

Sunday School so appealing to them that they will desire of their own free will to give of their substance to these various causes. In this way we can render them one of the greatest services by helping to form the habit of true giving while the child is still in the habit-forming period. As one writer aptly says: "The Junior age is the time to emphasize the systematic giving of money which will have value in so far as the child realizes that the money is his own. On account of the new interest in the things he possesses, times of self-denial are very apropos."

So the problem resolves itself into a question of how to arouse the Junior's interest to the stage where he will be not only willing but keen to give to the funds of the Sunday School. The trouble with many of us is that we start at the wrong end when we lay stress on the need of the cause first, instead of appealing to the imagination and natural interests of the young mind by picturing the heroism of the missionary, the everyday life of the child in the far-off land, or the privations of the famine sufferers we wish to aid.

The subtle power of suggestion usually acts in such a way that before we have made our appeal, the hearers are wondering what they can do to help; provided of course, we make our story sufficiently real. "Missions" and "Temperance" and "The Poor" never aroused any normal child's feelings, but a vivid, stirring story full of human interest never fails. Special missionary lessons calculated to appeal to Juniors are planned throughout the Departmental Graded Lessons Series.

Too frequently we detract from the interest of our regular weekly offering in Sunday School by asking big boys and girls to give voice to such sentiments as, "Now while we are little, pennies are our store," etc., which is not only lacking in fitness but in truth itself. Why should not Juniors have a treasurer of their own to take full charge of the collection and conduct it in a dignified manner, more after the custom of adults than children?

The cooperation of the parents can mean more to the teacher in the matter of giving than any other single force, for without this, it is very difficult to secure the desired results. When parents understand a teacher's aims, they can do much towards helping the boys and girls to earn a little money of their own, and in reminding them of their Sunday School obligations.

Toronto



### Certificates in the Departments

At the beginning of the year 1912, I introduced the Graded Lessons in all Departments of the Richmond Sunday School. I tried to get a series of certificates such as is now pre-

pared in connection with the Canadian Standard Efficiency Tests, but failed, and finally decided to make use of the Robert Raikes Diploma.

At the end of each Quarter, tests were given the whole School above the Primary Department. A test in memory work, one on note-work and Bible knowledge, one on illustrative work, and one on map drawing.

Pupils who reached the requirements in First Year Junior, for the whole year, were awarded a Robert Raikes Diploma, without a seal; those passing Second Year, a Diploma with one seal, and so on until the Third Year Intermediates received a Diploma with six seals.

On passing the requirements the next year, the pupil had another seal attached to his Diploma, except in the case of those who passed as Fourth Year Intermediate, who received the Advanced Diploma, and continued through the Senior Department to receive seals for it.

As nearly as I can remember, the first year only about 6 per cent. of the pupils qualified for Certificates, the second year about 30 per cent. qualified, and the third year about 75 per cent.

The introduction of the Certificates resulted in greatly improving the quality of the work done by the pupils, and in getting parents to teach their children at home.

After the first Promotion Day, held on a Rally Day, when Certificates were awarded before the whole congregation, teachers were deluged with inquiries from parents as to why their children had not received Certificates too, and when the matter was explained many of the parents declared that their children would get Certificates next year, for they would see that they did their Sunday School work.



### How to Conduct a Communicant's Class

*By Rev. D. N. MacRae, Ph.D.*

The following are some hints based on experience as to methods of conducting a communicant's class.

1. Discuss the matter with the Sunday School superintendent or superintendents.

If they approve, approach the teachers,—more especially of the Intermediate and Senior Departments—who may have boys or girls eligible to unite with such a class.

2. Give a number of short addresses at the church services leading up to the question of decision in youth.

3. Announce in the Sunday School the hope and wish of the officers and teachers that such a class may be formed.