

to struggle with. In this period, his imagination makes him play a reproduction of the pursuits of his elders. He marshalls his forces, storms forts, takes prisoners and generally does great havoc. The girl holds high converse with her dolls, engages in the most elaborate household arrangements for their comfort. In her games such as hopscotch, tag, etc., the competition element enters.

In the third period, that of youth, the social instinct transforms the competitive. The youth becomes a member of a club; he plays on a team; he may join a gang and become a Hooligan. In his games the highest aim is to serve his team, not to star. From 10 to 15 the craze for forming societies is at the height—11, 12 and 13 being the years in which the greatest number are formed. The great majority of boys' clubs are athletic and game clubs or predatory societies. Less than one-quarter are social (for "good times"), industrial, philanthropic and literary. The latter, however, are more popular with older boys. "Girls form three times as many secret societies as boys, five times as many social societies, three times as many industrial, twice as many philanthropic, and three times as many literary, while the boys form four times as many predatory and seven times as many athletic societies as girls. Physical activity was the feature in 10 per cent. of the girls', as against 77 per cent. of the boys' societies. Girls are more nearly governed by adult motives than boys." (Forbush: The Boy Problem.)

Thus the child in his plays is a scientist, the boy a hunter and warrior, and the youth a socialist. Curiosity and imitation rule the child, emulation the boy, and sociability the youth.

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"The policy of the Sabbath School Committee," said Rev. John Neil, the Convener of that Committee, at the General Assembly, "is to reach every Presbyterian boy and girl through our own Sabbath Schools: wherever there is even one Presbyterian family, to reach that family through the school or the Home Department."

ORDER OF SERVICE: Third Quarter

OPENING EXERCISES

I. SILENCE.

II. SINGING (unannounced):

Holy, holy, holy, Lord God Almighty!
Early in the morning our song shall rise to Thee;

Holy, holy, holy, merciful and mighty,
God in three Persons, blessed Trinity!
(Hymn 1, Book of Praise.)

III. THE LORD'S PRAYER (repeated by the whole school).

IV. RESPONSIVE SENTENCES.

SUPERINTENDENT. And God spake all these words, saying,

SCHOOL. I am the LORD thy God, which have brought thee out of the land of Egypt, out of the house of bondage.

V. SINGING.

VI. PRAYER.

VII. READING OF LESSON PASSAGE, in concert or alternate verses.

VIII. Singing.

THE LESSON

I. STUDY IN CLASSES. Let this be entirely undisturbed by Secretary's or Librarian's distributions, or otherwise. The Teacher should get through promptly with roll-call, the collection (which may be taken in a class envelope, or class and report envelope), the memory verses, and the catechism.

II. SINGING.

III. REVIEW FROM SUPERINTENDENT'S DESK; which may include Recitation in concert of Catechism, Lesson Title, Golden Text, Memory Verses and Heads of Lesson Plan.

CLOSING

I. ANNOUNCEMENTS; SECRETARY'S AND LIBRARIAN'S DISTRIBUTIONS.

II. SINGING.

III. RESPONSIVE SENTENCES.

SUPERINTENDENT. This is the love of God, that we keep His commandments.

SCHOOL. And His commandments are not grievous.

ALL. For Thy name's sake, lead me and guide me.

IV. CLOSING HYMN OR DOXOLOGY.

V. BENEDICTION OR CLOSING PRAYER.