qualities which make him successful are not beyond the reach of any man who counts success in religious work sufficiently worth attaining.—The Graded Sunday School Magazine.

Presenting the Sunday School Lesson

Harris L. Brown, of Memphis, Tenn., is a very efficient and enthusiastic and faithful

teacher in the Sunday School of Linden Street Christian Church. Writing about his plans for presenting the lesson, Mr. Brown says: "Of course I try to impress my pupils that they ought to study, so I use the word 'S-T-U-D-Y' to impress this need. The first thought that comes from this word is that they really study; then, to show them how to study, I take this same word and divide it into the five parts suggested by each of the letters, and tell them I want them to remember five things about each lesson:

S—is used to designate that they should learn the subject.

T—is used to suggest that they must learn the texts, which means both the lesson text and the Golden Text.

U—suggests that they are to understand certain things about the lesson, such as the geography, the Orientalisms, etc.

D—suggests 'doings,' which, of course, means the story of the lesson.

Y—suggests 'yield,' which means to yield the life to the truths learned from the lesson."

This seems to us to be a very happy way to consider a lesson, and also a very comprehensive plan for real lesson study.—The Lookout

THE S. S. AND Y. P. S. BOARD

The space in this department is at the disposal of the General Assembly's Board of Sabbath Schools and Young People's Societies of which Rev. J. C. Robertson, D.D., and Rev. C. A. Myers, M.A., Confederation Life Building, Toronto, are the Secretaries, and is devoted to the plans, policies and work of the Board.

How the Board Does Its Work

The Board is responsible for leadership and for general plans in the promotion of the work of the Presbyterian Sunday Schools and Young People's Societies in Canada. Its total membership of 33 men and women includes representatives from every part of Canada, and it holds an annual meeting about the end of February each year. This gives sufficient time not only to get definite information about the work done during the past year, but also to plan carefully for the work of the next year.

A good many important matters will have to be considered at the meeting of the Board this month, among which the following two are of special interest:

1. The best plan to follow in the appoint-

ment of leaders to carry on this rapidly increasing work.

Rev. Dr. A. J. W. Myers, who has done very effective work for the Board for the past five years as Educational Secretary, has resigned to accept a professorship in Hartford Seminary. Rev. G. C. Shearer, who has been equally efficient as Field Worker for Saskatchewan and Manitoba for three years, also resigned during the year because of ill-health. The question of filling these vacancies has to be carefully considered.

In the three Western Provinces the Provincial Sunday School Associations have been replaced by cooperative movements of the various denominational Sunday School forces, thus making larger demands on denominational leadership. And in all the Provinces,