

Much benefit would result from the organizing of at least one Teacher Training Class in each Sunday School.

C. DEPARTMENT.—We note with pleasure that several Adult Bible Classes have been organized in the District in the past two years. These classes have proved themselves a splendid agency in relation to the Sunday School many persons who were not regular attendants. It is very desirable that at least one Adult Bible Class in each school be organized along the lines of the new movement.

HELPS AND PAPERS.—It is gratifying to note that an ever increasing number of schools are placing their orders for Lesson Helps and Papers with our own Publishing House at Toronto. We believe nothing better can be procured at the same cost. Denominational loyalty and Canadian patriotism are always in evidence.

CORRESPONDENCE.—The District Sunday School Secretary will be pleased to hear from you by letter in reference to any phase of the work.

A sample of the letters being sent to every school on the Lindsay District is here given. When the District Sunday School Secretary supplements the work of the General Secretary in some such way, unity of effort is surely followed by an increased measure of success. These Sunday School pages in this issue should be a stimulus to many District Secretaries to magnify their office.—*Ed.*

"To the Sunday School Workers of Lindsay District—Dear Fellow Workers: As the Secretary of the District I should like to address you: I would like to help you in great labor of love. Ours is probably the greatest work that the church is doing to-day. If our S.S. work were perfectly done, as supplement to a wholesome Christian home life, it should win all of our young people for Christ by first-class. Let us clean up our own work and organize our work for that end. The last ten years have brought great development and improvement in our S.S. methods and effectiveness, and I invite every superintendent on this district to make a thorough study of the underlying principles of the work to bring your school up to date. The whole church in the school is our motto and it is gratifying to know that some of our appointments have almost reached this goal. Has yours?"

"The study of the S.S. schedules of the last district meeting reveals to us that our school work on this district should be vastly improved. Here are some of the things for your prayerful study. We have 38 schools, 12 of which are on the Missions. Not one school has a Home Department, 3 have a Cradle Roll, only 14 have pledged abstainers, 18 contributed to missions (a fine gain), 10 have offered to the S.S. Aid Fund, and only 14 out of the 38 brought members into the church, numbering 191 all told."

Pastors and superintendents, where does your school stand in these ranks? God has given us a splendid opportunity, we have a large constituency, right of way, no opposition, and though there is cause for thanksgiving, we surely ought to do better. I invite the leaders of the Bible Study Department of the Church to study together the whole program of the modern Sunday School, and in downright earnest let us give ourselves to bringing our school up to the mark.

The harvest must be ready to gather in some schools. Announce a class for Church membership, let pastor, parents, and League officers and teachers go to work for a month's personal work and good will surprise will be the result.

I am pleased to announce that the Rev. F. L. Farewell, B.A., our Field S.S. and E.L. Secretary, is giving us three days, January 17-19, 1911, for Sunday School Institute work to help our schools. We are planning for one for the next year, at Guelph, at Penelon Falls, for the centre, and at Onneme for the south schools. Full participation is expected from all workers. Topics, The Modern Sunday School and how to have one. I shall hope to see you all at these institutes. With best wishes for your work, I am, yours in service.

H. W. DIST. S.S. SECY.

Bobsygeon, Dec. 6, 1910.

A note from Rev. J. W. Down, Sunday School Secretary for Nanapanee District, shows the superiority of our Institutes over the usual District Sunday School Convention. He arranged with Mr. Farewell for four gatherings on the Institute

plan, and reports the following attendance; at Arden, 40 in the afternoon, 100 in the evening; at Vankar 60 and 120; at Morden 50 and 110; at Selby 75 and 200. The afternoon sessions reached 225 persons and the evening 530, or 755 in all. After making allowance for all duplicate attendance it is clearly evident that these Institute sessions did much more for the district than an ordinary Convention. held as usual in some central place for the whole district, could have done. During the past three months Mr. Farewell has held upwards of 50 of these Institutes and nothing but the highest praise has been reported concerning his work. Mr. Doyle has been likewise exceedingly busy in the West. The calls for this kind of service could be kept constantly busy. Interest in Sunday School work was never as keen as it is to-day.

Superintendent's Letter

(The issuance of an occasional personal letter from the Superintendent to the Teachers of the local Sunday School is a splendid plan. Here is a sample. It was sent out over the signatures of the Superintendents of the First Methodist Sunday School, Charlottetown, P.E.I. With such wide-awake superintendents any school must profit, and by it be led to greater progress and prosperity.—*Ed.*)

Dear Teacher.—There are many occasions when we, Superintendents and Sabbath School duties conflict with our daily labors, but at all times we deem it an honor and a pleasure to fill our office in connection with your school. And we consider it a double pleasure, and something we feel very proud of to be associated in this work with such a noble, painstaking and unselfish company of officers and teachers. We have always realized that a true Sabbath School worker continually makes sacrifices, but these sacrifices ultimately add to our spiritual welfare and intensify our desire to do something for Him who has done so much for us.

Our object is to continue improving our school—for to stand still would mean to go back—and to the end we want to sound loudest just now is, **joint ownership.** We want every teacher and officer to feel that the superintendents of the schools are similar to the engine drivers on the train, while the officers and teachers occupy the position of conductors. We will provide the power and regulate the speed, while you instruct us when to stop or go on, while looking after the passengers (scholars) under your care; but all the while you are equally responsible with us for the success of the school. Let us all act as though the success of the school depended on our individual efforts, on our suggestions, and on our co-operation. In securing the regular attendance of our class, and continually soliciting the attendance of these new members be members of some class in our school.

If both superintendents and an officer or two undertake themselves some Sunday without making any provision for a substitute, how long would our school continue to improve? Then, if one of the regulars, one, two, or even six, teachers absent themselves and have not arranged for their classes before looking after. Did you ever think how you would feel, as superintendent, when these things happened? It is thankful it is rare case with us, but sometimes it happens, and we now want to urge on the teachers the fact that in our "our school" and therefore your duty to find a substitute. In cases where illness or unforeseen circumstances prevent, we will find a substitute you will always find us ready to do our utmost to help you.

And finally, let us not forget the object of our work and the necessity for prayer. "Ask and you shall receive." Can you ever forget that ten-minute teachers' meeting in the little classroom at Sabbath afternoon during Dr. Elliott's services? We hope we never will. The result of our Sabbath School work is to keep always green and fresh in our memory. And now, let us remember "our school" and let us pull together.

With best wishes, yours sincerely,

E. H. BEER,
JOHN F. WHEAR.

Living Questions on the Sunday School Lessons

For Personal Study and Public Discussion

Jan. 15.—Text, 2 Chron. 15: 1-15.

1. How much did the rulers of Israel owe to the prophets for moral support? (vs. 1, 2).
2. How much does our government owe to preachers for encouragement in the work of moral reform? (vs. 1, 2, 8).
3. May we expect prosperity if we co-operate with God? (v. 2).
4. Does misfortune usually lead men to God or drive them away? (v. 4).
5. Do efforts at moral reform ever prove futile? (v. 7).
6. Why were the people attracted to Aza? Was it because of a desire to serve God, or simply a tendency to go with the crowd? (v. 9).
7. Can you make men religious by act of parliament? (v. 12).
8. Is it wise to force children to go to church against their will? (v. 13).

Jan. 22.—Text, 1 Kings 16: 13-33.

1. Is the acquisition of honors worth the price generally paid? (vs. 17, 18).
2. Is arbitration a safer and saner principle for settling disputes than war? (vs. 21, 25).
3. To what extent are the masses influenced by the evil example of rulers and other dignitaries? (v. 26).
4. Do our public men influence society more by their example, or other teaching, or their deeds? (v. 13).
5. Is it a good thing to follow the customs of the past? Does custom tend to retard progress, or to conserve order and righteousness?
6. Can shrewd business ability ever atone for moral defects? (v. 24).
7. Should a Christian ever choose an unreligious as a life partner? (vs. 31-33).
8. Which has the greater influence on the religious life of the home—the husband or the wife?

Jan. 29.—Text, 2 Chron. 17: 1-13.

1. Do we recognize the hand of God in our prosperity as fully as the Jews did? (v. 5).
2. Which proves the greater blessing to the people, the soldier king or the teacher king? (vs. 7-9).
3. To whom do we owe most, the school teacher or the soldier?
4. Are we spending enough money on our educational system as compared with what we spend in other ways?
5. Why does the Bible lie at the basis of all education? (v. 9).
6. What was the secret of Jehoshaphat's greatness? (vs. 10-13).
7. Can an irreligious man become a truly great man?
8. Which is the greater work, to suppress evil institutions by law, or to lead people out of evil propensities by education?

Feb. 5.—Text, 1 Kings 17.

1. What was the source of Elijah's strength?
2. Which gives a man the greater influence, noble birth, social standing, or Christian character?
3. Will whole-hearted consecration to God make any man influentially great?
4. Are we lacking in the element of moral courage?
5. Who received the most benefit, the widow or the prophet?
6. Did God design to teach Elijah any lesson by sending him to this heathen home?
7. Will God always reward those who support His servants or His cause?