

and receiving which attention this department of the Church's work will become still more effective. First, the need of a closer and more faithful oversight of Sabbath School work on the part of the Sessions of our congregations. It is one of the questions asked our Sessions from year to year, "how many elders are engaged in Sabbath School work?" And the answers returned from year to year to that question, show that by far too large a proportion of those who should be leaders in all the spiritual work of the congregation are neglecting this most important and most fruitful field. If the Sabbath School has sometimes degenerated into a sort of Sunday Club, with its chief interest centred around the entertainments and exercises in which the interest of the little ones has been aroused and for which their coöperation has been secured, if the teaching ability has been poor and the management unwise, it has often been because of the failure of those who have accepted office in the Church to entertain that true interest in the work, to sustain that hearty appreciation of its power and importance, and to exercise that continued and careful interest in the School which the Church has a right to expect for every department of its work from those who take the oversight.

In the second place we should claim for the Sabbath School a more general interest on the part of Christian fathers in our congregations. The great complaint made concerning Sabbath School work is that in some unaccountable way it suffers the young men to drift out of all connection with the Church. Young fellows between the ages of seventeen and twenty-two are suffered to lapse, and there is thus created or allowed to form a place of leakage which is disastrous to the Church's interests. Now, the truth of this is all too evident to be denied and one means of its cure lies in the recognition on the part of Christian men in our congregations of the duty that they owe to the rising generation. With a strong staff of able and efficient and devoted male teachers, teachers who, while prominent in the professions and in business, are not so absorbed in these as to be forgetful of their profession to be fellow-lab-