

invite discussion and careful study, in the light of the increasing interest in social service, and especial attention to the new studies in child nature will always prove attractive.

This period also offers a fine opportunity for educational leaders and Sunday School specialists, the denominational secretaries and men with a real message in religious education to address the leaders in a city. Possibly one of the greatest benefits, however, is the spirit of fellowship, the sense of professional dignity, and comradeship in a great work that comes to a group of one or two hundred people sitting side by side in prayerful study of great problems.

The second period, usually from 8.15 to 9 o'clock, is devoted to departmental work. The day has come for specialization. This is felt everywhere. The Sunday School teacher must be prepared for special duty, and should be chosen and trained with a view to skilled leadership or efficient teaching in one definite place. The City Training School, therefore, offers the opportunity for teachers of Beginners to meet together under the best available local leader to study how to become true teachers of the little child. It offers opportunity for the Primary teacher to study the problems of early

childhood and the organization of the Primary Department as a distinct piece of work. The same is true of the Junior teacher. The day has come when the teaching of this age must not be merged either with early childhood or with the teen years. We have books enough and direction enough for the teen years, to offer some real guidance and thorough study to teachers of the Intermediate boys and girls, from thirteen to sixteen, and the demand is insistent that strong young men and women prepare to be real organizers and guides, inspiring leaders for the later teen years.

The Adult Class teachers should meet together to study their distinctive problems—not only problems of teaching, but of organization. Another class should be a coaching class for teachers of training classes, where the reference reading, practice teaching, observation work,—all that belongs to the effective training class may be carefully studied under a real leader.

There is, to-day, a clamant demand for the training of Sunday School officers,—the superintendent and his assistants, the treasurer and the secretary, and the heads of important committees, like the Missionary Committee and the Temperance Committee. Chicago, Ill.

## HOW THE WORK GOES ON

The Sunday School of St. Andrew's Church, Kamloops, with a membership of 165, gives an offering once every month for missions, the average contribution being \$12.00.

A teacher in the Sunday School at Blythe, Man., last year, to test the knowledge gained by her class of boys and girls, aged from eight to fourteen, asked each of them to write an essay not exceeding 300 words in length on either Joseph or Moses, a prize being offered for each essay which came up to a required standard.

In the Sunday School of Cooke's Church, Kingston, Ont., the class taught by Mr. D. A. Shaw had 48 star Sundays during 1913, that is, there was a full attendance on 48

Sundays. In the same School Mr. W. Clenahan, up to the end of last year, had attended regularly for the previous 20 years, while Mr. James Turner had not missed a single Sunday during 11 years.

A feature of the Order of Service used in the Sunday School of Knox Church, Toronto, and printed on strong cardboard, is a Missionary Drill consisting of nine or ten questions for a leader with the corresponding answers for the School. The closing prayer is also printed for repetition by the School in concert. All papers, books, etc., are distributed after the closing prayer.

There are many evidences that Rally Day last fall was more largely and successfully