

framing them, must have the scholars in view. This constant visualizing of those who are to be reached will prove the finest kind of mental tonic, and will make the teacher's thinking definite and coherent.

It is not in mind alone that the teacher will be advantaged by the preparation of questions, but in heart as well. For, as he ponders over the lesson, striving to construct questions which will bring out its real teaching, ever new visions of spiritual truth will open up before him, and he will see endless applications of that truth to his own experience and the experience of his scholars.

For the sake of the benefit to himself, if for no other reason, the teacher should prepare his questions. But he should do this also, because it will make his teaching more interesting and effective.

The teacher who comes to his class with a set of carefully prepared questions, covering at least the main points in the lesson, will find his teaching greatly enriched thereby. Not only will the questions thus framed in advance ensure greater fulness in the bringing out of the lesson teaching, but, as they are discussed in the class, they will suggest other questions. One carefully constructed question may call up a dozen others in quick succession, which will elicit points of which neither teacher nor scholars would otherwise have thought.

Moreover, the preparation of a set of questions on the lesson will do much to steady the teaching. The teacher will go to the class with a clear and definite conception of the goal which he means to reach and the road by which he means to travel. There will be none of the discursiveness which is the fault of so much Sunday School and other teaching, and which is a chief reason why it is often so fruitless. Even if the class does get off the track a little in the course of the discussion, it will be a comparatively easy task for the teacher who has his questions well in hand to bring it back again.

The teacher who has the main questions which he intends to ask, clearly in mind, both as to substance and form, will go to his work with a feeling of mastery over the situation, which goes a long way towards making his lesson a success.



The Sunday School and Church Attendance

By Rev. A. Macgillivray, D.D.

The series of articles, of which this is the fourth, have been written in view of the problems and opportunities of Canada in the work of readjustment, reconstruction and assimilation when the War has ceased.

Again let it be stated that the Sunday School is an integral part of the church, one

of the institutions through which the church does her work of instruction, soul-winning and training for service. Both the church and the child have lost because some people have regarded the Sunday School as the children's church. Far too many parents are quite content if their children attend a Sunday School and make no effort to have them attend the stated services of the congregation. The family pew was a recognized and honored feature of the worship of our fathers. Parents and children came up together to the house of God.

It can be admitted without hesitation that often times the service did not recognize the presence of the child and his limited capacity to understand much of what was said or to profit therefrom, but we went without argument and without hesitation, because our parents went, and we were expected to go.

The habit was formed, the place of worship, no matter how humble, was to us the house of God, and an attitude of attention and a spirit of reverence was developed.

There is a danger that Sabbath Schools may assume too much, of its becoming an end in itself instead of a means to an end. The idea and practice of grading as to age, capacity and instruction, all admirable, may be carried, is, sometimes, carried, too far. In the home, the household, parents and children sit at the same table. They partake chiefly of the same food though in different quantities. All rise from it nourished and strengthened. Why not provide that in the service of the sanctuary, that aims to nourish and develop the soul, there be portions suitable for all and special portions suitable to each?

The church of to-morrow depends for its very existence on the presence and support of the children of to-day. Can they begin to attend it too soon? Can they learn too early to love it? Is it not their right and privilege to share in its worship and contribute to its support? To these ends the Sunday School must ever strive that the last scholar on its roll attends the church, becomes enrolled as one of its members and shares to the measure of his ability in providing its support and aids in furthering its local and missionary work.

"The church attendance movement" is in the right direction and worthy of the co-operation of the Sunday School. Let teachers be careful to set a good example. An invitation to a scholar whose parents are non-churchgoers, to "come and share the teacher's pew" will be gladly accepted.

It is the scholar who attends the church, that profits most from the Sunday School.

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